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**LAKE WASHINGTON INSTITUTE OF TECHNOLOGY  
School of Business**

11605 132<sup>ND</sup> Avenue N.E.  
Kirkland, Washington 98034-8506

**PROGRAM PROPOSAL  
November 15, 2019**

**BACHELOR OF APPLIED SCIENCE  
Applied Management-Entrepreneurship**

Prepared by: Matt Benner,  
Business Program Chair  
[matthew.benner@lwtech.edu](mailto:matthew.benner@lwtech.edu)

**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution  
Name: Lake Washington Institute of Technology

Degree Name: BAS Applied Management – Entrepreneurship CIP Code: 52.0703

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

Degree: <u>AAS Accounting</u>	CIP Code: <u>52.0302</u>	Year Began: <u>1991</u>
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Degree: <u>AAS Business Technology</u>	CIP Code: <u>11.0601</u>	Year Began: <u>1991</u>
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Proposed Start Implementation Date: Fall 2021

**Proposal Criteria:** *Please respond to all eight (8) areas listed in proposal criteria FORM D.  
Page Limit: 30 pages*

**Contact Information**

Name: Matthew Benner

Title: Assistant Professor, Chair, Business Program

Address: 11605 132<sup>nd</sup> Ave NE Kirkland, WA 98034

Telephone: (425) 739-8370

Fax:

Email: [matthew.benner@lwtech.edu](mailto:matthew.benner@lwtech.edu)

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

11/14/2019  
\_\_\_\_\_  
Date

## NEW DEGREE PROGRAM PROPOSAL

### Introduction

Lake Washington Institute of Technology is centrally located in Washington State's high-technology corridor in King County, near Seattle. As the state's only public institute of technology with its main campus in Kirkland, it serves a diverse student body from throughout the Puget Sound region and countries around the world. More than 6,500 students enrolled at the college in 2017-2018. LWTech has served its community since 1949 and has been a member of the Washington State Community and Technical college system since 1991. The Northwest Commission on Colleges and Universities accredits the college at both the associate and baccalaureate degree level.

The college began as Lake Washington Vocational Technical Institute, part of the Lake Washington School District. From initial instruction in a sewing course, the college grew steadily to include vocational programs in trade and industry, adult education, and community services classes. The main campus opened in Kirkland in 1983. In 1991, legislation converted the five vocational-technical institutes in Washington State into technical colleges; making them members of the Washington State Community and Technical College system. The college's scope and character changed significantly during these years, evolving from a vocational training school to an institute of technology with a comprehensive curriculum that includes professional-technical programs, as well as basic skills, academic and continuing education programs. On July 22, 2011, the college officially changed its name to Lake Washington Institute of Technology.

Growth in facilities matches growth in academic and professional-technical programs. New buildings in 1992 and 2002 increased the size of the Kirkland Campus to nearly 400,000 square feet. In 2011, completion of an 83,700 square foot Allied Health Building provided new facilities for programs in health care fields.

LWTech currently offers more than one hundred degree and certification options in of forty fields of study. In 2009, following state agency and NWCCU approval, the college opened an applied baccalaureate degree program in Applied Design. The college received a commendation after the Fall 2011 accreditation visit for "...establishing a rigorous and viable Bachelor of Technology degree program in Applied Design..." Eight baccalaureate programs are available to students for Fall 2019.

Today, Lake Washington Institute of Technology proposes its eleventh baccalaureate degree, the Bachelor of Applied Science Applied Management – Entrepreneurship (AME) degree. Graduates will be prepared to function as a small business owner or independent contractor/consultant, or ready for a supervisory position in their technical field. Additionally, they will be ready to pursue graduate education at the Master's level from state or regional institutions. Applied Management - Entrepreneurship is intended for those students who have received their applied Associate's degree in several professional-technical disciplines and seeking to advance or change their careers. The combination of their past practical experience and applied business management education with an entrepreneurial skill set will prepare graduates to assume a leadership role in a variety of industries.

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

### 1.1 Program learning outcomes

The mission of Lake Washington Institute of Technology is to prepare students for today’s careers and tomorrow’s opportunities. The mission of the School of Business is to prepare students for sustainable-individualized careers in the area of business management.

Learning outcomes for the BAS Applied Management – Entrepreneurship (AM-E):

All students will demonstrate

- Knowledge of the structures and functions of business management and wealth creation
- Ability to apply business management principles from both an entrepreneurial and intrapreneurial perspective
- Ability to determine the needs and structures of the local business community
- Knowledge of business startup Economics, Operations Management and Entrepreneurship/Intrapreneurship
- Completion of a comprehensive business plan

### 1.2 Program evaluation criteria and process

The LWTech BAS Applied Management – Entrepreneurship (AM-E) will prepare students to enter the local business community in a competent manner emphasizing the principles of “for profit business,” within the context of sound business ethics. Student learning assessments will be performed quarterly and program review annually.

The program will be designed to accommodate the needs of traditional college age students and working adults who are grappling with the demands of work, family, and educational aspirations. LWTech is uniquely positioned to offer economically and logistically accessible programming that is in high demand. The college has traditionally served a broad demographic base and receives State support for its operations. It therefore offers extensive economic and social support systems that are not available at other colleges. As the first public institute of technology in Washington State, the college has embraced creative and flexible programming that accommodates students reflective of our socioeconomically and culturally diverse community.

The BAS Applied Management – Entrepreneurship (AM-E) Advisory Committee will be composed of leaders from the business community ranging from small to large business that appreciate the need for creative management and new ideas. Committee members will review and comment on the program throughout its formation and development.

<b>Key Formative Outcomes</b>	<b>Assessment Tool</b>	<b>Timing</b>
Perform actions that demonstrate personal integrity, appreciation for social entrepreneurship, and attention to legal and ethical standards.	Coursework projects Instructor evaluation	Quarterly
Provide business perspective of diverse business cultures, values, perspectives and individual behavior.	Coursework projects Instructor evaluation	Quarterly
Demonstrate knowledge of the structures, functions and organizations which comprise local business systems.	Coursework projects Instructor evaluation	Annually
Demonstrate awareness of the needs, roles and strengths of the professionals within the local field of business ranging from small business to large businesses	Coursework projects Optional Field Internships Instructor evaluation	Annually
Demonstrate Business Management skills	Coursework projects Instructor evaluation Optional Field Internship	Annually
Demonstrate the ability to complete business analysis and develop the skills necessary to solve a business problem.	Coursework projects Instructor evaluation	Annually
<b>Key Summative Outcomes</b>	<b>Assessment Tool</b>	<b>Timing</b>
At least 80% of graduates responding to the Exit Survey will report satisfaction with the program.	Exit Survey	Annually
At least 80% of graduates responding to the Graduate Satisfaction Survey will indicate employment in the business community.	Post graduate survey	Annually
At least 80% of employers of BAS Applied Management – Entrepreneurship graduates responding to the Employer Satisfaction Surveys will indicate satisfactory performance with the LWTech BAS Applied Management – Entrepreneurship (AME) graduate.	Employer survey	Annually
At least 70% of students who enroll will successfully complete the BAS Applied Management – Entrepreneurship (AME).	Completion rates	Annually

The LWTech mission, program outcomes, and global outcomes provide the foundation for prerequisite course work and the Applied Management curriculum. The college has adopted the following five Global Outcomes as institution wide student learning outcomes:

#### Communication

The ability to engage effectively in verbal, non-verbal, written, and/or symbolic expression.

#### Critical Thinking

The ability to evaluate information, draw inferences, arrive at conclusions, and create solutions based on objective analysis of the evidence.

#### Information Literacy

The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

#### Intercultural Appreciation

The ability to describe and demonstrate the value of cultural differences and commonalities among people and to recognize and respond to those differences and commonalities in the workplace and the learning environment. Differences and commonalities include, but are not limited to, ethnicity, age, gender, ability, life experiences, family situations, race, and sexual orientation.

#### Teamwork

The ability to participate actively and cooperatively in a group to advance a common goal.

LWTech programs evaluate students so that each graduate is competent in all of the five global outcome areas. The Engagement & Learning department oversees the college wide process for implementing, supporting, and assessing global outcomes. Annual data is provided to departments and is used by faculty to inform program improvement plans.

At LWTech, each program performs summative and formative assessments, quarterly and annually. Together, those assessments roll up into a comprehensive five-year program assessment. The assessment model is in alignment with the college's core themes. In addition, the assessment includes a five-year comprehensive program overview based on the data collected throughout the years.

#### Five-Year Comprehensive Program Overview:

- Is the mission statement accurate and current?
- Is the program description accurate and current?

#### SWOT Analysis:

- Strengths and achievements
- Challenges
- Opportunities

#### Plan of action

- Short-term goals
- Mid-term goals
- Long-term goals

**Table 1: LWTech Program Assessment**

<b>Core Theme</b>	<b>Assessment Topic</b>	<b>Specific Assessment</b>	<b>Timing</b>
Pathways	Pathways	Admission, progression and graduation rates	Annually
		Demographics	Year 1
		Student services utilized during course of studies.	Year 1
		Post-graduation	Year 1
	Enrollment Data	FTE	Quarterly
		Headcount	Quarterly
		Student-Faculty Ratio	Annually
	Curriculum Review	Up-to-date course outlines	Annually
		Delivery methods	Annually
	Academic Advising	Entering student support	Year 2
		Continuing student support	Year 2
		Completing student support	Year 2
	Employment Opportunities	Employment projections	Annually
		Projected wage data	Annually
		Industry changes/response to changes	Annually
		Pending industry changes	Annually
	Transfer	Articulation agreements	Year 3
		Other transfer options	Year 3
	Resources	Student/Faculty ratio	Annually
		Staffing levels	Annually
		Adequate facilities	Annually
		Adequate equipment	Annually
		Adequate technology	Annually
Adequate budget		Annually	
Student Achievement	Data	Average or higher completion	Annually
		Average or higher retention	Annually
		Licensing/industry exam pass rates	Annually
		Internship/externship/clinical pass rates	Annually
		Employment rates	Annually
		Course Evaluations	Annually
	Global Outcomes	Communication: <ul style="list-style-type: none"> <li>• Audience/Purpose</li> <li>• Content Development</li> <li>• Clarity/Organization Within Genre and Disciplinary Conventions</li> </ul>	Rotates Annually

Core Theme	Assessment Topic	Specific Assessment	Timing
		<ul style="list-style-type: none"> <li>• Technology/Visual Elements</li> <li>• Grammar/Language</li> <li>• Sources/Evidence</li> </ul> <p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>• Identify the problem</li> <li>• Gather Information</li> <li>• Develop hypothesis</li> <li>• Assess/Analyze</li> <li>• Evaluate</li> </ul> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>• Identify Information Need</li> <li>• Formulate Research Plan</li> <li>• Select/Use Tools</li> <li>• Gather Information</li> <li>• Evaluate/Synthesize Information</li> <li>• Use Information Responsibly</li> <li>• Apply Technology to Enhance Learning</li> </ul> <p>Intercultural Appreciation</p> <ul style="list-style-type: none"> <li>• Cultural Awareness/Self Knowledge</li> <li>• Acknowledgement of Stereotypes/prejudice</li> <li>• Verbal/Non-Verbal Communication</li> <li>• Respect, Engagement, Inquiry</li> <li>• Teamwork/Openness</li> </ul> <p>Teamwork:</p> <ul style="list-style-type: none"> <li>• Working with Team Members</li> <li>• Time Management</li> <li>• Contributions</li> <li>• Attitude</li> <li>• Leadership/Participation</li> </ul> <p>(Reference Global Outcome Guide)</p>	
College Community	Student Support Services	Relationship with library	Year 4
		Relationship with Learning Lab, Math Tutoring Center, Writing Tutoring Center	Year 4



Core Theme	Assessment Topic	Specific Assessment	Timing
		Relationship with eLearning	Year 4
		Relationship with Counseling	Year 4
		Relationship with Disability Support Services	Year 4
		Relationship with specific population programs (TRiO, BFET, etc.)	Year 4
	Associated Student Government	Relationship with ASG	Year 4
	Instructional Programs	Partnerships with other programs	Year 4
	Faculty Development	Activity engagement	Annually
		Future training opportunities	Annually
	Faculty Engagement	Committees engagement	Annually
		Initiatives involvement	Annually
		Events involvement	Annually
	Safety	Safe classrooms	Annually
		Safe labs	Annually
		Safe offices/workspaces	Annually
External Engagement	Recruiting/outreach	Involvement levels	Annually
		Notable successes	Annually
	Marketing	Supply of materials	Annually
		Adequacy of materials	Annually
	Advisory Committee	Diversity of representation	Quarterly
		Curriculum review feedback	Quarterly
		Contributions/recommendations	Annually
	Foundation	Partnership engagement	Annually

Program assessments roll up into institutional assessment and are reviewed by the Institutional Effectiveness Committee and inform the work of the Accreditation Committee.

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

1. Associate of Applied Science (AAS) degree or equivalent.
2. Minimum cumulative GPA across all college coursework of 2.5.
3. Completion of 15 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
  - a. 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA.
  - b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
  - c. 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA.
4. Students who have not passed BUS& 101 and ACCT& 201 with a 2.0 grade or better should take those courses prior to starting the BAS AM-E program.

Admission to the program may occur when completion of the courses specified above can be documented.

**1.4 General education component: A minimum of 60 quarter hours of general education courses will be required, to include the following distribution areas:**

- Communication Skills – 10 credits including ENGL& 101 or equivalent
- Quantitative/Symbolic Reasoning Skills – 5 credits: MATH& 107 or higher
- Social Sciences – 10 credits
- Humanities – 10 credits
- Natural Sciences – 10 credits with at least 1 lab course
- 15 credits additional general education courses from any of the areas above
- 15 credits of General Education must be upper division

**1.5 Course work needed at junior and senior levels in the BAS.**

Course	Title	Credits
	Applied Associates degree technical coursework	75
<b>Gen Ed Requirements:</b>		
ENGL& 101	English Composition I	5
ENGL& 102*	English Composition II	5
MATH& 146*	Introduction to Statistics	5
PHIL 305	Professional Ethics	5
CMST 300	Professional Communication	5
PSYC 324	Psychology of Organizations	5
ECON& 201	Microeconomics	5
ENVS& 101*	Introduction to Environmental Science	5
BIOL& 160*	General Biology	5
BUS& 101 or BUS& 201	Introduction to Business or Business Law	5
SOC& 101*	Introduction to Sociology	5
ART& 100*	Art Appreciation	5
	<b>Subtotal</b>	60
<b>Core Degree Requirements:</b>		
BUS 300	Introduction to Entrepreneurial Action & Leadership	5
BUS 310	Marketing Management	5
BUS 320	Business Development and Sales	5
BUS 330	Creative Product Development	5
BUS 350	Entrepreneurial Finance	5
BUS 360	Entrepreneurial Start-Up Strategy	5
BUS 370	Business Plan – CAPSTONE I	5
BUS 380	Business Plan – CAPSTONE II	5
BUS 390	Business Plan – CAPSTONE III	5
	<b>Subtotal</b>	45
	<b>TOTAL</b>	180

\*or any course from the same general education distribution area

CRITERIA	STANDARD
2. Qualified faculty.	<p>Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p>

**Matt Benner, Assistant Professor, Department Chair – Business**

Qualifications:

- Doctorate in Business Administration, in process, Northcentral University, Prescott Valley, Arizona
- Post-graduate certificates – Marketing, Public Relations, University of Maryland, University College, Adelphi, MD
- Master of Science - Marketing, University of Maryland, University College, Adelphi, MD
- Master of Public Administration, University of Maine, Orono, Maine
- Bachelor of Arts, magna cum laude, University of Maine, Orono Maine
- Seven years of full-time collegiate teaching experience, in two college systems – liberal arts colleges and community colleges
- Twenty-three years of applied military experience retiring at the rank of Lt. Col.
- Diploma – Army Command and Staff College
- DINFOS – Defense Information School – Public Affairs Officer Qualification Course
- Entrepreneurial CAPSTONE Practicum Instructor, University of Maine at Machias, Machias, ME
- Community service and leadership – Military Officers Association of America

We will be recruiting for additional **part-time faculty**, with the following minimum qualifications:

- Master’s degree in Business Administration, Marketing, Entrepreneurship, Management, or a related field
- Bachelor’s degree with industry experience in Business Field
- Excellent written and verbal communication skills
- Sensitivity and ability to successfully interact with diverse populations.

In addition to the above minimum requirements we will seek faculty with the maximum combination of the following preferred qualifications:

- Five years of related work experience
- Collegiate teaching experience
- Experience working on multi-disciplinary teams

- Bicultural and/or bilingual experience

### General Education Full-Time Faculty Profiles

Faculty Name	Degree	Distribution Area
Dr. Wes Mantooth	PhD	English
Phil Snider	MA	English
Elisa Parrett	MA	English
Sue Kuestner	M.Ed.	Mathematics
Dr. William Bricken	Ed.D	Mathematics
Sherry McLean	MS	Mathematics
Dr. Narayani Choudhury	PhD	Mathematics
Michelle Judy	MS	Mathematics
Jason Sobottka	MFA	Humanities
Christine Turpin	MFA, MS	Humanities
Dr. Laura Toussaint	PhD	Social Science
Dr. Sharon Raz	PhD	Social Science
Priyanka Pant	MS	Science
Dr. Barcin Acar	PhD	Science
Dr. Kimberly McClure	PhD	Science
Michael Rodriguez	MS	Science
Dr. Amber Wyman	PhD	Science

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

Responsibility for the admission process rests with LWTech's Student Services Division. Recruitment is a shared responsibility between Student Services and Instruction with both units

having support staff and faculty involved in recruiting prospective students to the program. The recruiting effort involves faculty and staff working with industry, advisory committees, and feeder programs. In 2018, the college purchased Radius Software to improve the online admission experience for selective admission programs. A minor reorganizing including reclassifying a classified employee into an exempt level role and adding a new Program Assistant II in the enrollment services office in 2019 accommodated the additional processing workload needed for rapid growth in baccalaureate programs.

Students who apply for the program will be evaluated using the admission requirements shown below.

The admission process for the BAS Applied Management – Entrepreneurship program closely follows the patterns previously established for LWTech’s ten other Applied bachelor’s degree the first of which began in 2009. Admission criteria reflect an approach that includes the student’s academic record, personal characteristics, and potential to work in the industry.

### **General**

LWTech currently uses selective admissions processes for several programs of study at both the Associate and Baccalaureate level. Our processes meet standards for both community/technical colleges and baccalaureate institutions established by the American Association of Collegiate Registrars and Admissions Officers. The admissions staff members also have extensive experience in community/technical colleges, regional baccalaureates, upper-division, and Masters’ level institutions.

Admissions procedures that serve all selective admission programs include:

1. Admissions office as the central locus of application
2. Comprehensive online application with detailed, step-by-step instructions and clearly communicated timelines for admission
3. Regular day, evening, and online information sessions
4. In-house transfer credit evaluations conducted at the time of application so students know their exact status regarding admissions
5. Use of an online tool for blind scoring of items like portfolios, essays and recommendations.

### **Information Sessions**

Information sessions will be presented on a regular basis, both day and evening, to provide prospective students with an overview of the BAS Applied Management – Entrepreneurship (AME) program and to explain the admission process. An online option will also be available through the Admissions office for prospective students who are unable to attend an in-person session.

### **Program Admission Requirements**

1. Associate of Applied Science (AAS) degree or equivalent.
2. Minimum cumulative GPA across all college coursework of 2.5.
3. Completion of 15 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
  - a. 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA.

- b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
- c. 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA.
- 4. \$50 non-refundable application fee.
- 5. Students who have not passed BUS& 101 and ACCT& 201 with a 2.0 grade or better should take those courses prior to starting the BAS AM-E program.

Admission to the program may occur when completion of the courses specified above can be documented.

**Selection Criteria**

Applicants will be selected based on the criteria listed above. Complete applications will be reviewed by an admission selection team (generally the program faculty, dean, director of admissions, and an advising representative). The GPA will be the most heavily-weighted criteria.

Prior to reviewing applicants, the admissions selection team will design comprehensive rubrics for evaluating transcripts. Evaluation rubrics will ensure a consistent and rigorous method is applied to each prospective student equitably.

Evaluation rubrics:

- 1. Transcripts will be reviewed for the appropriate pre-requisites.

Currently the college uses a weighted method for selection criteria for all selective programs and anticipates the BAS Applied Management – Entrepreneurship (AME) program will follow a similar pattern. The final decision on admission to the BAS Applied Management – Entrepreneurship (AME) program will be made by the admissions selection team with available spots going to the applicants with the most points based on Table 2.

**Table 2 – Weighted Criteria for Selective Program Admission**

Application Requirements	Max. Pts	Notes
Cumulative College-Level Associate Degree GPA	40	Multiply cumulative GPA by 10 to determine total points
Completion of pre-requisite degree & coursework	60	Based on evaluation rubric
TOTAL	100	

**Encouraging Diversity**

LWTech values and celebrates student diversity in a number of ways including support for an active Equity, Diversity, and Inclusion Council, using Intercultural Appreciation as one of the college’s five global outcomes (Critical Thinking, Intercultural Appreciation, Information and Technical Literacy, Teamwork, and Communication) and focusing on diversity work within its Strategic Plan.

LWTech consistently enrolls greater percentages of students of color than reflected in the surrounding school districts. LWTech’s 2017-18 enrollment was 36% students of color compared to the surrounding school district average of 29%. Additionally, over 5% of enrolled

students report having a disability and the average age of students is 30. This strong enrollment from diverse students in existing programs at LWTech will benefit the recruiting opportunities for a new baccalaureate program.

When recruiting, the college consistently reaches out to historically disadvantaged populations by participating in Veterans job and resource fairs, WorkSource resource fairs, LGBTQIA+ education events, and students of color career conferences. Outreach for a new applied baccalaureate degree would occur at all of these events as well as new events specifically related to relevant industries.

Because the BAS Applied Management – Entrepreneurship (AME) program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

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

These LWTech services for students are available to all BAS Applied Management – Entrepreneurship (AME) applicants and regularly enrolled students. We believe existing services will be sufficient.

### Advising

Academic Advising is available for all new and continuing students on both a drop-in and appointment basis. Academic Advising has created dedicated Student Success Navigators (SSN) who provide comprehensive, case-managed advising to prospective and enrolled students in all programs of study. The SSN for this program will also advise for appropriate feeder programs. This insures students receive consistent and accurate information about courses and transferring as early as possible. It also creates a strong relationship between students and a single point of contact in Student Services for the full associate and baccalaureate experience whenever possible. The SSNs report to the Director of Student Development who reports to the Vice President of Student Services. Hours of work vary among the navigators depending upon program needs.

For prospective baccalaureate students, the SSN:

- Answers general inquiry questions
- Participates in information sessions with lead faculty from the program
- Provides one-on-one coaching for completing a competitive application
- Follows up on students who have inquired but not applied.

For enrolled baccalaureate students, the SSN:

- Participates in program-specific orientation prior to quarter start
- Ensures all students are registered quarterly and advises them on course selection
- Provides appropriate referrals for financial aid and support services

- Checks in with all students a minimum of once per quarter to promote success

For faculty, the SSN:

- Attends department and/or division meetings to learn about new curriculum developments and student concerns
- Serves as a single point of contact for faculty questions about student services processes

One FTE was added to the Academic Advising staff two years ago to assist with successful onboarding of baccalaureate students. According to the Council for Academic Standards (2009, p. 5)<sup>1</sup>,

- “Academic advising caseloads must be consistent with the time required for the effective performance of this activity,”
- “academic advisors should allow an appropriate amount of time for students to discuss plans, programs, courses, academic progress, and other subjects related to their educational programs,”
- “the academic status of the student being advised should be taken into consideration when determining caseloads,”
- “when determining workloads it should be recognized that advisors may work with students not officially assigned to them and that contacts regarding advising may extend beyond direct contact with the student.”

Given LWTech’s size and dual advising model (lead faculty also advise students within their program), the college strives to keep the SSN to student ratio at or below 1 to 600 FTE (for a full time SSN). Students served by group advising and/or not case managed may exceed this ratio. While the College is close to capacity in Academic Advising in general, especially with the addition of newly developed programs, there is limited room for growth in the Business area before another staff member will be needed.

To ensure strong communication within the department, the Vice President of Student Services:

- Leads quarterly division meetings to discuss division and college updates
- Meets weekly with the student services leadership team who in turn share information with their teams
- Emails college and division updates to the full division weekly

The Director of Student Development coordinates a weekly meeting for all employees who provide Academic Advising services to students (SSNs, TRiO, WRT, OG, WorkFirst, BFET, International, High School Programs, etc.) where curriculum changes, services updates, and other information are shared. In our small college, Admissions, Registration, Academic Advising, Workforce Programs, and Financial Aid are all on the same floor and interact continuously to support students. Other student support services (TRiO, the Learning Lab, and Student Programs) are located in different campus locations.

## Assessment

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<sup>1</sup> Council for the Advancement of Standards of Higher Education (CAS) (2009). Academic advising programs: CAS standards and guidelines.



The Assessment Center provides placement testing, all College Level Examination Program exams, industry certification exams, accommodated testing for students with disabilities, and Washington Online proctoring. The Assessment Center can also proctor tests and quizzes for online classes.

### **Student Development Services - Disability Support Services**

Disability Support Services (DSS) offers academic adjustments to all students with documented disabilities. Adjustments provide equal access for students in a classroom setting. Academic adjustments are specific to the student, their disability, and class requirements. Students registered with this office are also eligible to join TRiO (see below).

### **Workforce Programs - Employment Resource Center**

The Employment Resource Center (ERC) provides a comprehensive suite of services focused on individuals' career and professional development at all academic and career levels. The ERC provides career exploration, career and personality assessments, and labor market information and research. Through individual work and a workshop series, the Center assists students in clarifying their career aspirations, developing job readiness skills, and learning job search and job success skills (such as resume and cover letter writing and interviewing techniques). On-campus employment recruiting is coordinated through the ERC. An online e-career center allows employers to post job notices, and students to search and apply for those jobs or post their resumes.

### **Financial Aid**

The Financial Aid office has successfully processed grant, loan, and scholarship awards for all enrolled students in other LWTech baccalaureate programs since inception in 2008. Services provided by Financial Aid, including FAFSA/WAFSA orientations, Veteran's services, in-person assistance, and scholarship referrals will be made available to students in the BAS Applied Management – Entrepreneurship (AME) program.

### **Workforce Development**

The Worker Retraining program provides individualized support and funding to BAS students that meet eligibility guidelines. Students that are receiving unemployment or have exhausted it in the last 4 years, Veterans discharged in the last 4 years, persons that need additional training to prevent being laid off of their job, and displaced homemakers that have lost their primary source of income may be eligible for Worker Retraining support.

### **Intervention Services – General Student Population**

Students experiencing difficulties making adequate academic progress are assisted through several intervention programs under the direction of the Director for Student Development. Faculty can initiate assistance by raising “flags” in the college's student success software (Starfish by Hobsons, rebranded as LEGEND on campus) to students having difficulties with attendance, assignment completion, exams, and class preparation. Interventions by staff via email, phone and/or in-person meetings are second and third steps used in this process.

### **TRiO Student Support Services**

TRiO Student Support Services is a federally-funded project established at LWTech for the purpose of assisting students in achieving their post-secondary ambitions.

The Student Support Services project is focused on increasing the retention and graduation rates of students with disabilities as well as low-income and first generation students. This is accomplished by providing supportive services such as academic action plans, individualized and group tutoring, and academic counseling supported by workshops in study skills, motivation, financial aid, stress reduction, test anxiety life skills, and campus resources as well as mentoring and monitoring of student progress.

**Learning Lab**

The TRiO program also supports the Learning Lab, a drop-in tutoring center. Any LWTech student can ask questions about any course, discover and utilize learning resources, and receive assistance in understanding important course concepts. The Learning Lab also helps LWTech students develop stronger study skills (e.g., test taking, textbook reading, time management, organization, stress management).

**Student Programs**

LWTech offers all enrolled students a variety of ways to get involved in campus life. BAS Applied Management – Entrepreneurship (AME) students will enjoy the same access to these opportunities including ability to hold student government office, participation in existing clubs, opportunities to form new student clubs, campus committee representation, volunteering, and the ability to participate in frequent, educational and community-oriented campus life.

**Library**

LWTech added a full time Librarian focused on upper division education when it started its first baccalaureate degree in 2009. Another half-time librarian has been approved for the 2019-20 year. Library materials will be added with the addition of the BAS Applied Management – Entrepreneurship (AME) program mostly in the form of on-line databases to support the coursework requiring the use of research literature.

**Tutoring & Supplemental Instruction**

LWTech provides centralized tutoring services to all students, including those enrolled in its current four active baccalaureate programs. Managers for that service allocate tutoring support dollars based on student demand. Some of the need for tutoring for baccalaureate students is for required lower division coursework (e.g., lab science or ENGL& 102) that is often included in BAS programs, yet open to all students. LWTech will closely monitor the need for tutoring students enrolled in upper division courses. Supplemental instruction is employed in high enrollment, low pass rate courses and has been a successful initiative at LWTech.

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

### 5.1 Types of funds to be used to support the program the BAS Applied Management

Entrepreneurship (AME) program will be funded by a combination of tuition and fees. FTEs generated by the program are eligible for state reporting, but the program itself is not dependent on state-funding. The table below projects 5 years of expenses and revenue. LWTech maintains a new program development budget that will cover the small shortfall in Year 1 if realized.

### 5.2 & 5.5 Revenue and Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Revenue</b>					
Tuition <sup>1</sup>	\$99,225	\$202,419	\$206,467	\$210,596	\$214,808
Application fees	\$750	\$750	\$750	\$750	\$750
<b>Total Revenue</b>	<b>\$99,975</b>	<b>\$203,169</b>	<b>\$207,217</b>	<b>\$211,346</b>	<b>\$215,558</b>
<b>Projected Expenses</b>					
F/T Faculty Salaries	\$71,300	\$73,439	\$75,642	\$77,911	\$80,248
F/T Benefits	\$27,094	\$27,907	\$28,744	\$29,606	\$30,494
P/T Faculty	\$0	\$31,869	\$32,825	\$33,809	\$34,824
Curriculum Dev	\$10,500	\$2,100	\$2,100	\$2,100	\$2,100
Goods & Services	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Library	\$0	\$5,000	\$5,000	\$5,000	\$5,000
Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Travel & Conf	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
<b>Total Expenditures</b>	<b>\$119,894</b>	<b>\$151,315</b>	<b>\$155,311</b>	<b>\$159,426</b>	<b>\$163,666</b>
<b>Balance</b>	<b>(\$19,919)</b>	<b>\$51,854</b>	<b>\$51,906</b>	<b>\$51,920</b>	<b>\$51,892</b>

<sup>1</sup>Cohort size=15

A 2% annual tuition increase is assumed. A 3% annual increase in salary & benefits is assumed.

### 5.3 & 5.4 Appropriate facilities, Equipment, technology, and instructional resources needed for the program

LWTech provides support and funding for the resource needs of the BAS Applied Management – Entrepreneurship Program, enabling the Director and Faculty to meet program requirements and as well as introduce enhancements. Classrooms, laboratories, offices, and conference rooms are either available or assigned to the program. They are adequate in size, number, and type according to purpose and use. Classrooms support individual and group computer usage.

Additionally, the college has extensive support programs such as the Library Media Center and Information Technology Services that are available. These services consult with the Director and Faculty to procure materials or provide services specific to BAS Applied Management –

Entrepreneurship (AME). The Director routinely seeks input from Faculty and staff regarding budget development, resource identification and evaluation of effectiveness of all resources, facilities, and services. Budget proposals are submitted annually to the Division Dean for approval and administered on a daily basis by the Program Director.

**Document the college’s ability to sustain the program over time.**

LWTech has a successful integrated system for recruiting students to its baccalaureate programs. Marketing, Recruiting, and Admissions teams will work together to incorporate recruiting baccalaureate seeking BAS Applied Management – Entrepreneurship (AME) students along with students for other Associate’s and baccalaureate programs. In Fall 2019, baccalaureate seeking students represent 6.5% of all students enrolled at LWTech, more than double the ratio for the SBCTC system. LWTech has a 10 years’ experience successfully offering applied baccalaureate degrees.

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

LWTech received accreditation from the Northwest Commission on Colleges and Universities (NWCCU) as a four-year degree granting institution in February 2012. Eight subsequent BAS degrees have been approved by the Commission.

Upon receiving SBCTC approval, the LWTech Accreditation Liaison Officer will apply for NWCCU review of the BAS Applied Management – Entrepreneurship (AME) program via the minor change notice.

Program-specific accreditation is not required for BAS Applied Management – Entrepreneurship (AME) graduates to be employed in the industry.

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

Graduates of the Applied Management-Entrepreneurship program have many pathways to earn a graduate degree. WGU offers Master’s degrees in the Business field and accepts all Washington BAS degree graduates via a statewide articulation agreement. In Fall 2019, LWTech and Northeastern University signed an articulation agreement for all LWTech BAS degrees to all Master’s degrees offered through their College of Professional studies, which includes Business and Leadership options. NU has a Seattle campus in addition to online programs. UW Bothell is the geographically closest MBA program option for our graduates. Their program does not have

specific course or degree subject requirements; thus, all of our graduates will have that pathway available to them.

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

Our reviewers were Kimberly O'Neill, Assistant Dean, Kutztown University and former Director of Undergraduate Programs for the College of Business at University of Washington Bothell, and Rowlanda Cawthon, Assistant Professor, College of Business, Northwest University in Kirkland, WA. Please see attached documents for program reviews and reviewer profiles.

Our reviewers had the following suggestions to improve our proposal.

- Revise program learning outcomes so that they are more concise, reflect the rigor of the program, and meet Bloom's Taxonomy.
- Ensure rigor in the upper-division and capstone courses
- Clarify the learning outcomes and link to courses
- Add an Introduction to Strategic Thinking and Planning course or curriculum to an existing course.
- Add an Introduction to Human Resource Management course.
- Encourage the Department Chair to successfully complete the Doctor of Business Administration degree.
- Hire one or two full-time faculty with degrees in the Business discipline, if the budget allows.
- Intentionally hire part-time business faculty who concurrently work in the business field and can bring real, current, and relevant business acumen to the classroom.
- Identify a strategic objective that involves recruiting and hiring faculty that are reflective of the BAS-AME student population.

Both of our reviewers expressed concerns over the courses, learning outcomes, and course descriptions as presented. We will take all of their suggestions into account as we develop the full course and program outlines, curriculum, and learning outcomes. Greater alignment between all of the parts and upper division rigor will be implemented. Also, the LWTech Curriculum Review Committee will review each course and the expertise of our existing baccalaureate faculty on the committee will guide improvement.

Our reviewers also expressed concern about hiring requirements for adjunct faculty. We will incorporate their suggestions into the recruitment process and position announcements. We

certainly will expect industry experience, and entrepreneurial experience in particular for many courses. As a former vocational-technical institute, industry experience is in our DNA when it comes to faculty hiring, and we may have taken that as a given when writing this Program Proposal. Additionally, LWTech has an extensive Equity, Diversity, and Inclusion plan that includes interventions in the hiring process to close gaps in representation of faculty and student populations.

## Appendix A

### Program Outline

Bachelor of Applied Science in Applied Management - Entrepreneurship  
90 credits

CIP: 52.0703 EPC:

This degree will prepare students for employment as professionals specializing in the area of Applied Management-Entrepreneurship. LWTech proposes to prepare graduates to enter the rapidly changing field of management - with special focus on applied management-entrepreneurship. Graduates will be prepared to function as a small business owner or independent contractor/consultant, or ready for a supervisory position in their technical field.

### Program Admission Requirements

1. Associate of Applied Science (AAS) degree or equivalent.
2. Minimum cumulative GPA across all college coursework of 2.5.
3. Completion of 15 credits of College-level general education courses with a minimum of a 2.0 GPA in each class as follows:
  - a. 5 credits of college-level Math (with intermediate algebra as a prerequisite) or higher with a minimum 2.0 GPA.
  - b. 5 credits of college-level English (ENGL&101 or equivalent) with a minimum 2.0 GPA.
  - c. 5 credits of college-level Humanities or Social Science with a minimum 2.0 GPA.
4. \$50 non-refundable application fee.
5. Students who have not passed BUS& 101 and ACCT& 201 with a 2.0 grade or better should take those courses prior to starting the BAS AM-E program.

Admission Dates: Fall

Course	Title	Credits
	Applied Associates degree technical coursework	75
<b>Gen Ed Requirements:</b>		
ENGL& 101	English Composition I	5
ENGL& 102*	English Composition II	5
MATH& 146*	Introduction to Statistics	5
PHIL 305	Professional Ethics	5
CMST 300	Professional Communication	5
PSYC 324	Psychology of Organizations	5
ECON& 201	Microeconomics	5
ENVS& 101*	Introduction to Environmental Science	5
BIOL& 160*	General Biology	5
BUS& 101 or BUS& 201	Introduction to Business or Business Law	5
SOC& 101*	Introduction to Sociology	5
ART& 100*	Art Appreciation	5

	<b>Subtotal</b>	60
<b>Core Degree Requirements:</b>		
BUS 300	Introduction to Entrepreneurial Action & Leadership	5
BUS 310	Marketing Management	5
BUS 320	Business Development and Sales	5
BUS 330	Creative Product Development	5
BUS 350	Entrepreneurial Finance	5
BUS 360	Entrepreneurial Start-Up Strategy	5
BUS 370	Business Plan – CAPSTONE I	5
BUS 380	Business Plan – CAPSTONE II	5
BUS 390	Business Plan – CAPSTONE III	5
	<b>Subtotal</b>	45
	<b>TOTAL</b>	180

\*or any course from the same general education distribution area

### Sample Student Schedule

	Fall	Winter	Spring
Year 1	BUS 300 BUS 310 Gen Ed course	BUS 320 BUS 330 Gen Ed course	BUS 350 BUS360 Gen Ed course
Year 2	BUS 370 Gen Ed course Gen Ed course	BUS 380 Gen Ed course Gen Ed course	BUS 390 Gen Ed course Gen Ed course



## Appendix B

### Course Descriptions

#### BAS Applied Management – Entrepreneurship

#### **BUS 300 Introduction to Entrepreneurial Action and Leadership**

This course introduces the student to the creative thought processes behind entrepreneurship. The focus will be on developing an actionable business feasibility study. This course will also critique various entrepreneurial leadership styles and will have an embedded business leadership seminar.

PREREQ: BUS& 101 or equivalent.

#### **BUS 310 Marketing Management**

The course is an introduction to the language of marketing with an emphasis on learning to develop responsive marketing strategies that enable customer relationship management. The course focuses on basic marketing concepts, management of marketing techniques, and digital and social media marketing.

PREREQ: BUS& 101 or equivalent.

#### **BUS 320 Business Development and Sales**

This course will focus on entrepreneurial business development, both pre-and post launch. The course will cover business development techniques and management as well as sales leadership and management.

PREREQ: BUS& 101 or equivalent

#### **BUS 330 – Creative Product Development**

This course studies the strategies, processes, tools and practices used by entrepreneurs and industry for new-product development. It surveys different stages of product development, from the generation of new ideas to test marketing.

PREREQ: BUS 300 or taken together with BUS 300

#### **BUS 350 - Entrepreneurial Finance**

The financial aspects of the management of small business and entrepreneurial firms – with a focus on financial statements, forecasting, capital budgeting – working capital, raising capital, use of financial statement in management – and initial development of the pro-forma financials for the business plan.

PREREQ: ACCT& 201

#### **BUS 360 Entrepreneurial Start Up Strategy**

This course will be case study driven and will focusing on how to launch and then operate a new business in a rapidly developing environment – the focus will be on best practices in the industry in order to formulate a smooth start-up launch.

PREREQ: BUS 300 or taken together with BUS 300

#### **BUS 370 – CAPSTONE I**

This course will focus on the entrepreneurial start-up and running a small business. Students will be tested in all phases of small business management and will be required to develop a comprehensive feasibility study.

PREREQ: BUS 300,310,320,330,350,360

### **BUS 380 – CAPSTONE II**

This course will focus on the entrepreneurial start-up and running a small business. Students will be required to develop marketing plan and pro-forma financials for their respective business plan.

PREREQ: BUS 370

### **BUS 390 CAPSTONE III**

This course will focus on the entrepreneurial start-up and running a small business. Students will be required to develop a comprehensive business plan that includes a contingency option. Students will compete in a round-robin of business plan presentations that will simulate the pitch business owners must make to financiers in order to receive financing.

PREREQ: BUS  
380

## **Appendix C**

External Expert Evaluations and Biographies  
BAS Applied Management – Entrepreneurship

# Applied Baccalaureate External Review Rubric

**Instructions for External Expert Reviewers:**

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program’s curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

<b>College Name:</b>	Lake Washington Institute of Technology	<b>BAS Degree Title:</b>	Applied Management - Entrepreneurship
<b>Reviewer Name/ Team Name:</b>	Dr. Rowlanda Cawthon	<b>Institutional or Professional Affiliation:</b>	Northwest University, College of Business 5520 108th Ave. NE, Kirkland, WA 98033
<b>Professional License or Qualification, if any:</b>	N/A	<b>Relationship to Program, if any:</b>	N/A
<b>Please evaluate the following Specific Elements</b>			
1. Concept and overview	<p>Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?</p> <p><b>Comment:</b></p> <p>A thorough review of the Statement of Need and Program Proposal indicates that the Bachelor of Applied Science – Applied Management Entrepreneurship (BAS-AME) program is relevant and appropriate for current employer demands. LWTech is located directly in what I call the center of technology industry for the Puget Sound region. Businesses like Amazon, Google, Microsoft, and Facebook which are located close to LWTech, are always seeking educationally equipped students to employ. Moreover, there are numerous consulting firms in the region that would benefit from hiring BAS-AME graduates given the program focus. Because there are no other similar</p>		

## Applied Baccalaureate External Review Rubric

	<p>programs in the area, BAS-AME is unique positioned to deliver a program that meets an untapped educational need.</p> <p>As far as academic standards, compared to the only other programs with an entrepreneurial emphasis at Green River College (GRC) and University of Washington – Seattle (UW – Seattle), the BAS-AME is headed in the right direction. Several recommendations are presented in this review that I believe will add to the viability of the program from an academic standpoint.</p> <p>Based on program design, I believe the BAS-AME will lead to job placement and will be equally advantageous for learners who have an entrepreneurial spirit and want to create a business venture of their own.</p>
<p>2. Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment:</b></p> <p>In an effort to provide a thoughtful critical analysis of the rigor of the degree learning outcomes, I examined similar entrepreneurship programs at GRC and UW – Seattle.</p> <p>The LWTech’s BAS-AME program appears to be in alignment with the programs offered at GRC and UW – Seattle. What makes these program rigorous is a capstone or practicum that draws on learning from previous courses. One essential outcome for the BAS-AME program is that students will “demonstrate completion of a comprehensive business plan.” The capstone course descriptions outlined in the proposal suggest that students will not only develop a business plan, but will compete in a round-robin for an audience of business leaders. This is not clearly reflected in the current learning outcome. Perhaps, it can be revised to reflect this for students and other key stakeholders.</p> <p>A rigorous baccalaureate program will tap into the creative and innovative capacity of learners and provide opportunities for students to enhance their creative potential. It appears the BAS-AME program will provide learners with the ability to imagine and create innovate ventures. However, this is not clearly reflected in the learning outcomes. In order to thrive as entrepreneurs and intrapreneurs, students must develop the ability to be innovative and creative. Additionally, at the baccalaureate level, students must develop the ability to think critically and analyze situations. A rigorous baccalaureate program will include learning outcomes that address these abilities, the current BAS-AME learning outcomes do not reflect these important skills (i.e., innovation and creativity, critical thinking, and critical analysis). It is recommended that the learning outcomes reflect this in some way.</p>

## Applied Baccalaureate External Review Rubric

	<p>Blooms Taxonomy (BT) is a tool used to write effective learning outcomes. It is recommended that BAS-AME program outcomes that do not meet BT standards be reworded. For example, the first outcome, “Knowledge of the structures and functions of business management and wealth creation,” can be more concise. Also, it is not clear what is meant by “structures” and “functions” of business management. Moreover, “wealth creation” seems to be added as an afterthought. “Wealth creation” is distinct from business management and should be addressed as a separate learning outcome. While program outcomes are intended to be broad, they must also be clearly understood by the reader.</p>
<p>3. Curriculum Alignment</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Comment:</b></p> <p>To address this prompt, the Statement of Needs and Program Proposal documents were thoroughly reviewed. The following summations reflect my perception of curriculum alignment for each criterion presented in the Statement of Needs documents.</p> <p><b><i>Criteria #1 – Relationship to Institutional Role, Mission, and Program Priorities</i></b></p> <p>The BAS-AME program aligns with LWTech’s mission, “To prepare students for today’s careers, and tomorrow’s opportunities.” The program includes comprehensive course offerings and hands-on-learning that is designed to leverage students with an entrepreneurial spirit and those who simply desire to become transformational leaders in the organizations they serve. Based on the program’s design, organizations that are seeking intrapreneurs—employees tasked with developing innovative ideas or projects—will find graduates of the BAS-AME program to be valuable contributors. Moreover, a strategic priority for LWTech is to expand its BAS offerings. The thoughtfully developed BAS-AME program will accomplish this object should it be approved and successfully implemented.</p> <p><b><i>Criteria #2 – Support of Statewide Strategic Plan</i></b></p> <p>The BAS-AME curriculum does allow LWTech to “close the statewide skills gap for technically trained workers” and “contribute to the baccalaureate degrees.” As previously noted, LWTech is located in the center of the technology industry in the Puget Sound region. There is a growing need to develop technically competent individuals who can work in organizations like Microsoft, Google, Amazon and Facebook. Additionally, there are numerous consulting firms in the region that would benefit from hiring a BAS-AME graduate. The program offers curriculum that focuses on Professional Communication, Business or Business Law, Professional Ethics, and Psychology of Organizations, which are intended to increase a student’s general business skillset. The program is</p>

## Applied Baccalaureate External Review Rubric

designed in such way that it should attract individuals with a heart for entrepreneurship. Students who are passionate about entrepreneurship are more likely to complete the program. Thereby, increasing the likelihood of achieving “SBCTC’s target of 1400 baccalaureate graduates needed by 2030” as outlined in the *Mission Study*.

***Criteria #3 – Employer/Community Demand for Graduates with Baccalaureate Level of Education Proposed in the Program***

As it stands, the BAS-AME program seeks to provide continued educational opportunities for a variety of individuals who received Associate degrees in either Accounting, Business Technology, Arts, Horticulture, Fitness, Automotive, Welding or Machining. By building a program where any one of these individuals can acquire a BAS-AME degree, opportunity to meet the local region’s employer/community demand increases. As outlined in the Statement of Need document, there is a demand for Financial Managers, Public Relations & Fundraising Managers, Purchasing Managers, and Sales Representatives. The BAS-AME offers specific learning related Entrepreneurial Action & Leadership, Marketing Management, Business Development and Sales, Creative Product Development, and Entrepreneurial Finance. These course offerings will enable LWTech to increase its competitive standing with universities like Seattle Pacific University, City University – Seattle, Northwest University, Seattle University, University of Washington – Bothell, and University of Washington – Seattle, which are educational institutions that serve as LWTech’s neighbors. Positioning itself to develop graduates who can fill the growing employment gap alongside these institutions.

***Criteria #4 – Applied Baccalaureate Programs Builds from Existing Professionals and Technical Degree Programs Offered by the Institution***

A review of the BAS-AME program does indicate that the curriculum builds on Applied Associate’s degree programs currently offered LWTech. Graduates with a degree either from the Accounting and Business Technology programs or the Associate of Applied Science degree can easily transition into the BAS-AME program.

***Criteria #5 – Student Demand for Program within the Region***

A survey conducted by LWTech in Winter quarter 2018 suggests that students have an interest in an Applied Baccalaureate program that is financially feasible and increases their capacity to build their own career path. Curriculum to be offered, which include Entrepreneurial Start-up Strategy and Business Capstone I, II & II, provide a pathway for students to engage in hands-on learning that will be beneficial in the real world. By building on students’ needs, there is a greater likelihood for your institution to maintain and increase student demand.

## Applied Baccalaureate External Review Rubric

	<p><b>Criteria #6 – Efforts to Maximize State Resources to Serve Place-Bound Students</b></p> <p>To meet the needs of place-bound students, LWTech is open to offering courses online. As long as the online curriculum is consistent with what is proposed for the on-ground program, the curriculum will meet the objectives presented in the Statement of Need. The statement further explains, “Students will be able to enter directly with their professional-technical coursework and the coursework required for the applied Associate’s degree.” The BAS-AME proposal does reflect that the program structure does allow for this and the curriculum builds on the Applied Associate’s degree.</p>
<p>4. Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment:</b></p> <p>Feedback for this prompt is based on the <i>Program Outline</i> provided in Appendix A of the Program Proposal.</p> <p>For the most part, the core and elective BAS-AME courses align with employer needs and demands. Also, the existing upper level courses are relevant to the industry and demonstrate standard academic rigor compared to other programs reviewed (i.e. GRC and UW – Seattle). The following recommended curriculum additions may better leverage BAS-AME graduates and add more value to the program:</p> <p>The Core Degree Requirements include a range of courses that will prepare students for engagement in entrepreneurial efforts. However, the course descriptions for <b><i>Introduction to Entrepreneurial Action &amp; Leadership</i></b> and <b><i>Entrepreneurial Start-Up Strategy</i></b> do not include learning related to strategic planning, which is an essential component of business management. If you are unable to add an <b><i>Introduction to Strategic Thinking and Planning course</i></b>, it is recommended that strategic planning be added to the curriculum for one of these courses. Of course, this would require updating the course description and articulating that students would demonstrate knowledge of strategic planning in one of the program learning outcomes.</p> <p>One or more of program learning outcomes, specifically refer to business management principles from both an entrepreneurial and intrapreneurial perspective. However, intrapreneurialism is not mentioned in the course descriptions or course titles for any of the upper level courses. It is not suggested that you exclude the intrapreneurial perspective from the learning outcomes; however, it should be specifically mentioned in the curriculum and/or related course description(s). This learning is key for students who have a particular interest in serving as an intrapreneur in organizations where they are or will be an employee.</p>



## Applied Baccalaureate External Review Rubric

<p><b>5. General Education Requirements</b></p>	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment:</b></p> <p>Feedback for this prompt is based on the <i>Program Outline</i> provided in Appendix A of the Program Proposal.</p> <p>The General Education Requirements appear appropriate. However, an <b><i>Introduction to Human Resource Management</i></b> course is missing. It is understood that BAS-AME graduates will be equipped to start their own business ventures or serve in a leadership, supervisory, or management capacity in an organization. Providing students with an opportunity to gain a general understanding of human resource management is essential. Learners will be expected to develop a viable business plan. It is assumed that this plan will include a section dedicated to human resource planning. Moreover, students desiring to leverage their BAS-AME degree in an organization should have an introductory understanding of human resource practices. If this recommendation is considered, it should be noted in the program learning outcomes that students will demonstrate knowledge of human resource management.</p>
<p><b>6. Preparation for Graduate Program Acceptance</b></p>	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment:</b></p> <p>Feedback for this prompt is based on my background in higher education.</p> <p>Based on my experience as an Assistant Professor of Management for BA, MBA, and PhD/EdD programs at Northwest University, and as an Adjunct Faculty for Brandman University’s School of Business and Professional Studies, the BAS-AME’s degree concept, learning outcomes, and curriculum provides a good foundation for learners to pursue a graduate degree.</p> <p>As proposed in previous sections of this review, with some minor adjustments to the learning outcomes and curriculum, the program will provide an “even stronger” foundation that prepares graduates to enter and undertake suitable graduate degree programs. Some learning outcomes must be clarified and consideration should be given to including learning specifically related to strategic planning and human resource management in the curriculum.</p>

## Applied Baccalaureate External Review Rubric

	<p>As outlined in the Statement of Need document, there are only two similar programs offered at GRC and UW–Seattle that can be compared to the BAS-AME program. Since the educational market is “not” saturated with programs of this type, the BAS-AME degree concept will be of particular value for graduates seeking to further their education. Their unique experience and educational background in entrepreneurship will enable them to bring diverse perspectives to master’s level programs.</p>
<p>7. Faculty</p>	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment:</b></p> <p>Feedback for this prompt is based on the <i>Qualified Faculty Criteria</i> presented in the Program Proposal.</p> <p>Professional and educational experiences outlined in the proposal for Matt Benner, Department Chair of Business, demonstrates that he is qualified to lead the program. Though successful completion of his Doctorate in Business Administration is recommended as it would bolster the credibility of the program under his leadership.</p> <p>The break down for full-time faculty degree profiles include: 7 PhDs, 1 EdD, 2 MAs, 1 M. Ed., 4 MSs, and 2 MFAs. Their disciplines include English, Mathematics, Humanities, Social Science, and Science. There are no full-time faculty with Business as a discipline. Some consideration should be given toward recruiting “full-time faculty” with master’s or doctoral degrees in the Business discipline. Having full-time business faculty on-hand might mitigate future issues related to a lack of part-time faculty to teach when the program is fully implemented. Also, it will be ideal to have business faculty contribute to the initial development of curriculum.</p> <p>The proposal indicates that part-time faculty will be recruited with master’s degrees in Business Administration, Marketing, Entrepreneurship, Management or a related field. It is recommended that these individuals also have current work experience that allows them to bring their business acumen to the classroom. Throughout my years of teaching for the College of Business at Northwest University, I have discovered that business students want instructs to draw on real, current, and relevant work examples to bring the curriculum to life. This does not appear to be clearly captured in the minimum requirements. In terms of preferred qualifications, it simply states, “Five years of related work experience.” Perhaps, add related “business” experience.</p> <p>As a final note for this section, it should be a strategic objective to recruit full-time and part-time faculty with diverse experiences and backgrounds. In relation to recruiting students, the Program Proposal states, “Because the BAS Applied Management – Entrepreneurship (AME) program will use selective admission, LWTech will carefully monitor diversity in the program to determine the extent tow which it represents the local community</p>

## Applied Baccalaureate External Review Rubric

	<p>and to determine if action needs to be taken to change the recruitment process.” Given this, you must ensure that your faculty represent the student population that the BAS-AME program will serve.</p>
<p>8. Resources</p>	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment:</b></p> <p>An assessment of this section is based on insights provided in the Program Proposal and Statement of Need.</p> <p>Other than what is presented in the previous section, the proposal reflects a plan for acquiring faculty to teach the program. Currently, what is missing in that plan is full-time faculty with master’s or doctoral degrees in Business. Having full-time faculty on board will help to sustain and advance the program for the long-term. It is also recommended that the Department Chair or Dean coordinate with Human Resources to establish an ongoing business faculty pool to recruit from. Moreover, a Faculty Recruitment and Retention Plan should be developed as this is not directly addressed in the proposal. Faculty recruitment is addressed; however, retention is not.</p> <p>There is a clear plan for recruiting qualified students to the program. Additionally, there is a service plan that outlines the availability of services such as Advising, Student Development, Financial Aid, and Intervention. More specifically, one FTE was added to Academic Advising staff two years ago to onboard baccalaureate students. This will be beneficial for the BAS-AME program along with the dual advising model that the college has in place. These efforts will be vital for retaining BAS-AME students.</p> <p>The proposal includes a detailed program evaluation plan that identifies measurable formative and summative outcomes that will contribute to a comprehensive five-year program review. Should leadership follow the assessment plan outlined in the proposal, they will be able to identify areas of success, areas of improvement, and corrective action steps to ensure sustainability of the program.</p> <p>I am not familiar with LWTech’s library resources; however, the proposal does state that there is a designated full-time librarian for upper division education and a half-time librarian has been approved for the 2019-2020 year. The proposal further states that library materials will be added in the form of on-line databases in anticipation of the BAS-AME program. As far as facilities, LWTech expanded its Kirkland facilities in 1992 and 2002, opened a Redmond Campus in 2005, and erected a new facility in 2011 for programs in the health care field. Based on this information, it can be reasonably assumed that LWTech has the infrastructure in place for the BAS-AME program. They have a documented history of expanding their facilities to accommodate growth.</p>

## Applied Baccalaureate External Review Rubric

	Currently, it appears the right resources are in place to initiate and advance the BAS-AME program.
9. Membership and Advisory Committee	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?</p> <p><b>Comment:</b></p> <p>I am unable to affirm if the program has received approval from the Advisory Committee or if it has responded appropriately to the committee's recommendations.</p>
10. Overall assessment and recommendations	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment:</b></p> <p>My overall assessment is that the program is unique designed and needed for learns seeking to explore and expand their entrepreneurial and intrapreneurial capabilities. After a review of the Statement of Need and Program Proposal, the following recommendations were identified:</p> <ol style="list-style-type: none"> <li>1. Revise program learning outcomes so that they are more concise, reflect the rigor of the program, and meet Bloom's Taxonomy.</li> <li>2. Add an <b><i>Introduction to Strategic Thinking and Planning</i></b> course or curriculum to an existing course.</li> <li>3. Add an <b><i>Introduction to Human Resource Management</i></b> course.</li> <li>4. Encourage the Department Chair to successfully complete the Doctor of Business Administration degree.</li> <li>5. Hire one or two full-time faculty with degrees in the Business discipline, if the budget allows.</li> <li>6. Intentionally hire part-time business faculty who concurrently work in the business field and can bring real, current, and relevant business acumen to the classroom.</li> <li>7. Identify a strategic objective that involves recruiting and hiring faculty that are reflective of the BAS-AME student population.</li> <li>8. Coordinate the with Human Resources to develop a <b><i>Faculty Recruitment and Retention Plan</i></b>, specifically for the BAS-AME program.</li> </ol> <p>These recommendations are outlined in more detail in the previous sections. I wholly understand that these recommendations may or may not be accepted based on the availability of resources and/or other reasons.</p>
<p><b>Reviewer Bio or Resume</b>          Evaluator, please insert a short bio here</p>	



## **ROWLANDA N. CAWTHON, Ed.D.**

5517 113<sup>th</sup> Place NE, Apt. 56

Kirkland, Washington 98033

Phone: (253) 948-8798

Email: rncawthon@hotmail.com

### **AT-A-GLANCE PROFILE**

**Professor of Management** with 3+ years of experience teaching business management for undergraduate and MBA students at Northwest University.

**Business Faculty Lead** for the Business Leadership and Consulting concentration for the Ph.D./Ed.D. program at Northwest University.

**Adjunct Faculty** with 8+ years of experience teaching organizational leadership courses for undergraduate and graduate students at Brandman University.

**Management Consultant and Course Designer** responsible for developing and teaching a management consulting course for MBA students in partnership with International Study Programs in Prague, Czech Republic.

**Change Agent** with 2+ years of experience serving as an organizational consultant for South Tacoma Auto in Tacoma, Washington.

**Communications Consultant** with 2+ years working for the Washington State Department of Corrections developing communication plans and other public information activities on behalf of executive leadership and the Governor's Office.

**Mentor and Coach** for undergraduate and graduate students with a desire to excel in their personal and professional lives.

**Motivational Speaker** who has served as a keynote speaker and workshop presenter for domestic and global conferences, community engagements, company events, and higher education institutions.

**Life-long Learner** committed to honing my knowledge, skills and abilities through human capital work for myself and others.

## **OBJECTIVE**

Serve as an External Expert Reviewer for LWTech's BAS-AME program.

## **EDUCATION**

### **Doctor of Education in Organizational Leadership**

Brandman University, Irvine, CA

Degree Completed: August 2014

### **Master of Arts in Organizational Leadership**

Chapman University (now known as Brandman University),

Ft. Lewis/McChord, WA

Degree Completed: June 2006

### **Bachelor of Arts in Communication**

University of Puget Sound, Tacoma, WA

Minor in African American Studies

Degree Completed: May 1999

## **TEACHING EXPERIENCE**

### **Assistant Professor of Management** – August 2015 to Present

Northwest University, Kirkland, WA

College of Business

Responsible for teaching business management courses for undergraduate, MBA and doctoral students. Assigned courses include:

- BMGT 3103 – Organization and Management Theory
- BMGT 3203 – Human Resource Management
- BMGT 3853 – International Human Resource Management
- BMGT 3283 – Leadership and Management
- BUSM 5413 – Organizational Management
- BUSM 5463 – Operations Management
- BUSM 6180 – Management Consulting
- BUSM 7353 – Conflict Management
- LDRS 7213 – Leadership and Diversity

Contribute to curriculum development and textbook selection, advise students and participate in department, university and professional services. Assist students with analyzing complex problems and integrating theory and practice to solve problems in real-world settings. Use innovative and creative teaching approaches to facilitate student engagement and learning. Provide mentoring to freshman students new to the campus. Serve as an Equal Opportunity Grievance Officer for the university. Maintain positive relationships with students, faculty, staff and general constituents. Participate in faculty meetings, graduation ceremonies, and other services appropriate for a university faculty member. Accreditation Council for Business Schools and Programs lead for accreditation reaffirmation.

**Adjunct Professor** – June 2010 to Present

School of Business and Professional Studies  
Brandman University, Irvine, CA, Lacey, WA, and Bangor, WA

Provide instruction to undergraduate and graduate students in the classroom, online and in a hybrid format for campuses located in Lacey, WA, Bangor, WA, and Irvine, CA. Course taught include:

- OLCU 300 - Organizational Communication
- OLCU 325 - Leadership Skills Development Lab
- OLCU 350 - Leadership and Professional Ethics
- OLCU 414 - Team Building
- OLCU 425 - Leadership in Diverse and Multicultural Organizations
- OLCU 501 - Organizational Research
- OLCU 600 - Foundations of Organizational Leadership
- OLCU 601 - Democracy, Ethics, and Leadership
- OLCU 602 - Self, Systems, and Leadership
- OLCU 614 - Leadership and Team Development
- OLCU 621 - Frontiers of Public and Non-Profit Leadership
- OLCU 632 - Leadership and Innovation

Responsible for teaching assigned classes in accordance with learning objectives and the syllabus as outlined by course developers and university standards. Review textbooks and other required material to facilitate learning and engage students. Participate in discussion sessions and work with students during and after class throughout a given course. Administer evaluations of student performance based on course deliverables and rubrics. Provide advising and mentoring to students to foster education and career success. Submit timely grades for assignments, discussion boards and exams. Work collaboratively with administrators, faculty and staff to ensure student and institutional success. When appropriate, provide feedback to course developers regarding the development of syllabi and other course materials.

**Adjunct Instructor** – January 2014 to December 2014

Bachelor of Applied Science Program  
Centralia College, Centralia, WA

Responsible for providing classroom and online-based learning to a cohort of students. Developed curriculum for and instructed the following course:

- BAS 450 – Strategic Management and Policy

Taught principles related to sustained organizational success and effective program solving. Provided ongoing advising and mentoring to students. Documented student progress, provided feedback related to assignments and facilitated face-to-face and online engagement with students. Conducted class in a manner that was consistent with institution expectations and promoted student success, incorporating various teaching and learning styles and technology. Worked collaboratively with other faculty to ensure consistency and alignment with program goals and objectives.

## CONSULTING AND INDUSTRY ROLE EXPERIENCE

### **Management Consultant & Course Designer** – Sept 2016 to May 2017

Northwest University, Kirkland, WA and International Study Programs, Prague, Czech Republic

As part of the MBA Management Consulting course offered through the College of Business at Northwest University, co-facilitated (with Dr. Janice D. Thompson) an international consulting project that explored the role of a management consultant in a unique international business setting. The experience focused on a partnership with International Study Programs (ISP) based in Prague and Northwest University to create a "real world" immersion for a team of MBA student consultants. The course emphasized experiential learning to enhance skills in critical thinking, analytical reasoning, problem solving, change management, teamwork and communication.

The client (ISP) identified the problem of employer branding as a key strategic challenge to ensure future growth from both an internal and external perspective. Two project teams (with six management consultants per team) performed a comprehensive diagnosis of the problem by collecting and analyzing data while in Washington and facilitated a number of activities on the ground in Prague in order to validate assumptions and create bold recommendations.

The intensive, five-day immersion in Prague explored ISP's culture and business operations as well as the unique challenges of working and recruiting talent in the Czech Republic. The result was a comprehensive presentation and written report that outlined the client problem and a number of deliverables including developing a WHY statement for ISP, a SPOT Analysis (Strengths, Problems, Opportunities and Threats), and a detailed set of recommendations for the client to consider for implementation in 2017. Peter Block's Five Phase consulting methodology was used to drive our consulting efforts.

As a management consultant coach for this project, the experience offered a unique opportunity to engage in meaningful consulting work with an international organization. ISP deemed the project so successful that it has invited Northwest University to return in 2019 with a new team of student consultants to work on another key strategic initiative.

### **Organizational Consultant Practicum** – January 2013 to June 2015

South Tacoma Auto, Tacoma, WA

Provided organizational consulting services to South Tacoma Auto's executive leadership. With the assistance of a nine-member Change Leadership Team, reviewed business practices and provided change management instruction and resources to assist the team in designing, implementing and sustaining an organization-wide Leadership Development Program. The following efforts were implemented:

- 12-month training program for employees offering a myriad of courses from which to choose
- The Rising Start Employee Recognition Program
- 360 employee and management online review process
- Annual leadership award program with a community service component
- Monthly in-house team building events for employees

This practicum experience was necessary to fulfill degree requirements for Brandman University's Doctor of Education in Organizational Leadership program. Required consulting activities included developing a SWOT analysis, a strategic plan, a project management timeline with identifiable workstreams, and formative and

summative program evaluations. The consulting effort was such a success that I continued to support the company after graduating in August 2014.

**Communications Consultant 5** – October 2009 to October 2011

Department of Corrections Headquarters (DOC), Tumwater, Washington

Developed and executed complex public information strategies and activities on behalf of executive management and the agency's Eastern Washington correctional institutions and community corrections offices. Assessed public awareness and understanding of DOC's issues and activities, provided advice, and collaborated with senior managers and staff on media relations, public information needs and communication policies. Coordinated with other agencies and the Governor's office on the development of communication initiatives and strategies. Developed and executed appropriate internal and external information strategies, evaluated the effectiveness of public information activities, and recommended changes as warranted. Served as team leader for eight public information officers in six prisons and two community corrections sections. Researched, drafted and distributed press releases, communication plans, media advisories, newsletter articles, talking points, reports, presentations, speeches, and other written material related to the agency.

**Business Analyst** - January 2007 to December 2007

Department of Corrections – Headquarters, Tumwater, Washington

Responsible for assisting Sierra Systems Group, Inc. in designing, developing, and implementing the Department of Correction offender information management system. This involved replacing the Department's 22 year-old legacy system, the Offender Based Tracking System (OBTS), with the Offender Management Network Information (OMNI) system, a comprehensive web-based software application that stores and tracks data on all offenders under DOC's jurisdiction. Responsibilities included but were not limited to conducting an organizational readiness assessment, preparing and delivering workshops for the assessment, identifying training needs of staff and assisting in the development of training methods customized to learners' needs and to the environment. Provided training on the use of the application for staff throughout the state. Reviewed and aligned business processes and developed documentation on business practices and strategies that guided the new system. Assisted with the implementation of a change management strategy and ensured a smooth transition from OBTS to OMNI state-wide.

## **ADDITIONAL PROFESSIONAL EXPERIENCE**

**Educational Specialist** – February 2015 to June 2015

GEAR UP for The Evergreen State College, Olympia, Washington

Responsible for coordinating, planning and managing the daily operations of GEAR UP program activities and support services for students at Lakes High School in Lakewood, Washington. Assessed student needs, developed and implemented plans of action to encourage students to stay in school, fostered academic success and study skills through multiple venues and engender college awareness. When appropriate worked collaboratively with parents, high school faculty and staff, and GEAR UP partners to identify resources and support students academically, socially, and financially.

**Correctional Unit Supervisor** – August 2012 to July 2013

Mission Creek Corrections Center for Women, Belfair, Washington

Granted one year of education leave by the Superintendent of Mission Creek Corrections Center for Women. Per policy, they held my position and filled it with a temporary employee. After thoughtful consideration, I resigned from my position in good standing.



**Correctional Unit Supervisor – October 2011 to August 2012**

Mission Creek Corrections Center for Women, Belfair, Washington

Responsible for overseeing the safety and security of an 84-bed living unit. Supervised a Classification Counselor 3, Classification Counselor 2, Correctional Sergeant, and four Correctional Officers. Completed staff performance evaluations, monthly staff reviews, and weekly unit meetings. Member of the Extended Executive Leadership Team and served as the prison duty officer one week a month. Other responsibilities included but were not limited to (a) managing the unit's budget and (b) conducting Facility Risk Management Team meetings with offenders, classification staff and custody staff to review programming, medical and mental health, and re-entry transition needs for offenders. Conducted interviews and investigations and reviewed disciplinary infractions. Provided Prison Rape Elimination Act training to offenders during orientation, monitored offender job placement, provided training to staff related to policy and procedures, and served as the offender grievance coordinator.

**Communications Consultant 5 – October 2009 to October 2011**

Department of Corrections Headquarters (DOC), Tumwater, Washington

Responsibilities for this role are detailed in the **"Consulting and Industry Role Experience"** section.

**Correctional Unit Supervisor – December 2007 to September 2009**

Mission Creek Corrections Center for Women, Belfair, Washington

Responsible for overseeing the safety and security of an 84-bed living unit. Supervised a Classification Counselor 3, Classification Counselor 2, Correctional Sergeant, and four Correctional Officers. Completed staff performance evaluations, monthly staff reviews, and weekly unit meetings. Member of the Extended Executive Leadership Team and served as the prison duty officer one week a month. Other responsibilities included but were not limited to (a) managing the unit's budget and (b) conducting Facility Risk Management Team meetings with offenders, classification staff, and custody staff to review programming, medical and mental health, and re-entry transition needs for offenders. Conducted interviews and investigations and reviewed disciplinary infractions. Provided Prison Rape Elimination Act training to offenders during orientation, monitored offender job placement, provided training to staff related to policy and procedures, and served as the offender grievance coordinator.

**Business Analyst - January 2007 to December 2007**

Department of Corrections – Headquarters, Tumwater, Washington

Responsibilities for this role are detailed in the **"Consulting and Industry Role Experience"** section.

**Community Corrections Officer 2 – January 2006 to January 2007**

**Pierce County Court Unit – Department of Corrections, Tacoma, Washington**

Covered hearings related to probation violations for offenders on community custody while incarcerated at the Pierce County Jail or Washington Corrections Center for Women. Made presentations to the Pierce County Superior Court regarding bench warrant probation violations for causes supervised by the Department. Presented the Department's case during hearings by reporting alleged violations, describing supporting evidence, identifying offender adjustments while under community supervision, and making risk assessments. Provided sanction recommendations based on an Offender Behavior Response Guide. Tracked offender conditional releases and other loss of liberty actions to ensure they were resolved expeditiously. Ensured all required documents for hearings were served in a timely manner in accordance with the Department's policies and procedures. Coordinated with field colleagues to ensure discovery packets contained all necessary documents and determined if packets provided sufficient evidence to support violations and recommended sanctions.

**Community Corrections Officer 2 – November 2004 to January 2006**  
**Risk Assessment Team - Department of Corrections, Tumwater, Washington**

Responsible for the administration of the Department's risk assessment process. Assisted in the development and preparation of performance interventions and quality assurance exercises for all staff. Completed hundreds of in-depth quality assurance audits, prepared reports, provided performance support, and performed other activities to assure the validity and reliability of the offender risk assessment process. Reviewed audit findings, and when appropriate, initiated offender reclassification actions based on findings. Provided performance feedback and suggestions for improvement to management, supervisors, and staff on a regular basis. Upon request by management, completed special case reviews to analyze and resolve staff performance issues and/or offender concerns. Provided training to staff around the Washington State related to conducting accurate risk assessments.

**Community Corrections Officer 1 – August 2004 to November 2004**  
**Kent Intake Unit – Department of Corrections, Kent, Washington**

Managed a caseload of criminal offenders releasing to the community from county jail or prison. Completed the intake process on new cases, which included a review of all required forms, completion of risk assessments and reassessments, and instructing offenders on conditions and/or prohibitions of supervision. Updated supervision plans as needed, established payment schedules for legal financial obligations, referred offenders for inpatient or outpatient chemical dependency treatment, and counseled or referred offenders to certified counseling services. Documented contact with offenders on chronological record sheets, maintained files, and accessed offender database to update and retrieve offender information.

**Classification Counselor 1 & 2 – May 2003 to August 2004**  
**Washington Corrections Center for Women, Gig Harbor, Washington**

Responsible for all aspects of case management for an assigned caseload of 60-90 female offenders in a minimum custody unit. Prepared all necessary reports related to each offender, developed program direction, and addressed problems related to substance abuse, family, vocational planning, and goal setting. Completed valid and accurate offender risk assessments for proper supervision while in the prison and on community supervision. Utilized and applied knowledge of agency policies, institutional field instruction and directives, and other laws pertaining to the adult correctional process.

**Office Assistant Senior – October 2002 to May 2003**  
**Washington Corrections Center for Women, Gig Harbor, Washington**

Provided clerical support services to living unit staff and counselors for minimum and closed custody units. Attended and participated in the Residential Parenting Program screening process which included DOC staff and a representative from the Department of Social and Health Services. Updated closed custody unit rosters and other spreadsheets. Proofread materials, while exercising specialized knowledge and independent judgment.

**Secretary Senior – August 2002 to October 2002**  
**Washington Corrections Center for Women, Gig Harbor, Washington**

Provided administrative support to the Captain. Screened telephone calls and letters from the Department and public, answered questions, responded to requests, and resolved complaints. Composed letters, memorandums, offender kite responses, and confidential information. Created and maintained office and staff files. Applied knowledge of supervisor's goals and exercised independent judgment to relieve the Captain of routine office management responsibilities.

**Office Assistant Senior – December 2001 to August 2002**  
**Washington Corrections Center for Women, Gig Harbor, Washington**

Functioned as principal assistance to the Roster Manager. Provided confidential administrative support ensuring all phases of roster management were coordinated with shift commanders for orderly 24-hour a day, 7-day per week prison operations. Advised and responded to custody staff via telephone or on a walk-in basis on issues concerning leave and pay. Authorized scheduled absences for all custody staff from assigned posts, annual leave, sick leave, compensatory time off, personal holidays, training, jury duty, etc. Prepared monthly overtime, leave usage, and extra post reports for upper management.

**Data Entry Operator – October 2001 to December 2001**  
**Washington Corrections Center for Women, Gig Harbor, Washington**

Prioritized data entry projects and verified medical, statistical, and other coded data. Determined the accuracy and completeness of data entry documents and returned them to the appropriate person for correction and/or completion when necessary. Entered medical data into an offender tracking system.

**Sales Administrative Assistant – February 2001 to September 2001**  
**Oberto Sausage Company, Kent, Washington**

Provided support services to the Vice President of Sales and assisted the Sales Operations team in clerical and project support. Interacted with a variety of personalities while scheduling meetings/appointments and making travel arrangements. Composed and edited routine correspondence, executive letters, and communications to sales representatives and brokers. Complied and recorded statistical information for use in presentations and reports. Processed confidential employee records such as salary changes and performance appraisals.

**Marketing Group Assistant – April 2000 to January 2001**  
**Drugstore.com, Redmond, Washington**

Provided support to the Vice President of Marketing and team. Responsible for managing meeting schedules for several different individuals and coordinated meetings and agendas. Communicated with outside agencies regarding partnership opportunities via telephone, electronic, and paper correspondence. Worked closely with clients to fulfill marketing and advertising goals. Created innovative marketing strategies to promote products on other websites, such as Amazon.com and MSN.com. Planned and managed various marketing projects for the Online Marketing team.

**Marketing Assistant – November 1999 to March 2000**  
**Eddie Bauer, Inc., Bellevue, Washington**

Supported the Divisional Vice President of Marketing and team members with various projects. Managed the Vice President's calendar and organized travel arrangements for business events. Prepared documents for presentations, established lines of communication with outside agencies, gathered and organized raw data for use in reports, distributed correspondence, and organized and maintained files for the department.

## **SPEAKING ENGAGEMENTS**

- **Training Session**, Team Building: Principles and Practices, King County Waste Division Retreat, Seattle, Washington, June 2019
- **Workshop Presenter**, Accreditation Council for Business Schools and Programs Conference, Kansas City, Missouri, June 2018

- **Keynote Speaker**, Salt Lake City Community College, January 2018
- **Workshop Presenter**, Accreditation Council for Business Schools and Programs International Conference, Toronto, Canada, November 2017
- **Moderator**, Immigration Symposium, Northwest University, February 2017
- **Speaker/Respondent**, Why Ferguson Matters Lecture with Richard McClure, Co-Chair of the Ferguson Commission, October 2016
- **Workshop Presenter**, Accreditation Council for Business Schools and Programs Conference, Atlanta, WA, June 2016
- **Commencement Speaker**, Brandman University, Lacey, WA, May 2016
- **Leadership Trainer**, Youth for Christ, April 2016
- **Panel Member**, Washington State Leadership Forum & Governor's Prayer Breakfast, March 2016
- **Commencement Speaker**, Brandman University, Lacey, WA, Bangor, WA & Whidbey Island, WA, May 2015
- **Keynote Speaker**, National Association for Women in Criminal Justice Conference, 2011
- **Workshop Presenter**, Interagency Committee of State Employed Women General Membership Meeting, 2011
- **Workshop Presenter**, Criminal Justice Conference hosted by the Washington Correctional Association, National Association of Women in Criminal Justice and National Association of Black in Criminal Justice, 2008
- **Moderator**, Washington State Department of Corrections State-wide Recognition Event – Keynote Speaker Governor Gary Locke, 2003

## WRITING & PUBLICATIONS

- Cawthon, R. N. & Thompson, J. D. (2018). *Developing and delivering an effective MBA management consulting course with an international field study component*. (Note: White paper is being edited for submission to an appropriate scholarly journal.)
- Cawthon, R. N. (2014). *A qualitative study exploring the influence of intrinsic and extrinsic motivation on the transition of low-income students to higher education* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses. (Order No. 3635053)
- Stewart, B. D., & Cawthon, R. N. (2010). Rebranding corrections for today's workforce. *Corrections Today*, 72(5), 28-31.

## REFERENCES

- Dr. Glenn Worthington | Dean of the School of Business and Professional Studies | Brandman University  
16355 Laguna Canyon Road, Irvine, CA 92618 | (253) 861-1024 | gworthin@brandman.edu
- Dr. Teresa Gillespie | Dean of the College of Business | Northwest University  
5520 108<sup>th</sup> Avenue NE, Kirkland, WA 98033 | (425) 889-5290 | teresa.gillespie@northwestu.edu
- Angela Aliabadi | Vice President | South Tacoma Auto  
7838 South Tacoma Way, Tacoma, WA 98409 | (253) 208-4600 | angela@southtacomaauto.com
- Dr. Janice Doucet Thompson | Managing Principal | JD Thompson & Associates, LLC  
2386 Fair Oaks Blvd., Suite 116, Sacramento, CA 95825 | (916) 803-5551 | jdthompsonassoc@gmail.com
- Jana Vodickova | Director of Sales and Operations | International Study Programs  
Karlovo Namesti 2097/10, Prague, 120 00, Czech Republic | +420 731 157 271  
vodickova@studyprograms.com

## Applied Baccalaureate External Review Rubric

### **Instructions for External Expert Reviewers:**

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. Reviewers need not provide responses to every criteria listed in the Rubric. If reviewers feel that they cannot adequately address any one of the criteria, they may simply state that this is the case.
6. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative. In whatever format they choose, reviewers should address the criteria outline in the rubric.

<b>College Name:</b>	Lake Washington Institute of Technology	<b>BAS Degree Title:</b>	Applied Management - Entrepreneurship
<b>Reviewer Name/ Team Name:</b>	Kimberly O'Neill	<b>Institutional or Professional Affiliation:</b>	Kutztown University of Pennsylvania
<b>Professional License or Qualification, if any:</b>		<b>Relationship to Program, if any:</b>	none
<b>Please evaluate the following Specific Elements</b>			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	<b>Comment</b> Given employment statistics and projections for the Puget Sound area as well as the evolving offerings of Entrepreneurship degrees at both the undergraduate and graduate levels within Washington, the overall concept of the degree program seems relevant and appropriate. The target audience of technicians with associate degrees seems to provide a uniqueness that avoids direct competition with many of the existing options.		

## Applied Baccalaureate External Review Rubric

	<p>The ability to earn a bachelor’s degree in a relevant Business area will provide for some job placement for those seeking employment. However, as noted in the Statement of Need, the focus of the degree is on small business management or self-employment as a sole practitioner. So, to some extent, the degree is more likely to enable graduates to initiate their own venture rather than achieve a position on an existing company.</p>
<p>b) Degree Learning Outcomes</p>	<p>Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?</p> <p><b>Comment</b></p> <p>I was somewhat confused by two distinct sets of learning outcomes in the document. One appeared on page 4 in section 1.1, which the other appeared in the table on page 5 as Key Formative Outcomes. I believe you really want to integrate the two sets into one list of about 5 outcomes that can be traced to your required courses. As I noted later in the comments, the course descriptions do not seem to trace to the learning outcomes. Many of the learning outcomes in both lists seem to have little or no relationship to the courses as described.</p> <p>Consider the following specific comments to the learning outcomes on page 4:</p> <ul style="list-style-type: none"> <li>- Replace “wealth creation” with “value creation.” While I realize the program focuses on for-profit entities, the broader view of business is value creation.</li> <li>- Replace “Complete a comprehensive business plan” with the desired learning – to develop a comprehensive business plan and effectively communicate that plan in both written and oral forms.</li> <li>- This set of outcomes seem to lack reference to leadership, legal, ethical, diversity, etc. that you would expect to be referenced to some degree.</li> <li>- I am not sure why Economics and Operations are specifically called out when your coursework seems focused on Marketing and Finance.</li> <li>- These goals do not seem lack the synthesis required for venture creation – critical thinking, analysis, experimentation, etc.</li> </ul> <p>Consider the following specific comments to the learning outcomes on page 5:</p> <ul style="list-style-type: none"> <li>- While these learning outcomes are worded much more like program outcomes, they do not appear to have much if any specific relation to Entrepreneurship.</li> <li>- Some seem difficult if not possible to assess. Consider “perform actions that demonstrate …” and how that would be assessed. Reference Blooms Taxonomy for better word selection.</li> <li>- The reference to Business Management skills is too broad. And are you really teaching skills or the broader knowledge?</li> </ul>

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<p>c) Curriculum Alignment</p>	<p>Does the curriculum align with the program’s Statement of Needs Document?</p> <p><b>Comment</b>            In general, the program proposal aligns with the Statement of Needs Document. There is one potential concern that I have with the proposed curriculum related to the Statement of Needs Document. The Statement of Needs Document references the Marketing and Entrepreneurship program at Green River College (GRC), noting that “GRC’s program includes a Marketing and Product Introduction focus, whereas LWTech’s degree will focus on small business management or self-employment as a sole practitioner. Our intention is to avoid Green River’s program focus and partner together on issues of common interest to faculty and students.” When I compared the GRC curriculum to the proposed LWTC curriculum, it appears that the LWTC curriculum is almost a subset of the GRC curriculum, so while the LWTC curriculum does not focus on Marketing, it has a significant Marketing component and I did not clearly see the focus on “focus on small business management or self-employment as a sole practitioner.” Had I not read the Statement of Need Document, I would not have identified the focus as that stated in the Statement of Need Document.</p>
<p>d) Academic Relevance and Rigor</p>	<p>Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?</p> <p><b>Comment</b>            While the upper-level courses appear relevant, they do not seem to align with the program learning objectives/outcomes (either set of learning outcomes, page 4 or page 5). For example, the learning outcomes on page 4 specifically call out Economics, Operations Management and Intrapreneurship, but it is not clear from the course descriptions that these areas are addressed in any detail. Program learning objectives are different from course learning objectives, but it seems odd that those areas are called out in the learning outcomes and not referenced in the course description, where Marketing and Finance clearly show up in the courses but are not explicitly called out on the learning outcomes. Likewise, the learning outcomes on page 5 reference legal and ethical, but I do not see any related reference in the required courses. Business Law appears just once, not as a requirement but as an alternative to BUS 101. And while Intercultural Awareness appears as a LWTC global outcome, I do not see where it is addressed in the general education or required Entrepreneurship courses.</p> <p>I recommended tracing the learning outcomes to the proposed courses to ensure that the learning outcomes are suitably reflected in the proposed courses.</p> <p>I am also concerned about the limited amount of actual learning at the upper-division level. Three of the nine required courses appear to be application of previous learning. While this is very worthwhile, it seems that the upper-division learning is not a significant portion of the total degree credits. With most of the general education</p>

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	<p>courses being lower-division, it appears that the senior year as it pertains to Entrepreneurship is mostly a practicum. This could be effective with the appropriate rigor, but as the courses are written, it is not clear that the rigor is there.</p>
e) General Education Requirements	<p>Are the general education requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?</p> <p><b>Comment</b> The general education categories and required number of credits seem reasonable for an applied bachelor degree.</p> <p>I have some confusion on the link between LWTC global outcomes and the general education requirements. As previously noted, intercultural is a global outcome, but I do not see this as required within the general education.</p> <p>Consider also the level of math and English needed for the degree. Communication is essential for Business, so is ENGL 101 sufficient? And the level of math seems very low to support Entrepreneurial Finance.</p>
f) Preparation for Graduate Program Acceptance	<p>Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?</p> <p><b>Comment</b> The assessment provided in the program proposal regarding pathways to graduate studies appears reasonable and sufficient.</p>
g) Faculty	<p>Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?</p> <p><b>Comment</b> With no full-time faculty educated or experienced in Entrepreneurship, it is recommended that you increase the requirements/qualifications for part-time faculty. For the required qualifications, industry experience should be specific to entrepreneurship or intrapreneurship, or at least related. And five years of work experience seems light. I would recommend that you try to find an “executive in residence” who is a retired entrepreneur or has extensive intrapreneur experience in a major company. From previous experience with finding guest speakers of this type, it does not seem difficult in the Seattle area.</p>
h) Resources	<p>Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?</p> <p><b>Comment</b></p>



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	<p>Given the already existing infrastructure at LWTC, the described student services, and the small cohort, it seems that the related resources are sufficient. The financial projections do not show any growth in the program for the 5 years presented. While this may be conservation, there does not seem to be a plan to grow or advance the program beyond its initial size.</p> <p>A few comments on the financials:</p> <ul style="list-style-type: none"> <li>- The tuition revenue seems to assume that all 15 students will persist through the program.</li> <li>- The revenue from applications assumes only 15 applicants.</li> <li>- It is not clear how the program can be done in the first year with no part-time faculty given the qualifications of the existing full-time faculty.</li> </ul>
<p>i) Membership and Advisory Committee</p>	<p>Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee’s recommendations?</p> <p><b>Comment</b> &lt;Not within my ability to provide input.&gt;</p>
<p>j) Overall assessment and recommendations</p>	<p>Please summarize your overall assessment of the program.</p> <p><b>Comment</b> Given clarification of the learning outcomes, appropriate linkage to the courses, and upper-division learning and rigor in the capstone courses, the BAS Applied Management – Entrepreneurship program should provide a degree option that meets student demands as well as employer expectations.</p> <p>Here are some additional comments that did not fit within the criteria above:</p> <ul style="list-style-type: none"> <li>- In the program admission requirements, it is not clear why item c is listed for #3. I believe the math and English requirements are to establish some minimum level of competency, but the third item seems to serve no purpose specific to the proposed degree, especially if the applicant already has an AAS degree.</li> <li>- Is an AAS the only option for a degree prerequisite? No AA, DTA, etc?</li> <li>- Throughout, the document refers to BUS 101 as pre-requisite to the program, yet in the detail of the degree credits, BUS 101 can be replaced with Business Law. This seems contradictory.</li> <li>- In the various listing of the admission requirements, it is stated BUS 101 and ACC 201 “should” be taken before starting. If these are required pre-requisites, then the wording should be “must.” If they can be</li> </ul>

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	<p>taken with the program, then they should not be listed as admission requirements but instead listed with the program requirements.</p> <ul style="list-style-type: none"><li>- On page 14, under Selection Criteria, it is stated the GPA is weighted most heavily. But then tabe 2 shows GPA as 40% and prerequisites as 60%.</li></ul>
<p><b>Reviewer Bio or Resume</b> Evaluator, please insert a short bio here</p>	

Kimberly (Kim) O'Neill is an Assistant Dean in the College of Business at Kutztown University of Pennsylvania where she is primarily responsible for defining and executing strategic initiatives, assessing the effectiveness and ensuring the relevance of the curriculum, developing collaborative efforts within and outside of the university, overseeing and improving a variety of academic and administrative processes, and ensuring day-to-day operations within the Dean's office. She is also responsible for leading efforts required for maintenance of Association to Advance Collegiate Schools of Business (AACSB) accreditation for the Business degree and Commission on Sport Management Accreditation (COSMA) accreditation for the Sports Management degree.

Previous to Kutztown University, Kim was a Lecturer in the School of Business at the University of Washington (UW) Bothell, where she developed and taught undergraduate, graduate and continuing education courses in a variety of areas, including project management, operations management, process improvement, innovation, and statistics. She was also the Director of Undergraduate Programs and Accreditation for the UW Bothell School of Business, with responsibility for major instructional aspects of two undergraduate programs, including student admission and retention, curriculum design, class scheduling, faculty workload planning, and part-time faculty recruiting and mentoring, as well as the operational aspects of student success, including oversight of academic advising and definition, interpretation and implementation of academic policies.

Prior to joining academia, Kim held product development leadership positions at several medical device companies in the Seattle area, including Phillips, Sonosite and Cardiac Science. She started her professional career in the defense industry, contributing to an assortment of satellite, launch vehicle, tracking station, missile, and national defense projects. She continues to work in industry as an independent consultant, advising organizations ranging from startups to a Fortune 100 company on process improvement, business results, project management, medical device development, quality systems, and regulatory compliance. Her professional work has resulted in the inception, development and launch of numerous successful products and systems.

Kim holds an MBA from UW Bothell, an MS in Electrical Engineering from University of Southern California, an MS in Engineering Management from California State University - Long Beach, and BS degrees in Mathematics and Economics from Loyola Marymount University. She also earned a certificate in Biomedical Regulatory Affairs from the University of Washington.