

North Seattle Community College
Bachelor of Applied Science in International Business
Forms C and D

Form C

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: International Business

Institution Name: North Seattle Community College

Degree: International Business Level: Bachelor's Type: Business CIP Code: 52.1101
(e.g. B.S. Chemistry) *(e.g. Bachelor)* *(e.g. Science)*

Contact Information (Academic Department Representative)

Name: Terry Cox

Title: Dean, Business, Engineering, and IT

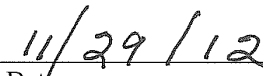
Address: NSCC 9600 College Way, Seattle, WA 98103

Phone: 206 934 7798

Fax: 206 934 3735

Email: terry.cox@seattlecolleges.edu


Chief Academic Officer


Date

Dr. Mary Ellen O'Keeffe

Dec. 3, 2012

Proposal criteria

Please respond to all 10 areas listed in proposal criteria Form D

Table of Contents

1. Curriculum Demonstrates Academic Rigor.....	4
(1) IB Program Outcomes.....	5
(2) Program Evaluation Criteria.....	6
(3) Prerequisites,	
(4) General Education Requirements,	
(5) Course Work Needed at Junior and Senior Levels.....	7
2. Qualified Faculty.....	14
Library Resources.....	16
3. Student Enrollment.....	17
4. Selective Admissions Process.....	19
5. Appropriate Student Services Plan.....	19
6. Administration and Staff.....	21
7. Commitment to Build and Sustain a High Quality Program.....	22
8. Program Specific Accreditation.....	26
9. Pathway Options beyond the Baccalaureate Degree.....	26
10. External Expert Evaluation of the Program.....	27
Appendix 1 Program Review Section A and B.....	32
Appendix 2 BAS Student Application.....	50
Appendix 3 University of Washington Evaluation.....	56
Appendix 4 Seattle University Evaluation	60

Introduction

North Seattle Community College is proposing to join its sister colleges, South Seattle and Seattle Central, in offering a Bachelor of Applied Science (BAS) Degree. With the approval of the State Board for Community and Technical Colleges, North Seattle will begin to offer a BAS degree in International Business (IB) for the 2013-2014 academic year. The college will start with a cohort of twenty-five students who will take thirty upper division credits that year and then take 30 more upper division courses the following year graduating with an IB degree in the spring of 2015. The courses will be taught by highly qualified faculty in a variety of delivery modes – grounded, hybrid and fully on line. Because many of our students will be working, grounded and hybrid courses will be offered during the evening and weekends.

The college plans to add additional faculty, staff and library resources in order to accommodate this substantive change. Faculty additions include part-time subject matter experts and a full-time Business faculty; the latter will teach and coordinate the new program. A part-time IB library faculty will be hired who will begin the first year of operation. To ensure student success, a dedicated advisor, an internship coordinator, and a financial aid assistant will be hired in the planning year and will continue through the first three years of operation. Besides a dedicated IB librarian, substantial resources will be devoted to strengthening the library's research capability amounting to \$50,000 per year by the second year of operation. Moreover, as this application will attest, the college is confident that the IB degree will be rigorous and comprehensive and that the student support services will be in place for students to be successful in meeting their goals.

1. Curriculum Demonstrates Baccalaureate Level Rigor

The curriculum for the IB degree has been developed with the input of many people both internally and externally. International Business programs from across the country were studied, and a list of topics that should be covered in the degree was developed. Local companies that do business internationally were interviewed, as were local chambers of commerce, as to the appropriateness and necessity of the topics. The topics list was the first draft of the discussion of eight faculty from four programs (Accounting, Business, World Languages, and Communications, Business & Media) who gave input on the program outcomes and then outlined a total of 13 new classes that a) provide for coverage of the topics deemed important for the degree, and b) provide for application of the learning in internships and practicums. From this topic list, faculty and administrators put together the twenty-two program outcomes, which were further condensed to six overarching program outcomes (see page 5).

A team from the University Of Washington Foster School Of Business and the Associate Dean of Seattle University's Albers School of Business have reviewed the curriculum (See Section 10) and are very supportive of North offering the degree. Their support is based on the

documented need for the program from both the employer and student demand side, the rigor of the curriculum, and the library and student support services. Many of their suggestions have been or will be incorporated into the program design.

In addition, the Northwest Commission on Colleges and Universities (NWCCU) reviewed the 137 page Substantive Change document submitted by the college this fall and has granted North Seattle *candidacy status* at the baccalaureate level based on the nine required criteria outlined in the prospectus.

The IB degree is designed for students who desire to work in any company that does business with another country, as well as those who already work in the trade and logistics field. It is designed to leverage a student's already existing business or logistics coursework and experience, and add upper division courses that specifically prepare the student to work in an international arena. The IB degree is an extension of the General Business Associate of Applied Science degree, and the International Trade Certificate of 24 credits.

(1) International Business Program Outcomes

1. Analyze and broadly assess management, marketing, and complex legal situations related to international business operations.
2. Demonstrate an understanding of international operations management and supply chains, manufacturing processes, and international project management.
3. Demonstrate an understanding of international finance and money markets and exchange systems.
4. Demonstrate how environmental factors such as politics, demographics, technology, geography, and culture affect the business climate and business operations.
5. Demonstrate the ability to make ethical, culturally competent business decisions in an international business environment.
6. Integrate learning in real-world international business and language immersion experience through a practicum and internship.

(2) Program Evaluation Criteria

North Seattle currently has an extensive program review process that it will incorporate into its IB program evaluation. It is a two-year process that examines all aspects of the program. The evaluation includes the following components:

- Total state and contract funded enrollments for the program
- Student FTE
- Faculty FTE
- Student/faculty ratio
- Student demographics including ethnicity, gender, age
- Course-level student success (Course Completion Rates)
- Program-level student success rates including retention, progression and completion rates across courses

Student learning will also be assessed in terms of the Course Outcomes, the Program Outcomes, and the college's Essential Learning Outcomes. See Appendix 1 for the description of the full assessment process (Section A and B).

The college will constantly work with the IB Technical Advisory Committee (TAC) to ensure that they are engaged and supportive of the program and represent a variety of international business sectors. The TAC, in turn, will also assess the program based in part on the criteria stated above, but also on their own workforce needs and the needs of the international business/trade/commerce economic sector. In addition, the program staff will monitor economic trends and labor market analysis to ensure that there are internship and employment opportunities for students in the IB program and for the graduates. Program staff will track wages upon hiring and advancement opportunities of our graduates as well as on-the-job retention at six months and one year. A survey will be developed to gauge employer satisfaction with our graduates to see where we can improve our curriculum; a similar survey will be sent to graduates to determine their satisfaction with the program.

IB program staff and the Institutional Effectiveness office will assess the impact of the IB program on our current certificate and associate degree coursework in terms of quality, resources, and campus climate and culture.

Finally, program staff as well as Seattle District BAS staff will measure the cost effectiveness of the program on an annual basis.

The Northwest Commission for Colleges and Universities also has a set of criteria that the college is required to follow. As will be noted in Section 8 the college has submitted and been provisionally “approved” to offer the degree based on its application for Substantive Change.

(3) (4) (5) Planning sheet with prerequisites, general education components; and course work needed at junior and senior levels

Program Planning Sheet (Scope & Sequence)

The BAS in International Business is a degree designed for students who desire to work in any company that does business with another country, as well as those who already work in the trade and logistics field. It is designed to leverage a student’s already existing business or logistics coursework and experience, and add upper division courses that specifically prepare the student to work in an international arena.

Prerequisites:

- **AA, AS, or AAS-T degree earned with a minimum 2.0 GPA. Any General Education Requirements taken as part of the associate degree can be transferred in to the requirements below.**
- **The following courses are prerequisites (equivalent courses may be substituted):**

COURSE NUMBER	BUSINESS PREREQUISITES	LECTURE HOURS	LAB HOURS	CREDIT HOURS
ACCT& 201	- Principles of Accounting I (Financial)	55		5
ACCT& 202	- Principles of Accounting II (Financial)	55		5
ACCT& 203	- Principles of Accounting III (Managerial)	55		5
BUS& 201	- Business Law	55		5
BUS& 210	- Business and Economics Statistics	55		5

COURSE NUMBER	GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS (60 CREDITS MINIMUM)	LECTURE HOURS	LAB HOURS	CREDIT HOURS
ENGL& 101	Communication Skills - English Composition I	55		5
ENGL& 102	- English Composition II	55		5
MATH 116 or higher*	Quantitative/Symbolic Reasoning (QSR) - Applications of Mathematics to Management, Life & Social Sciences	55		5
MATH&148	- Elements of Calculus	55		5
Any physical, biological, or earth sciences	The Natural World (At least one 5 credit lab class required. See list on p. 11) - Recommended: Sustainability 101	varies	varies	5

Any World Language (2 courses)	Visual, Literary, and Performing Arts (See list on page 11) Ten credits of language acquisition are required. (May be waived if proficient in a non-native language)	110		10
ECON& 201 ECON& 202 CMST 215 One other course	Individuals, Cultures, and Societies - Microeconomics - Macroeconomics - International Communication & Relations - Recommended: a history or psychology course. (See list on page 11)	55 55 55 55		5 5 5 5
Any US or GS designated course	5 credits must be selected from a list of approved general education courses from US Cultures or Global Studies . (See list on page 11.)	55		5
TOTAL				60
COURSE NUMBER	DEGREE/CERTIFICATE REQUIREMENTS (CREDITS)	LECTURE HOURS	LAB HOURS	CREDIT HOURS
IBN 301	- International Management	55		5
IBN 302	- International Marketing	55		5
IBN 303	- Ethics in the International Environment	33		3
IBN 310	- Operations Management	55		5
IBN 311	- International Law	33		3
IBN 320	- International Finance	55		5
IBN 350	- International Business Practicum		264	8
IBN 401	- International Project Management	33		3
IBN 402	- Management of Information Systems	55		5
IBN 410	- International Entrepreneurship	33		3
IBN 420	- Business Strategy	55		5
IBN 490	- Research Project		11	1
CWE 495	- Internship		297	9
TOTAL				60
COURSE NUMBER	ELECTIVES (CREDITS)	LECTURE HOURS	LAB HOURS	CREDIT HOURS
Varies	Includes any credits taken towards the associate degree and/or business prerequisites	varies	varies	60
TOTAL CREDITS FOR DEGREE				180

Suggested Sequence for the Full-Time Student:

Junior Year	Fall Quarter	Winter Quarter	Spring Quarter
	IBN 301 Management (5) IBN 303 Ethics (3) IBN 490 Research Project	IBN 302 Intl. Marketing (5) IBN 311 Intl. Business Law (3)	IBN 310 Operations Management (5) IBN 350 Intl. Business Practicum (8)
Senior Year	IBN 320 Finance (5) IBN 401 Project Management (3)	IBN 402 Information Systems (5) IBN 420 Business Strategy (5)	IBN 410 Entrepreneurship (3) CWE 495 Internship (9)

Note: In addition to the above courses, students will be taking one general education course or elective each quarter.

Course Descriptions

Course Descriptions

Bachelor of Applied Science (BAS) in International Business

North Seattle Community College

IBN 301 International Management (5 credits)

This course presents the fundamentals of managing and working with people across cultures. Students will learn about the role of culture in global business, from understanding cultural norm and effective leadership practices to learning how to work with, communicate, and negotiate effectively in a cross-cultural environment. Other topics include global human resource selection and development, organizational structures, country entry strategies, and managing risk, government relations, and alliances. Students will engage in research using international databases to analyze real-world situations.

IBN 302 International Marketing (5 credits)

This course examines the fundamentals of marketing within a global context. Students learn the impact of economic, cultural, political, legal and other environmental influences on international marketing. We will analyze worldwide marketing cases, examining product/service, positioning, pricing, place/distribution and promotion strategies. Students will learn from lectures, discussions, international case studies, videos, and group projects. Students will prepare a marketing plan for an area of the world.

IBN 303 Ethics in the International Environment (3 credits)

This course enhances the awareness of ethical issues connected with international corporate decision-making. It provides students with business strategies and frameworks needed to analyze and resolve ethical problems through the use of case studies and shared dialogue. An analytic section introduces concepts including corporate social responsibility (CSR) and the moral decision making processes. The course then covers ethical issues related to the global business system, international management strategies, technology, external and internal stakeholders and corporate governance.

IBN 311 International Law (3 credits)

This course will examine common legal issues and risks that affect business transactions in the global marketplace. Students will learn the international legal framework, methods of resolving disputes

(including litigation, arbitration, and mediation), joint ventures, trade agreements, international sales contracts, intellectual property issues, international labor matters, and risks of foreign direct investment. Learning will be participative in nature, including mock trials to experience a legal case.

IBN 310 Operations Management (5 credits)

This Operations Management (OM) course introduces the student to the processes that effectively convert resources into goods and services. These processes occur within companies and extend to suppliers, distributors, and customers. We will study methods used by firms to create value for themselves, customers, and other stakeholders through quality, cost, delivery, and customization. The course offers an overview of operations, operations strategy, system and process design, lean manufacturing/continuous improvement, global supply chain, production and workforce planning, inventory and materials resource planning, just-in-time systems, and quality management. Within each topic, global issues will be addressed. Students will gain experiential knowledge through in-class simulations and will have the opportunity to tour a manufacturing plant (or other process) and analyze it using tools learned in class.

IBN 350 International Business Practicum (8 credits)

This course is designed as an immersion experience in a student's non-native culture. The practicum can be completed through a variety of means, including (but not limited to) an educational excursion to the country where the student's non-English language is the primary language; working or volunteering in a non-profit or business that primarily communicates in a language other than the student's first language; or other means of gaining proficiency in a foreign language and culture.

IBN 320 International Finance (5 credits)

This course focuses on the environment in which the international financial manager operates. Students will study the risks of doing business in a global environment and the tools available to minimize those risks. Foreign exchange risk, political risk, working capital management, long-term investments, and financing as well as accounting and controls are examined within this context. Students who master this material will be better able to work in, and make contributions to, organizations involved in international trade and finance issues. Students taking this course should have taken and successfully completed high school algebra or a college level math course and be familiar with the basic use of spread sheets.

IBN 401 International Project Management (3 credits)

This course is an overview of Project Management from a managerial perspective with an orientation towards business. It will focus on the general principles and applications of project management with specific examples from the global business arena. Topics will include Project Estimation, Project Feasibility, Planning, Risk Management, Contingency Planning, Scheduling, and Project Control. Students will learn to perform and complete the viability study to include producing alternatives. Students will apply principles to a project.

IBN 402 Information Systems (5 credits)

This course offers an overview of how businesses use information technologies and systems to achieve corporate objectives – including achieving operational excellence, developing new products/services, enhancing decision making, and achieving competitive advantage. Students will learn about a variety of issues facing organizations – infrastructure, security, business intelligence, networking, the Internet, telecom, wireless, enterprise applications, e-commerce, and ethics. Several case studies will be examined, many global in nature.

IBN 410 International Entrepreneurship (3 credits)

Overview of the international entrepreneurial process, examination of the marketplace, and discussion of successful business strategies. Product/service selection, selling and marketing strategies, and sources of information and assistance. Students will conduct research, analysis and preliminary writing for a business plan

IBN 420 Business Strategy (5 credits)

This course examines the fundamentals of business strategy development within a global context. Students learn to apply the impact of external environmental influences, within the constraints of an enterprise's internal strengths and weaknesses, to develop a global strategy that responds to and competes in a competitive business environment. Students will learn from lectures, discussions, international case studies, videos, and a group project based on a hypothetical international business strategy plan.

IBN 490 Research Project (1 credit)

Fundamentals of sound research are taught in the context of a research project. Final grade will be based on the quality of the research and writing of the final paper.

CWE 495 Internship (2 to 9 credits, variable)

This course is designed to provide students the opportunity to do a formal internship as part of a Bachelor of Applied Science (BAS) degree. Students will work with an employer of their choice in a role that provides for the utilization of the skills and knowledge learned in their BAS program. Students work with designated internship coordinator/staff to determine appropriate sites, but ultimately are responsible for getting the internship placement themselves.

Note: In addition, students will have completed business prerequisites in accounting (financial and managerial), economics (microeconomics and macroeconomics), and business law prior to entering the program.

Areas of Knowledge Distribution Requirements for BAS degree

VISUAL, LITERARY, AND PERFORMING ARTS (Humanities and Arts) 10 CREDITS

Choices must include a minimum of *two different course prefixes*. No more than 5 credits of a studio/performance class (*asterisked below) may be used in this category. No more than 5 credits of a world language at the 100 level may be used in this category.

Art: ART &100, 101*, 102*, 103*, 104, 105, 110*, 111*, 112*, 113*, 114*, 115*, 121*, 122*, 123*, 163, 166*, 170, 201*, 202*, 203*, 205*, 206*, 207*, 210*, 211*, 212*, 213*, 214*, 215*, 216*, 217*, 221*, 222*, 223*, 251, 252, 253, 254, 255, 281*, 282*, 283*, 284*, 285*, 290, 291
 American Sign Language: ASL &121, &122, &123, 210, &221, &222, &223
 Chinese: CHIN &121, &122, &123, &221, &222, &223
 Communication: CMST &101, &102, 115, 145, 155, 175, 185, 195, 205, &210, 215, &220, &230, 235, 245, 255, 265, 275, 285, 295
 Drama: DRMA &101, 103, 105, 108*, 109*, 110*, 112, 114*, 116*, 120*, 121*, 122*, 123*, 131, 182*, 204*, 205*, 206*, 221*, 222*, 223*, 284, 285, 286
 English: ENGL 104, 109, &111, &112, &113, &114, 117, 151, 152, 153, 201, 204, 205, 214, 218, 219, &224, &225, &226, &227, &228, 231, 232, 233, &235, 240, 241, &244, &245, &246, 251, 252, 253, &254, &256, 257, 258, 259, 260, 263, 265, 266, 267, 270, 291, 292, 293

French: FRCH &121, &122, &123, 204, 205, 206, 212, &221, &222, &223, 231, 232, 233
 German: GERM &121, &122, &123
 Humanities: HUM 104, 105, 110, 115, &116, &117, &118, 120, 125, 130, 135, 140, 150, 160, 200, 210, 234, 261, 270
 Italian: ITAL 121, 122, 123
 Japanese: JAPN &121, &122, &123, &221, &222, &223
 Journalism: JRN 101, 102, 103
 Linguistics: LAN 101, 110
 Literature: LIT 236, 238
 Music: MUSC 100, &105, 106, 109, 110, 113, 116, 117, 119*, 120*, 125, 126*, 127*, 128*, 130*, 134 - 140*, &141, &142, &143, 144*, 145*, 146*, 147*, 148*, 150*, 151*, 156*, 157*, 158*, 160, 161, 163, 164*, 165*, 166*, 171*, 172*, 173*, 182*, 185, 204, 205, 213, 221*, 222*, 223*, &231, &232, &233
 Russian: RUSS &121, &122, &123
 Spanish: SPA &121, &122, &123, &221, &222, &223, 236, 238
 Vietnamese: VIET &121, &122, &123

INDIVIDUALS, CULTURES, AND SOCIETIES (Social Sciences) 10 CREDITS

Choices must include a minimum of *two different course prefixes*. You are required to complete 5 credits of ECON& 201, 5 credits of ECON& 202 and 5 more credits from the courses below:

American Ethnic Studies: AME 150, 151, 160, 201 Anthropology: ANTH &100, &106, 113, &125, 130, 135, 201, &206, &210, 211, 212, 213, &216, &227, &228, 275 American Sign Language: ASL 120, 125 Biology: BIOL 150 Economics: ECON 100, 102, &201, &202, 240 Environmental Science: ENV 150, 160, 170, 200, 202, 206, 208, 214, 294 Environmental Science: ENVS &101 Geography: GEOG 100&, 155, 200&, 205, 207, 230, 260 History: HIST 105, 106, 108, 120, &126, &127, &128, 131, &136, &137, 138, 140, 145, &146, &147, &148, 150, 191, 200, 208, 210, 211, 212, &214, &219, 221, 230, 241, 242, 251, 268, 269, 273 International Studies: ISP 101, 105, 110, 120, 160, 170, 201, 205, 210, 220, 234, 251, 255, 260, 261, 270	Philosophy: PHIL &101, 102, 110, 111, 118, 160, 215, 220, 240, 245, 250, 255, 267 Political Science: POLS &101, 111, 112, 170, &200, &202, &203, 205, 206, 213, 220, 255 Psychology: PSYC &100, 120, &200, 205, 207, 209, 210, 217, &220, 230, 235, 245, 250, 255, 257, 294 Religion: REL 150, 151 Sociology: SOC &101, 102, 105, 106, 107, 120, 130, 150, 170, &201, 220, 230, 245, 250, 253, 265, 275, 280 Social Science: SSC 101, 103, 187 Social Welfare: SWF 200 Women's Studies: WMN 140, 200, 205, 213, 257
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE NATURAL WORLD (Natural and Physical Sciences, Mathematics) 15 CREDITS

You are required to complete five credits of MATH &148 (Calculus). In addition, you must choose 10 credits from the courses below. Choices must include a minimum of *two different prefixes*; five credits must be in a lab science (*asterisked below).

Anatomy & Physiology: BIOL 128*, &241*, &242* Astronomy: ASTR &100, 102, 104, &110*, 201 Biology: BIOL &100*, 102*, 106*, 107*, 109, 120*, 125*, 130*, 150, &160*, 161*, 195, 196, &211*, &212*, &213*, 228*, 229*, 239*, &260*, 282*, 285*, 286*, 287*, 290, SPS 201* Botany: BOT 110*, 112*, 113* Chemistry: CHEM 106*, &110*, &121*, &122*, &123*, &131*, &139, &161*, &162*, &163*, 191*, 192*, 211*, &241, &242, &243, &251*, &252*, 255, 256 Environmental Science: ENV 150, 160, 170, 201, 202*, 203, 204*, 205, 206*, 208, 216*, 221, ENVS &101*	Geology: GEOL &101*, &103*, 104, 105*, 106, 108*, &110*, 111*, &115*, 118*, 202*, 207*, &208* Health: HEA 125, 150, 160, 225, 228 Meteorology: MEY 100 Material Science: MSC 101 Nanotechnology: NANO 101* Nutrition: NTR 105*, 150, 155 Oceanography: OCEA 100, &101* Physics: PHYS &100, 107*, &114*, &115*, &116*, &221*, &222*, &223* Science: SCI 100, 101*, 104, 107*110*, 111*, 112*, 113*, 114*, 115*, 116*, 117*, 118*, 119*, 121*, 129*, 131* Sustainability: SUST 101
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

US Cultures classes at NSCC:

AME 150, 151, ANTH &106, &210, &216, ART 254, CMST 205, DRMA &101, ENGL 219, 231, 240, &245, &246, 257, 258, 291, HIST 131, &136, &137, 140, &146, &147, &148, 150, 212, &214, &219, 230, HUM 105, 200, 210, ISP 105, MUSC 113, 204, PSYC &200, 245, SOC 102, 150, 245, WMN 140, 200

Global Studies classes at NSCC:

ANTH 113, 130, &206, ART 255, DRMA 105, ECON &202, ENGL &256, 292, ENV 150, ENVS &101, GEG 230, 260, HIST &126, &127, &128, 200, 210, 251, 268, HUM 140, 160, 234, 261, ISP 101, 110, 160, 170, 201, 205, 210, 220, 234, 251, 255, 260, 261, MUSC 110, POLS &203, 220, SOC 170, WMN 205

Courses with “&” are associated with a new statewide common course numbering system.

Visit www.seattlecolleges.edu/commoncoursenumbering/ for more information.

Applied Learning Opportunities

This degree includes significant applied learning opportunities. The practicum is designed to ensure exposure to a second language and culture. The internship will take place in a business of the student's choosing and can be completed in another country. A component of the internship is an applied research project that can be completed in the quarter prior to or during the in site phase of the internship.

Based on the feedback from the employers that the college interviewed, internships are an integral part of the learning experience. Advisory group members put a great deal of emphasis on applied learning activities. Experiential learning that is much more than job shadowing will

be essential both for the student and for the employer. Meetings between industry employers and North's internship office are planned over the next six months to ensure a careful process is crafted. Some of these positions may be overseas in Asia, Europe or South America under the auspices of participating companies. In addition, the college will draw on its extensive international network to put these partnerships together where appropriate. Program faculty and students will be included in the formulation of the internship plans. At the conclusion of the internship, students will be required to complete a paper or portfolio that documents and analyzes their experiences, makes recommendations for future operations of the business or businesses where they worked (if appropriate), and demonstrates their ability to relate theory to practice.

The success of the internship program rests in large part on the successful identification of businesses to participate. Program staff and faculty will continually work with the advisory committee and industry organizations to promote the program to businesses. By the time our first group of students are ready for their internships, the college's industry partners will be ready. Internships and job placement go hand in hand. North will hire a part-time internship coordinator who will work on job placement as well. This important advisor will meet with students and faculty on a regular basis beginning at the time they first matriculate. Working closely with faculty advisors and college counselors, the internship and placement coordinator will do the following:

- Help students identify special interest areas
- Work with program faculty on industry contacts
- Work with program faculty to identify student strengths and weaknesses
- Place students into appropriate internships
- Monitor progress, providing feedback and assistance to employer, faculty and student
- Help the students develop career plans
- Assist with job and career placement

Credit for Prior Learning

North Seattle Community College will accept up to 25 percent of the credits for the IB degree based on prior work experience. The college recognizes the importance and relevance of prior learning assessment and has made strides in making this easily accessible for students.

- North follows the recommendations made by the American Council on Education when evaluating military training and education records. The college's Veteran's Center will help active and veteran military personnel contact appropriate faculty to work with.

- Students may test out of specified courses by taking the final examination. This Credit-by-Exam method is widely used.
- Students may receive credit through the Prior Experiential Learning Portfolio (PELP) program. This method is appropriate for persons who have acquired knowledge and skills in ways that are not covered by “traditional” tests and transcripts. The college has made a special effort to assure that this process is publicized to students. While the review process for PELP is extensive, students will find faculty very helpful in completing the portfolio.

Essential Learning Outcomes (ELOs)

In addition to the Program Outcomes above IB students will have the same four Essential Learning Outcomes that North Seattle fosters in all its students:

Knowledge – Methodologies, facts, theories, and perspectives within and across disciplines

Intellectual and Practical Skills, including critical thinking and problem solving, communication and self-expression, quantitative reasoning, information literacy, technological proficiency, collaboration: group and team work

Personal and Social Responsibility, including civic engagement: local, global, and environmental, intercultural knowledge and competence, ethical awareness and personal integrity, lifelong learning and personal well-being

Integrative and Applied Learning – synthesis and application of knowledge, skills, and responsibilities to new settings and problems

The ELO’s are embedded in the upper-division courses that are part of the IB degree.

2. Qualified Faculty

The program planners analyzed the faculty and staff needs of the program as well as their educational and professional qualifications. The faculty and staffing needs change over the course of the first four years so there are two tables representing the first year and the following years of operation.

The number of instructors needed is based on the number of students to be enrolled and the number of courses offered per quarter during the school year. The college projects that there will be seven new 300 level courses in Year 1 of operation and six new 400 level courses offered in Year 2. In Year 1 the college will hire a full-time IB faculty/coordinator for the program. These courses will be taught by full time faculty, part-time faculty or full-time faculty moonlights.

Year 1 - First Year of Operation (2013-14)

Name	Degree	Rank	Status	% of Effort
TBA	MBA (IB)	Faculty	Full-time	100%
W.Holt	MA Bus	Faculty	Full-time Business	25%
M.Melsness	MBA (IB)	Faculty	Part-time Business	25%
Larry Hopt	JD	Faculty	Part-time Business	25%
Ron Woods	MS, CPA	Faculty	Part-time Accounting	25%
Existing Faculty	MS, MA, Ph.D	Faculty of upper Level Gen Ed classes	Part-time Various	50%
TBA	MLS	Instructor/Faculty	Full-time Library	50%

Year 2 and Year 3 of Operation (2014-2015, 2015-16)

Name	Degree	Rank	Status	% of Effort
TBA	MBA IB	Faculty	Full-time	100%
W.Holt	MA Bus	Faculty	Full-time Business	25%
M.Melsness	MBA (IB)	Faculty	Part-time Business	25%
Larry Hopt	JD	Faculty	Part-time Business	25%
Ron Woods	MS, CPA	Faculty	Part-time Business	25%
Existing Instructors	MS, MA, MBA, or PhD	Faculty of upper level Gen Ed classes	Part-time Various	50%
TBA	MLS	Instructor/Faculty	Full-time Library	50%

The full-time faculty hired in Year 1 of operations will have a minimum of an MBA with an International Business emphasis and at least five years of experience in international business or trade. Experience in teaching in higher education, preferably at a four-year institution, and advising students at the bachelor's degree level or above will be required. Since the MBA is a terminal degree in the business realm, it will be a minimum requirement. While faculty with Ph.D.'s in business or finance will be carefully considered, a candidate with an MBA and extensive international experience may be equally qualified given the applied nature of North's curriculum. Every effort will be made to find the most qualified candidate who has the credentials and classroom experience to be effective.

The college will also allocate \$10,000 a year to promote faculty research in global business studies. In conjunction with this we appreciate the offer made by The Foster School of Business for North Seattle faculty to apply for professional development grants for Faculty Development in International Business (FDIB) through their Global Business Center. Not only will North Seattle be hiring faculty with solid credentials, we will also be providing them with the financial opportunity to continue their research.

Similarly high standards will apply to any part-time faculty we hire. Part-time instructors selected to teach for the core courses will have an advanced degree in Business or related fields as well as real-world experience directly applicable to the course being taught. A preferred but not required qualification is prior college teaching experience.

The program will also utilize the experience of North's existing faculty who have earned advanced degrees and have college teaching experience at the four-year level. Selected faculty will be a part of the advisory committees, curriculum development committees, and faculty recruitment committees as well as participate in team-teaching activities and guest lectures.

Funds will be made available for faculty to further increase their pedagogical skills in order to deliver curriculum that compels and reinforces student engagement. The Seattle District is in an advantageous position with Seattle Central and South Seattle also offering BAS degrees: there exists a critical mass of faculty within the district who can meet on a periodic basis to share successes and challenges.

All faculty teaching the technical courses will have the certification requirements included in the Washington Administrative Code.

North Seattle and the Seattle District are committed to hiring diverse faculty. The college participates in national recruiting fairs specifically for faculty of color and advertises with higher education journals that focus on diversity hiring.

Library Resources

The North Seattle Community College library has the physical facilities, the collection, the staffing and staff expertise, hours of operation and the collaborative agreements with other educational institutions which meet or exceed the needs of the International Business Baccalaureate program.

The library has a total square footage of 37,953 feet. There is ample room to support a baccalaureate program. Though group study rooms are currently at a premium, there are plans to add more. Adding computers and upgrading furniture are additional considerations to support upper-division courses.

The college's full-time librarians are assigned to specific divisions within the college as liaisons. The librarians communicate with division faculty, asking for suggestions on books, media, and

other resource purchases. More importantly, they use their subject expertise to instruct students and faculty in the information literacy skills required for each discipline, at the appropriate level required. Upper-level courses require more in-depth instruction in discipline-based resources and research skills. Therefore, the college will hire a librarian that has a strong background in business/international business. Fifty percent of his/her time will be devoted to the program beginning with the first operational year. Additional funds will be allocated for acquisition of databases, journals, etc. to support the increased emphasis on research. Once the IB program becomes operational the library's hours of operation will be expanded to accommodate the students as needed.

Serials, periodicals and reference materials play a major role in resources for upper division courses. The college has an adequate book collection for lower-division courses and will fund the necessary books and reference materials to meet the needs of junior and senior level students. Similarly, the periodicals and serials will be improved and upgraded to reflect the depth necessary for exploration and research. Finally, databases such as Global Market Information Database and ProQuest Entrepreneurship will be renewed annually.

The library is a member of a District-wide consortium, so many of the databases are covered. Some of the databases and resources that the college utilizes are due to this partnership. These shared databases include ABI/INFORM Trade Industry, CultureGrams, and ProQuest.

Finally, the Director of Library Services at North is developing a Memorandum of Understanding with the University of Washington libraries for onsite access; note, however, that there is no remote access to their databases.

Moreover, the college will ensure that students and faculty in the baccalaureate program have the appropriate information resources, subject matter experts, and facilities to support the currency, depth and breadth of the degree.

3. Student Enrollment

The program will enroll twenty-five students in its first year with an additional 25 in year 2 as the first class moves on to their senior year. From then on the college will enroll 30 students in each cohort.

2013-14	2014-15	2015-16	2016-17	2017-18
25	50	55	60	60

Since many of the students who enroll in the IB program will be working adults, the college plans to offer the program through a variety of delivery methods including grounded (traditional face-to-face) classes, on line classes, and hybrid classes (part on line and part grounded). The hybrid and grounded classes will be offered in the evening and on Saturdays to

accommodate the schedules of already employed students. North's convenient location just off 1-5 puts it within one hour of 2.5 million people.

As has been stated, the IB degree is designed for students who desire to work in any company that does business with another country, as well as those who already work in the trade and logistics field. Students from several different business-related programs, especially accounting, will be qualified to enter the baccalaureate degree program:

General Business degree – 90-credit degree with the flexibility of choosing many different business courses for 20 credits of the degree. Students who earn certificates in Entrepreneurship, Project Management, or International Trade can build upon them by adding more classes to earn this degree.

Administrative Assistant degree – a 90-credit degree with an emphasis on business technology. Students in this pathway would need to take the Accounting series prior to entering the degree.

Accounting AAS degree – this degree includes all of the required business prerequisites for the IB degree.

Communication, Business, and Media degree - this degree combines business and communications classes into a unique professional career program. Students in this program could choose electives that would help prepare them for the IB degree.

Students in the Associate in Business transfer degree would also be able to enroll in the IB program.

Potential Feeder Programs from Other Community Colleges

In addition, several other local colleges have feeder programs that will graduate likely candidates for the IB program:

Seattle Central –Business Information Technology degree

South Seattle – Business Information Technology AAS and AAS-T; Accounting AAS and AAS-T

Shoreline – Accounting AAAS, Business AAAS online, Entrepreneurship AAAS, General Business Administration AAAS

Lake Washington Institute of Technology – Accounting, Accounting Professional, and Business Administration Support as well as Business and Accounting AAS programs.

Highline Community College –Accounting AAS and AAS-T, Business AAS and AAS-T

Articulation agreements are being pursued with all these institutions for the one or more degrees that they offer. In September, North's workforce dean alerted his counterparts at Edmonds CC, Shoreline CC, Renton TC, Highline CC, Lake Washington Institute of Technology,

Tacoma CC, Pierce College and Bates Technical College and, of course, Seattle Central and South Seattle, that North was seeking approval to offer a BAS degree in international business. He noted that once approved, IB program staff would be meeting with appropriate college staff at each of these community and technical colleges to work out articulation agreements and make sure that their students are aware of the best courses to take to transfer into the IB program at North.

It is important to note, though, that students coming to the program with any two year associate degree will be eligible for the program once the prerequisites are met.

4. Selective Admissions Process is Consistent with an Open Door Institution

Students will go through an application process, with clearly-defined minimum qualifications and prerequisites. Students will be expected to have completed an AAS, AAS-T, AAAS, or AB degree with a minimum 2.0 cumulative GPA, and to have completed 25 credits of business-related courses. The applications will be reviewed and scored by a team of faculty, staff and advisors who know the program. A draft application has been completed and criteria have been set by a subcommittee of the BAS Implementation Team (See Appendix 2). Cohorts are expected to have 25 students and start each fall for the first two years then increase to 30. The students will attend an orientation, and have a Student Handbook that outlines procedures, expectations, and requirements for continuation in good standing in the program.

Every effort will be made to ensure that the program will serve a diverse population. As noted in Form B of the SBCTC application North Seattle Community College and the Seattle Community Colleges are in an excellent position to ensure diversity. The District enrolls over 50,000 students and is second only to the University of Washington in student population in Washington State. It is a very diverse district, with North Seattle enrolling 31% students of color out of a total of 6,303 students in 2010. Fifty six percent of Seattle Central's 6,000 students are people of color and 54% of South Seattle's 6,100 are nonwhite. Moreover, this strong ethnic mix will strengthen the International Business program as it develops.

5. Appropriate Student Services Plan

The North Seattle Student Development Services (SDS) unit is in a very strong position to accommodate the changes that will occur with the new IB degree. The IB Implementation Task Force is working on policies and procedures to prepare for the students who are pursuing the new degree. This is happening in the midst of major changes to the SDS area based on the statewide emphasis on the Student Completion Initiative. North is offering more services than

ever to ensure that students will be successful in meeting their academic and career goals including a much greater concentration on up-front advising and academic counseling. The new IB students will be able to take advantage of this more focused effort.

The college plans to hire a part-time advisor to work with the IB students exclusively. S/he will be able to give comprehensive advising regarding credential evaluations, scheduling, financial aid, academic support options, and other student services needs that may occur. S/he will complement the SDS departments that are already functioning at a high level. In addition, s/he and SDS staff will adapt the BAS Student Handbook that has been developed for the BAS programs at South Seattle. North can draw on the five years of BAS experience of South and the two years of BAS experience at Central to provide the very best in student support. The IB handbook will include the following:

- Information about college including the goals and student learning outcomes of both the college and IB program specifically
- Procedures for getting started – admissions, advising, registration, financial aid, etc., as well as for finishing – graduation requirements.
- Program policies – leave of absence, satisfactory progress, etc.
- Course of study information – curriculum map, internships
- Student services – veteran’s services, bookstore, disability support, etc.
- Academic help – tutoring, writing center, math center, library, computer labs, etc.

The application that the college will use has already been developed and is located in Appendix 2.

The college expects that most IB students will be eligible for and will want access to financial aid. Therefore, the Financial Aid unit will dedicate a .25 person to work with the IB students. This staff member will specifically be assigned to help students navigate VA requirements, process FAFSA paperwork in a timely manner, and assist students in completing scholarship applications offered both internally and externally. Based on the experience of the BAS programs at South Seattle this is an essential position. North’s Financial Aid Department will apply for third- and fourth-year funding from the Department of Education upon approval to offer the degree so that students can be assured of their reward in the spring.

Another important consideration for IB students is the location of the Opportunity Center for Employment and Education on the North campus. As mentioned earlier, this “one stop” center houses the colleges Workforce Education offices that will be important for financial aid support, the employment Security and WorkSource offices that can help with additional funding and job search assistance, DSHS offices that can help basic needs such as food stamps, cash assistance, medical benefits, etc., as well as numerous Community-Based Organizations that can provide a variety of support to help students with retention and completion efforts.

In addition to this, the college will be hiring an internship coordinator for IB students. As has been mentioned in the curriculum section, the internship coordinator will be a key support person in working with faculty to set up the internships and matching student interests with employer needs.

While meaningful upfront advising and orientation are key to student success, IB faculty and student support staff will focus on retention as well. Faculty will let the advisor know of students who are experiencing difficulty during the program. The staff will have an Academic Early Warning program similar to the one we offer to associate degree students. In the first year faculty mentors will be set up for students and as the program matures second year students will act as mentors for first year students who request additional support. As mentioned earlier Prior Learning Assessment will be used extensively in the program. This is a proven tool for retention. The Council on Adult and Experiential Learning (CAEL) has found that a student who receives PLA credit from his/her four year college is 2.5 times more likely to complete than a student who does not. (The research showed that students from two year colleges were twice as likely to complete if they receive PLA credit.)¹

Moreover, the IB degree will have a very positive impact on the student body at North by providing a much greater opportunity for students to successfully transfer to a four-year program. In addition, these students will serve as role models for other students who are not in the program but may aspire to continue their education. North will now be able to offer a significant career and educational ladder. An ESL student could start in the college's Accounting Office Assistant 1 IBEST program, transition to the accounting or business associate degree program, and finally transfer to the IB program utilizing the same campus resources all the way through. Not only does having all this in one location help with the ease of transitioning, it is also significantly more cost effective for the student.

6. Administration and Staff

The program will be led by Business, Engineering and Information Technology Dean, Dr. Terry Cox. Terry just recently completed her Ed.D., to add to her MBA. She currently supervises all the Business Transfer and Business Professional-Technical programs as well as engineering and information technology. In addition to hiring and evaluating faculty, she will be responsible for scheduling, curriculum development, budget monitoring, articulation agreements, supervision of support staff and coordination with other departments on campus and throughout the district. She reports to Vice President of Instruction Dr. Mary Ellen O'Keeffe, who will have the overall administrative responsibility for the program. Vice President O'Keeffe will ensure that

¹ CAEL's multi-institutional study, [Fueling the Race to Postsecondary Success](http://www.cael.org) www.cael.org

the academic quality, rigor, and integrity of the degree are maintained as well as ensuring that the necessary college-wide support of the degree is in place.

The faculty team involved in the IB program will work closely with the Dean and Vice President of Instruction to deliver rigorous high-quality instruction and maintain a high level of scholarship and professional development. As mentioned, funds will be made available for faculty to further increase their pedagogical skills and research interests in order to deliver curriculum that compels and reinforces student engagement. The Seattle District is in an advantageous position with Seattle Central and South Seattle also offering BAS degrees. There exists a critical mass of faculty within the district who can meet on a periodic basis to share successes and challenges.

In addition, a part-time clerical person, a part-time financial aid support person, and a part-time advisor will be hired during the Planning Year (2012-2013) and a part-time internship coordinator will be hired at the beginning of Year1 of operations (2013-14).

The classified staff person will provide clerical support to the faculty and Dean Cox. Responsibilities will include fielding student inquiries, classroom scheduling, support with curriculum development, support for the IB Technical Advisory Committee, support for recruitment and admissions activities as well as other duties as assigned. The responsibilities of the advisor and internship coordinator have been covered in previous sections.

7. Commitment to Build and Sustain a High Quality Program

Funding to North Seattle Community College for its applied baccalaureate degree in International Business will begin in 2012-2013 and will include a one-time allocation from the college of \$157,514.08 for Year 1, a one-time allocation for \$171,988.95 for Year 2, and \$5,944.14 for Year 3. The recurring revenue sources in future years' operations will be funds collected from student tuition and fees and the normal state allocation. For the current academic year the per-student tuition and fees for 10 credits of upper division courses is \$2,454.50 per quarter. That amount is used throughout the budget planning process even though tuition will likely increase. The exact amount per student depends on the mix of upper- and lower-division courses in the student's schedule and the student's residency status.

The Seattle District has demonstrated the capacity and resources to build and sustain quality baccalaureate programs of study. North Seattle will be the third college in the District to develop and implement a high-quality program based on its long-term commitment to the International Business program and the international business community. In doing so, the

college will ensure that adequate financial and human resources are available to make the program a success. The financial plan for the IB program proposal is provided below, including projections of all the costs, expenditures, and revenue streams to support the proposal. Moreover, the proposed budget is sufficient to fund the necessary activities to build and sustain an outstanding program that will meet or exceed accreditation standards.

North Seattle projects the expenses to be \$157,514.08 for the planning year and \$380,558.95 for Year 1, then \$475,226.64 for Year 2. The increasing costs in the second year are due to offering courses at both a junior and senior level. Costs level off in the following years.

As mentioned, the college will make one-time allocations totaling \$335,447.17 to cover expenses over the first three start up years of the program. The first four years of operation (2013-14, 2014-15, and 2015-16, and 2016-17) will be covered by tuition and fees and the state FTE allocation at \$3,065 per FTE *. A conservative estimate of Year 1 tuition revenues is \$147,270.00, increasing to \$331,357.50 with junior and senior year enrollments for Year 2 . In year 3 the college will begin increasing the cohort to 30. There will be two full cohorts at 30 each in year 4. (We estimate we will lose 5 students per year in attrition which is figured into the tuition revenue calculations.)

- This number is derived from the SBCTC. *STATE FUNDING SUPPORT OF STUDENTS*
The average total instructional support per resident FTE is \$6,282 at a Washington community and technical colleges for the 2012-2013 year. The operating fees are \$3,217 and the net state support per FTE student is \$3,065 This is the number we are using to calculate the state allocation.

Budget for BAS Degree

Expenses					
Staff	Year 0	Year 1	Year 2	Year 3	Year 4
PT - Faculty	\$ 37,720.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
FT Faculty/Coordinator	\$ -	\$ 52,000.00	\$ 52,000.00	\$ 52,000.00	\$ 52,000.00
Faculty Research	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Administrator (0.25)	\$ 10,397.00	\$ 20,397.00	\$ 20,397.00	\$ 20,397.00	\$ 20,397.00
Library (.5)	\$ 5,102.00	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00	\$ 26,000.00
Advisor (.5)	\$ 6,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Internship Coordinator (.5)	\$ -	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Clerical (0.25)	\$ 3,500.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Financial Aide Assistant (0.25)	\$ 5,625.00	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00	\$ 11,250.00
Contracted Services	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Subtotal	\$ 70,844.00	\$ 203,647.00	\$ 203,647.00	\$ 203,647.00	\$ 203,647.00
Benefits@31%	\$ 21,961.64	\$ 63,130.57	\$ 63,130.57	\$ 63,130.57	\$ 63,130.57
Cost of Living@1%	\$ 708.44	\$ 2,744.91	\$ 4,781.38	\$ 6,817.85	\$ 8,854.32
Total	\$ 93,514.08	\$ 271,558.95	\$ 271,558.95	\$ 273,595.42	\$ 275,631.89

Item	Year 0	Year 1	Year 2	Year 3	Year 4
Goods & Services	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Travel (Professional Development)	\$ 5,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Equipment	\$ 10,000.00	\$ 35,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Marketing	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Software	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Library Materials	\$ 19,000.00	\$ 39,000.00	\$ 49,000.00	\$ 49,000.00	\$ 49,000.00
Indirect@30%	\$ -	\$ -	\$ 109,667.69	\$ 110,278.63	\$ 110,889.57
Totals	\$ 64,000.00	\$ 109,000.00	\$ 203,667.69	\$ 204,278.63	\$ 204,889.57

Grand Totals	\$ 157,514.08	\$ 380,558.95	\$ 475,226.64	\$ 477,874.05	\$ 480,521.46
---------------------	---------------	---------------	---------------	---------------	---------------

Revenues					
Item	Year 0	Year 1	Year 2	Year 3	Year 4
Tuition and Fees@ \$7364 per q	\$ -	\$ 147,270.00	\$ 331,357.50	\$ 368,175.00	\$ 404,992.50
State Allocation @ \$3,065/student	\$ -	\$ 61,300.00	\$ 137,925.00	\$ 153,250.00	\$ 168,575.00
Totals	\$ -	\$ 208,570.00	\$ 469,282.50	\$ 521,425.00	\$ 573,567.50

Difference	\$ (157,514.08)	\$ (171,988.95)	\$ (5,944.14)	\$ 43,550.95	\$ 93,046.04
------------	-----------------	-----------------	---------------	--------------	--------------

Expenses

1. \$37,720 will be allocated to faculty for curriculum development, attendance at advisory committee meetings, etc. during the planning year.
2. Personnel for instruction include salary and benefits for part-time faculty during Year 1 and the addition of a full-time faculty/coordinator in Year 1 of operation. Stipends for curriculum development and advisory committee coordination are included in this budget. It is expected that students will complete many of their general education requirements by enrolling in existing courses.
3. Because of the importance of research for the IB degree, \$10,000 will be awarded to faculty for curriculum-related research projects each year of operation.
4. During the planning year, additional library staff hours will be dedicated to the project. A 50% portion of time for the faculty librarian will be funded in the operational years to facilitate materials selection and acquisition associated with expansion of the library to support the baccalaureate degree as well work directly with the BAS students.
5. The college will hire a part-time (.5) advisor to help support the students. This will begin winter quarter of Planning Year.
6. The part-time (.5) Internship coordinator will be hired at the beginning of Year 1 of operations
7. A part-time (.25) clerical support person will also be hired winter quarter of the Planning Year.
8. A part-time (.25) Financial Aid assistant will be dedicated to the BAS students in the planning year and will continue through the next three years. This funding will help support an additional hire in the department.
9. Benefits are calculated at 30% with a 1% cost of living raise per year.
10. Goods and services include desk supplies, and teaching and learning materials for the program.
11. Travel includes registration, hotel and travel expenses to conferences for faculty/staff professional development. There will be some international travel.
12. Equipment includes a computer lab for BAS students purchased in Year 1 and its on-going maintenance in the next three years of operation.
13. Marketing and outreach costs include brochures, college fairs, etc.
14. Software includes purchasing and licensure.
15. Library materials include the acquisition of databases, journals, etc. to support the increased emphasis on research.

Revenues

16. The college forecasts enrollment at 25 students per year for a total of 50 students in the program for the second two years of operation. In year 3 the incoming class will increase to 30 students for a total of 55 students and the incoming class in year four will also be 30 students for a total of 60. For more accuracy, student attrition has been factored in. Year 1 revenues will be based on 20 students; Year 2, 45 students; Year 3, 50 students; and Year 4, 55 students. In practice, additional students may enroll in winter and spring quarters to make up vacancies. Class caps will be at 30 in future years.

17. In addition to the one time allocations in Years 1, 2 and 3 from college resources, IB program staff will work with the North Seattle Education fund (Development Office) and college foundation to raise additional funds for both scholarships and operations.
18. The calculations for tuition and fees -\$2,454.50/student/quarter- are based on the current year (2012-2013) rates for the Applied Baccalaureate degree according to the SBCTC. Even though tuition has risen yearly at 12% over the last four years, for planning purposes the college will use the current fee schedule. In addition, there are three rates used by the SBCTC: 10 credits of upper division courses = \$2,454.50; 15 credits of upper division courses = \$2,503.90; and 18 credits of upper division courses = \$2,533.54. This is all on a per quarter basis. For planning purposes 10 credits @ \$2,454.50 per-quarter is being used.
19. The state allocation calculation is based on \$3,065 per FTE. North will be counting the BAS IB FTE as part of their normal allocation.
20. The college calculated the indirect rate at 30%.

The college realizes that with any new endeavor there may be start- up problems. If enrollment does not reach the enrollment targets listed here, or the attrition rate is higher than we anticipate, the college will underwrite the program until such time that the enrollment and retention have reached satisfactory numbers.

8. Program Specific Accreditation

The college submitted *The Prospectus for Substantive Change* to the Northwest Commission on Colleges and Universities in late September of this year. President Mitsui received a letter from the commission dated November 26, 2012 granting *candidacy status* at the baccalaureate level and NSCC is approved to begin enrolling students in September. One of the first tasks for the advisory committee is to help with determining what other accrediting bodies the IB program should affiliate with. These include The Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Council for Business Schools and Programs (ACBSP) as well as affiliation with the Principles for Responsible Management Education (PRME) organization. There are also associations that focus on international business, like the Consortium for Undergraduate International Business Education (CUIBE) which offer many benefits for schools that are determined eligible.

9. Pathway Options Beyond the Baccalaureate Degree

North Seattle has met with both the University of Washington Foster School of Business and Seattle University's Albers School of Business regarding evaluating our IB degree proposal. Part of that conversation focused on the potential for articulation agreements with both schools.

Because the MBA programs at both universities are so competitive, articulation agreements may not be possible, but North Seattle IB graduates would be judged on the merit of their applications just as any other applicant. IB staff will be meeting with other four year universities including City University, Western Governors University, Western Washington University, Washington State University, Northeastern University as well as other MBA program in the Puget Sound region to set up potential articulation agreements. Talks have already started with City University and WGU.

10. External Expert Evaluation of Program

IB program staff consulted with the University of Washington's Foster School of Business and Seattle University's Albers School of Business. The UW's Foster School of Business was chosen to evaluate the program because it has an International Business Certificate to go along with its undergraduate business degree and it has a master's program in International business. It is also the one of the premier business schools in the country. SU's Albers School of Business was chosen because it is one of two four-year institutions of higher learning that offer a bachelor's in international business in the Puget Sound region and it offers a master's degree in international business. Albers School of Business also has a fine reputation in the Northwest and beyond.

At the Foster School of Business, program staff met with the Program Advisor for their Certificate in International Studies in Business, representatives from the school's Global Business Center, and the Associate Dean for Undergraduate Studies, Stephan Sefcik who is also a professor of accounting. Associate Dean Sefcik did the review. He has a Ph.D in Accounting from the University of Illinois. He has been Associate Dean for Undergraduate Programs since 2007. From 2002 to 2007 he was Faculty Director of the Technology Management MBA Program (UW), and prior to that, Chairman of the Department of Accounting (UW). He received numerous teaching awards in the 1990's when he was teaching accounting at the UW has a number of publications, and is an active presenter at conferences. His evaluation can be found in Appendix 3.

Dean Sefcik and his colleagues are very supportive of the program. In his concluding paragraph he notes that "we are supportive of NSCC plans to launch this new degree program to serve the population of students coming to a bachelor's degree with a terminal background. NSCC seems well-positioned to meet the needs of their students and the community for which this program is designed."

He has several suggestions for the IB program at North.

- He noted a potential mismatch between the business prerequisites and the degree requirements. The former include three accounting courses, but international accounting is not offered as an international business course. Conversely, International Marketing is included in the degree requirements, but no Introductory Marketing course appears in the business prerequisites.

Aspects of international accounting will be offered in the IBN 320, International Finance course. Faculty debated the accounting prerequisites and the some felt there was a need for a marketing course prerequisite, but ultimately accounting was deemed more essential. There was also the concern about loading up students with too many prerequisites. In addition, faculty felt most students coming to the program with a business or an accounting background will have taken at least one marketing course at the associate degree level.

- Language proficiency was another concern. He felt that two quarters of a second language was not enough for an immersion experience nor to be fluent. The UW program requires two years of a foreign language.

IB faculty and staff debated the language requirement and settled on two quarters. Fluency in the second language is no longer listed as an outcome for the degree; however, the faculty continue to feel that even this limited exposure will provide much value to the student in giving them the experience of being the second language speaker. To demand more quarters would limit interest in the degree by dramatically extending time to completion. As the program develops, staff and faculty will monitor the viability of the two quarter language requirement.

- Regarding the budget, Dean Sefcik felt more money should be put into the library data bases than the proposed computer lab and that a .5 internship coordinator may not be adequate for the number of students in the program.

Both of these suggestions will be weighed carefully during this planning year. We will start with a .5 internship coordinator but may increase the commitment as the program develops. North's Director of Library Services consulted with the UW librarians as well as librarians at South Seattle and Seattle Central (both of whom have BAS degrees), and all believe this is a good start. We may need to readjust as the program reaches full enrollment.

The IB staff also met with the Dean, Associate Dean, and Associate Dean for Graduate Programs at the Albers School of Business at Seattle University. Associate Dean Susan Weihrich, who is also an accounting professor, did the actual evaluation. She has a Ph.D in Accounting from the University of Houston and has been Associate Dean of the Business School since 2008. From 2002 to 2008 she was chair of the Department of Accounting at Seattle University and has been an accounting professor there since 1990. She has won several teaching awards and has numerous publications on tax law as well as workshop presentations. Her evaluation can be found in Appendix 4.

Associate Dean Weihrich was very supportive of the program. In her summary of the program she remarks that “the demand and the curriculum design of the program have been well considered. The resources that are planned should be adequate for a cohort program that is designed to accommodate 25 students.”

Associate Dean Weihrich had many helpful suggestions.

- She recommended that there be a significant experiential component to the coursework. “For instance, many of the courses should be either case study classes or project-based classes where students are working on projects for real companies or are working on case studies where they have to identify issues, formulate alternative solutions, and make decisions. Designing these “deeper learning” experiences into the course in the front-end provides you the opportunity to more easily align the learning outcomes, requirements of the courses, and the assessment of those learning outcomes. In addition, if students are working on projects for companies this also allows there to be more collaboration among students and potential employers.” This is especially important in preparing for the internship opportunities.

This recommendation has been taken and many of the course descriptions have been updated to make explicit the applied nature of the learning.

- There was concern expressed by Dr. Weihrich in the scheduling of the internship the same quarter as the business strategy class. She suggested moving that to winter quarter of the senior year.

This suggestion has been followed up on and the schedule readjusted to reflect the change Dr. Weihrich recommended.

- Based on the experience of Seattle University’s undergraduate IB program, students are more marketable if they have “strong support area” to go along with the degree – like accounting, information systems, finance, or marketing. Those students who come with

industry experience may well have that, but for those who don't Dr. Wehrich recommends students use their electives to develop a strong support area.

Her point is well taken and IB faculty and advisors will build this into their IB advising.

- In terms of course assessment Dr. Wehrich recommends that “the means of assessment are considered before the courses are offered. Because this is a cohort program with a capstone course, there are significant opportunities to have embedded assessment projects as part of the design for the courses.”

This suggestion will be followed by program faculty. Assessment of course outcomes is a hot topic at North and throughout the community and technical college system based on NWCCU accreditation standards. The ongoing assessment of student learning will be of paramount importance as we roll out the new courses. The professor has recommended a “Best Practice” of assessment that will be embraced.

- Dr. Wehrich made the point that the program goals look more like course outcomes. “There is no mention in the program outcomes about developing the ability to analyze a business need, identify alternative solutions, and arriving a possible solution to the need. Because of the experiential nature of this program, this critical analysis to integrate the functional areas should be listed as a program need.”

New overarching program outcomes were created. The program outcomes have not been refined to the point of full integration of the 300- and 400-level courses. The outcomes listed represent the content areas the advisory committee articulated and those of program faculty as well. Over the next several months we expect to have the final outcomes developed. Faculty have reworked the program outcomes to reflect what Professor Wehrich has suggested. The twenty-two original goals that were presented as program outcomes were really much closer to course outcomes. Faculty have delineated six Program Goals in response to the professor's recommendation.

- Dr. Wehrich noted that it might be helpful to require a minimum number of years of work experience.

At this time we are not going to require this. We need to see if our curriculum will work for students who just received their associate's degree as well as those who have work experience. It will also be dependent on what the applicant pool looks like. As the program develop, we will monitor this.

- Another potential problem concerns the cohort nature of the program. “Since this is a cohort program, what happens if student fails a course or must temporarily leave the

program? Since the courses are offered only once a year, must the student wait until the next year to rejoin a different cohort?"

The answer to the first question is yes, the student may have to wait a year, but regarding the second question, the student can continue taking courses in the same cohort until the make-up course is scheduled.

- The difficulty of placing international students was also brought up and the need for additional resources to help with placement.

We only anticipate taking a handful of international students and we do have the resources through the international program at North to help with placement if it becomes necessary.

- The final suggestion from Seattle University was to hire the full-time IB faculty in year one rather than year two.

This suggestion is being followed. The college's original intention was to hire a full-time faculty coordinator in Year 2 of operation, but we have changed that to Year 1 based on the professor's suggestion and our own calculations of the amount of start up work involved that must be faculty-driven.

As mentioned both Dean Sefcik's and Associate Dean Weirich's evaluations are in Appendices 3 and 4 respectively.

Appendix 1
Program Review Section A and B



Please save this form to your own computer, type (or cut-and-paste) the required information into the appropriate boxes, re-save the form and then email it as an attachment to the Office of Instruction at this address: Jeannette.U@seattlecolleges.edu. Thank you!

Program Review Report: Section A

Program or area of study reviewed in this report:

Responsibility for program review preparation:

- **Name:** _____

Division/Dean: _____

Date of Submission:

Submit to the Office of Instruction

Section A:

PROGRAM DESCRIPTION:

1. Description of the program/certificate/area of study:

(For the program that is being reviewed, this description should be placed here, and this information may come from CAS documents, or from the college catalog, for example, or other appropriate sources—please indicate source.)

2. Overview: Describe how this program (or area of study) supports the mission of the college, and its core themes:

Mission: North Seattle Community College is committed to changing lives through education.

We achieve our mission by:

- Offering comprehensive educational opportunities
- Creating a highly supportive learning environment

- Engaging in effective and enduring partnerships

(Program or discipline inserts statement here indicating how it supports the college's mission; this can be something of an historic look at the program, and also a place to demonstrate, in brief, the relevancy of the program).

Core Themes:

- Advancing Student Success
- Excelling in Teaching and Learning
- Building Community

Program inserts statement here indicating how it supports the college's themes; this can be something of an historic look at the program, and also a place to demonstrate, in brief, the relevancy of the program.

3. Essential Learning Outcomes (ELOs):

North Seattle Community College serves a diverse student population with a wide variety of educational backgrounds and goals. As a learning community, we foster and promote the following outcomes:

Knowledge

Facts, theories, perspectives and methodologies within and across disciplines

Intellectual & Practical Skills, including

- critical thinking and problem solving
- communication and self-expression
- quantitative reasoning
- information literacy
- technological proficiency

- collaboration: group and team work

Personal & Social Responsibility, including

- civic engagement: local, global and environmental
- intercultural knowledge and competence
- ethical awareness and personal integrity
- lifelong learning and personal well-being

Integrative & Applied Learning

Synthesis and application of knowledge, skills and responsibilities to new settings and problems

In this section, the program or course of study would demonstrate how their program supports the college's ELO's.

In addition to the grid that can be filled in, there should be an introductory paragraph about the process or rationale involved in the selection of the particular ELOs that were felt to best support the goals of the program. The purpose of the grid shows which ELOs are being supported by which courses within a program, certificate, or area of study. This gives important information to the institution on where the individual ELOs are being emphasized within the college's offerings.

In the following table, indicate which courses that you regularly offer meet each ELO in the left column on the table. You may list a course as many times as is relevant. In the last row, please list any course currently offered that does not appear to meet any ELO.

Essential Learning Outcome	Courses Meeting This Outcome
Knowledge:	
Facts, theories, perspectives and methodologies within and across disciplines	
Intellectual and Practical Skills, including:	

Critical thinking and problem-solving	
Communication and self-expression	
Quantitative reasoning	
Information literacy	
Technological proficiency	
Collaboration: group and team work	
Personal and Social Responsibility, including	
Civic engagement	
Intercultural knowledge and competence	
Ethical awareness and personal integrity	
Lifelong learning and personal well-being	
Integrative and Applied Learning	
Synthesis and application of knowledge, skills, and responsibilities to new settings and problems	
Other courses offered that do not address any ELO	

4. Program Level Outcomes:

Within this section, state the formal Program Outcomes for your degree, certificate, or your discipline based on one of the following scenarios:

- If your program/discipline has a closely allied degree or certificate, please use that degree or certificate's outcomes here.*
- If your program/discipline does not have a closely allied degree or certificate, please use the program outcomes that have been developed for your program, and briefly discuss how your program supports existing degrees or certificates granted by the college. (This does not have to be an exhaustive exploration of every degree or certificate that your courses may support).*
- If your program has no outcomes that are not formally written, or are indicated by some other*

means (such as the rationale for selection of courses that make up a program, or the ELO's selected by those programs) please discuss this, and offer any supporting documentation that you feel will help support your program using these as program level outcomes.

In the following table, cut and paste the same program-level outcomes used to answer the question above into the left column, so that one outcome occupies each cell on the left. Next, indicate which courses that you regularly offer meet each program-level outcome in the left column on the table. You may list a course as many times as is relevant. In the last row, please list any course currently offered that does not appear to meet any program-level outcome.

Program Level Outcome	Courses Meeting This Outcome
Program Outcome #1	
Program Outcome #2	
Program Outcome #3, etc.	
Other courses offered that do not address any program-level outcome	

5. Planning for Assessment:

In this space, indicate a plan for assessment of activities within your program that connects to your program level outcomes and ELOs. List possible topics for assessment, the related program-level outcomes or ELOs, any resources or rubrics that will be used, developed, or needed as a part of this assessment, and a suggested timeline. Please select at least one assessment project addressing at least one program level outcome and at least one assessment project addressing at least one ELO. Including more projects or more outcomes is fine but not required. Include examples where appropriate.

6a. Co-Curricular Activities:

List any co-curricular or special activities offered by your program. This may include capstone activities, participation in forums, discussion panels, community service, etc. that students may participate in, or are required to do as a part of program completion.

6b. Service to the Wider Community:

Use this section to describe the value of your program that was not touched upon by any of the above section. This may include awards, service commendations, grants awarded to support additional student activities, or ways in which this program serves to further career paths and employment opportunities for students.

7a. Program Resource Availability:

In this space, discuss the physical, financial and information resources available to your program. These may include physical and capital resources such as equipment and supplies; technology including computers and software specific to your program; or materials required for faculty development, training or certification.

Finally, please address the following question that relates to the library and other information resources on campus: How and to what extent are students in your program expected to use the library and other information resources? Please provide a few illustrative examples. If there are specific holdings that the library needs to have for your program to maintain accreditation or certification, this would be an appropriate place to mention that, too.

7b. Program Maintenance and Personnel:

In your program, what are your FT/PTF ratios?

In your program, what are the student/faculty ratios (include all faculty in this, both FT/PTF)?

Are there any profession or technical guidelines that your program must follow in terms of accreditation or certification? If so, please explain.

What duties do program faculty and staff perform outside of normal teaching duties and responsibilities? This work is done in support of program maintenance, upkeep, marketing, or other activities. How much time is required to perform these duties? How are these duties assigned?

In what way are program faculty involved in processes related to the hiring of new program faculty (FT/PT), and any support staff directly related to the program?

8a. Communication within Program:

How are program issues communicated to program stakeholders (i.e., students, faculty, administrators, advisory groups, etc.)? What are the modes of communication used (meetings, documents, websites, flyers, etc.)?

8b. Communication about Program with Students:

How do students find out about program requirements and program policies (admissions, prerequisites, exceptions, placement, etc.); and issues involving scheduling for planning their progress through the program? List publications, pamphlets, websites, etc., where program information is available.



Introduction: Section B, "Portrait of a Program"

The focus of Section B of the Program Review is to take an in-depth look at the institution's programs in two different but complementary ways: data analysis and assessment.

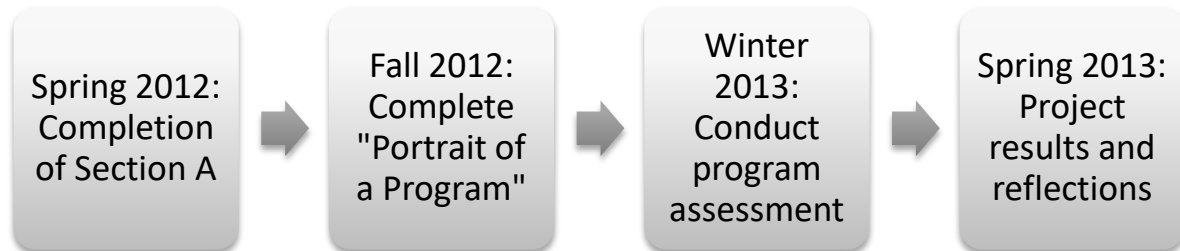
Data Analysis: For the first part of Section B, electronic files of program-related data generated by the Office of Institutional Effectiveness will be provided to each program in a series of appendices that correspond to the

numbers of particular questions within Section B. Reviewing this data will allow programs to look at the types of students who take coursework within a given program, what success are they having, and other relevant data. The data analysis performed in the first part of Section B should inform and support the program assessment projects you will conduct over this academic year. As you learn more about your program from the data, your plans for the assessment projects may also evolve or need adjustment. The data analysis you do may also provide stand-alone insights to you about your program, and suggest new questions you may wish to investigate.

Assessment: Following the section on data analysis, in the next part of Section B, programs will take the ideas about assessing an Essential Learning Outcome (ELO) and a Program Learning Outcome (PLO) that were developed in Section A, and actually conduct the assessments and collect results. The hope is that both ways of looking at the program — through data analysis and program-led assessment projects — will lead to a greater depth of understanding of how your program addresses student learning and success. With this portrait of your program in place, your program will be able to identify “next steps” for the improvement of student learning and for greater alignment to the program-level outcomes and the campus-wide ELOs. This will be addressed in the next phase of program review.

The following graphic may help you conceptualize the link between Section A and the processes that are the core of Section B. Together, completed versions of Sections A and B will help your program tackle the Action Plan in Section C in academic year 2013-2014, where programmatic strengths and weaknesses will be addressed.

Program Review Activities by Quarter, 2012-2013





Please save this form to your own computer, type (or cut-and-paste) the required information into the appropriate boxes, re-save the form and then email it as an attachment to the Office of Instruction at this address: Jeannette.U@seattlecolleges.edu. Thank you!

Program Review Report: Section B

Program or area of study reviewed in this report:

Responsibility for program review preparation:

- **Name:** _____

Division/Dean: _____

Date of Submission:

Submit to the Office of Instruction

Section B:

In the Portrait of a Program section, you will be provided with data files from the Office of Institutional Effectiveness that you will review and comment on in the spaces provided. You will also have the opportunity to raise questions about your program and to ask the Office of Institutional Effectiveness for more data. At one point in this section, you will have to ask the Office of Institutional Effectiveness for more data in order to proceed. Gathering and reviewing this data will help you to focus on student learning as you make any last-minute adjustments to your assessment project for Winter Quarter.

Copies of your program's data files are available in the Program Review Community Group at <http://www.northseattle.angel.edu>. Follow the link for Data Files for Section B, and locate your program's data files within the folder for your division. If you have trouble finding, accessing, or reading your data files, contact bradley.lane@seattlecolleges.edu.

Notes about the data files

- A Word document titled "Course Prefixes by Program for Program Review Data Files" shows which course prefixes are associated with each program. The program "Behavioral Science," for example, includes both psychology (PSYC) and sociology (SOC) courses/prefixes. "Communication," on the other hand includes only one prefix (CMST).
- The data for this part of Program Review (parts 1A, 1B, and 1C that follow) are provided in an Excel file named for the prefixes comprising the program. For example, the data file for Behavioral Science is titled "PSYC and SOC data packet.xlsx," and the file for Communication is titled "CMST data packet.xlsx."

- Within the Excel file are three tabs for Parts 1A, 1B, and 1C respectively. Within tab 1A, data for enrollments, FTES and student-faculty ratio are provided for each for each prefix comprising the program. Within tab 1B, student demographic data are aggregated for the program as a whole. Within table 1C, course completion data are provided by individual course and are also aggregated for the program as a whole

1. Fall 2012: PORTRAIT OF PROGRAM:

A. Enrollments, FTES, and Student-Faculty Ratio

Please review the data provided in Tab 1A in the data file provided by the Office of Institutional Effectiveness. You are provided information about enrollments, student FTE, faculty FTE, and student-faculty ratio. Three tables are provided: (1) data for the program overall, (2) data by faculty type (e.g. full-time, part-time, etc.), and (3) data by day/evening/on-line courses. Within Appendices 1A, 1B, and 1C, data are provided for four academic years, 2008-09 through 2011-12.

Definition of Terms:

- *Enrollments: Separate totals are shown for state-funded students and for “contract” students (Running Start and International students). These figures are combined to show “Total Students.” Students enrolled under special waivers such as state employees or senior citizens are NOT included.*
- *Student FTE: FTE stands for “full-time equivalent student” and is based on 45.0 credits per year—the number of credits a student would earn when enrolled in 15.0 credits each of three quarters during an academic year. (Academic years begin with summer quarter and end with the following spring quarter.) One student taking 45.0 credits in an academic year equals 1.0 student FTE. Likewise, nine students taking 5.0 credits each over the course of a year also combine to make 1.0 student FTE.*
- *Faculty FTE: A full-time equivalent faculty represents a faculty member teaching a full load over an academic year. One full-time faculty teaching a full load of courses for the year is 1.0 faculty FTE. Likewise, three part-time faculty each teaching a one-third load for the year combine to equal 1.0 faculty FTE.*
- *Student/Faculty Ratio: This is calculated by dividing student FTE (FTES) by faculty FTE (FTEF).*

Comment on any significant observed trends or patterns, including any marked increases or decreases. What does this data say about your program? (If you have similar data requirements related to external accreditation that you already collect or maintain, you may include that data and comment on it here as well. This may especially apply to professional/technical programs.)

What if any additional data would be useful to your program? Possible things to consider:

- *For particular classes or series of classes?*
- *For particular certificates?*
- *For particular quarters?*
- *For particular subfields or specialties?*

B. Student Demographics

Please review the data provide in Tab 1B in the data file provide by the Office of Institutional Effectiveness and comment on any significant observed trends or patterns.

In these tables, data are provided on the basis of unduplicated headcount per year. That is, a student is included one time for each academic year s/he is enrolled, regardless of the number of classes or quarters enrolled.

C. Course-Level Student Success (Course Completion Rates)

Please review the data provided in Tab 1C in the data file provided by the Office of Institutional Effectiveness and comment on any significant observed trends or patterns, including any marked increases or decreases. These data show the completion rates for individual courses in your program, and also completion data for the overall program disaggregated by race/ethnicity, gender, student stated intent, and for other special populations.

Definition of Terms

- *Total enrolled: This figure includes all students who are enrolled in the class on the tenth day of the quarter. Students who drop a class prior to the tenth day are not included in any of these data.*
- *Completions: This figure includes any passing grade (e.g. a decimal grade of 0.7 or above, and a letter grade of "S"[satisfactory].*
- *Successful Completions: This figure includes decimal grades of 2.0 or above, and letter grades of "S."*
- *Non-completions: This figure includes decimal grades of 0.0 and letter grades other than "S."*

What does this data say about your program? (If you have similar data requirements related to external accreditation that you already collect or maintain, you may include that data and comment on it here as well. This may especially apply to professional/technical programs.)

What if any additional data would be useful to your program? Possible things to consider:

- *Grade breakdown by letter/GPA?*
- *Disaggregation by race/ethnicity, gender, age, fee pay status, or need-based aid status for a particular course or sequence of courses?*

D. Program-Level Student Success (Retention, Progression, and Completion Rates across a set of courses):

The Office of Institutional Effectiveness will provide you with data about student, retention,

*progression, and completion in your program. **Retention** describes the percent of all students who return from the Fall quarter to the Winter quarter from the Winter quarter to the Spring quarter, or those who continue to enroll from the first year into the second year. **Progression** describes the number or percent of students who move through a series or sequence of courses, like a pre-college English or Math series, or a year-long science sequence for majors. **Completion** describes the percent of students who graduate with all of requirements for a particular program, degree, or certificate.*

In order to provide you with this data, you must first identify a particular set or sequence of courses from your program for which you would like persistence, retention, and/or completion rates. Perhaps you want to track the retention of students from a 101 class to a 102 class in a given year. Perhaps you want to track the progression of students through a pre-college sequence, or an introductory series of classes for majors. Perhaps you want to track completion through an entire set of classes required for a degree or certificate. In order to receive this data from the Office of Institutional Effectiveness, you need to identify the set of courses beforehand and decide whether you want retention, progression, and/or completion data. The Office of Institutional Effectiveness is available to assist as needed.

What would your program like to know about student retention, progression, or completion? Why did you choose this? What do you hope to find out?

*Cut and paste your response above into an email to zane.kelly@seattlecolleges.edu by **Friday, November 2**. Paste what you receive into the next box below.*

After you make your data request and receive the results of your request, please review the data provided on retention, progression, and/or completion and comment on any significant observed trends or patterns, including any marked increases or decreases. What did you find out about persistence, retention, and completion rates in your program? (If you have similar data requirements related to external accreditation that you already collect or maintain, you may include that data and comment on it here as well. This may especially apply to professional/technical programs.)

Would any additional data be useful to your program retention, progression, and/or completion?

E. Reflection

What did you learn about your program from reviewing this data? How was reviewing this data useful to you? How does reviewing this data inform, support, adjust, or change the assessment project you are planning to carry out this year?

2. Winter 2012: Assessment Project

This section of the document has you gather background information about the state of assessment in your program—how you regularly assess student learning, issues and trends related to assessment in your program, and how your program assesses its own success. This provides a context for your assessment project in Winter Quarter, showing you what works for your program now and what might be missing. You can always adjust your assessment project before you start collecting data if you identify places of concern while you formulate answers to the background section.

A. Background on the State of Assessment in Program:

1. Assessment of Students

How do you typically assess student learning in your program? What methods of assessment are used regularly?

Possible things to consider:

- *Classroom assignments*
 - *Writing*
 - *Activity*
 - *Discussion*
- *Quizzes & Exams*
- *Group work*
 - *Projects*
 - *Presentations*
 - *Lab work*
- *Performance-based (i.e. Customer Service, Display, Creation of product.)*
- *Capstone*
 - *Portfolio*
 - *Project documentation*
 - *Internship*

2. Classroom Assessment Loop Forms

Please review the Assessment Loop Data provided by the Office of Institutional Effectiveness. Two files are provided. They contain related, but different data. Data extraction was different for the two files.

- **ALF Completions**: This file provides four years of data (2008-09 through 2011-12). It shows the total number of faculty teaching in the program in a given year, and the number and percentage of faculty who submitted an ALF for that year. Data are shown by full-time and part-time status.
 - Pro-rata faculty are shown as full-time.
 - Faculty who taught in more than one program in a given year were assigned to the one in which they taught the majority of their classes in that year. Faculty were counted only one time each year. In some cases, the assigned program changed from one year to the next.
 - Faculty teaching fewer than two sections a year were not included UNLESS they submitted an ALF in that year.
 - ALFs were counted regardless of the format in which they were submitted: e-mail document, Word document, or (beginning in 2010) through the on-line form.
 - ALFs were counted regardless of what choice the faculty made regarding sharing the ALF with other faculty.
 - A total of 766 ALFs were submitted over the four-year period—766 examples of faculty making improvements based on evidence of student learning.
- **ALF Downloads**: This file contains the on-line ALFs that were submitted for your program in the past two years (Feb 2010 through July 2012). Only those ALFs marked “yes” for sharing are included, and instructor names have been removed. A total of 533 ALFs have been submitted on-line; permission to share was given in 379 cases.

3. Assessment of Program Success

How does your program typically assess its own effectiveness? What methods of assessment or kinds of data are used regularly to assess your program’s broader impact on student learning and the mission of the institution? What seems to be missing in your program’s own assessment of itself?

Possible things to consider:

- *Enrollments*
- *Progress and Completion Data*
- *State Board or Advisory Committee reports*
- *End-of-quarter evaluations*
- *SGID’s or other in-class activities*
- *National or Professional Certification Exams*
- *Standardized test results (placement tests, entrance exams, etc.)*

- *Student and/or faculty external activities (conference presentations, awards, etc.)*
Other data (collected through special projects, student forums, anecdotal evidence, etc.)

B. Plan for Assessment Projects

The assessment project should use student data to connect the assessment of student learning that you regularly do to your program's own assessment of itself. The assessment project demonstrates that your program can assess its own effectiveness and help you to understand places to improve student learning in your program.

1. Identifying Learning Outcomes & Courses

Identify which Program Level Outcome from Section A your program plans to assess in this year's assessment project. What do you hope to learn about how your program meets this particular outcome?

*From the chart in Question 4 in Section A, list every course offered by your program that meets the above program level outcome. **Your assessment project should involve collecting samples of student work or student achievement data in each of these courses, or in a large majority of them.***

Identify which Essential Learning Outcome from Section A your program plans to assess in this year's assessment project. What do you hope to learn about how your program meets this particular outcome? Note: Each year the Assessment Committee, in collaboration with the Office of Institutional Effectiveness, focuses on the assessment of one or more Essential Learning Outcome. If the ELO your program intends to assess aligns with Communication and Self-Expression, Critical Thinking and Problem-Solving, Information Literacy, or Ethical Awareness and Personal Integrity, there may be additional institutional resources to assist with your assessment. Contact Bradley Lane, Chair of the Assessment Committee, for more information at bradley.lane@seattlecolleges.edu.]

*From the chart in Question 3 of Section A, list every course offered by your program that meets your chosen essential learning outcome. **Your assessment project should involve collecting samples of student work or student achievement data in each of these courses, or a large majority of them.***

2. Project Design

*Briefly describe how you plan to gather data for your project(s) assessing at least one program level outcome and one essential learning outcome. **You may choose to assess your chosen program outcome and essential learning outcome separately, or maybe there is enough overlap that you can meaningfully look at both simultaneously in the same project. Either way is acceptable. Just be sure that you are not just gathering student work or student achievement data from one individual course if the program outcome or essential learning outcome is being taught in a range of your courses.** You want to have a full picture of how your chosen outcomes are being met across your program.*

[In order to assess this outcome across a range of courses, you may decide to design a pre-test/post-test to evaluate student mastery; you may design a rubric that can assess the outcome in a variety of classes; you may design a survey to receive self-reported feedback from students about their own mastery of the outcome. There are many other ways to design the assessment project, and you can always get extra support from a TLC workshop on Assessment Project Design offered through the TLC this academic year. Email Coryl Celene-Martel at coryl.celene-martel@seattlecolleges.edu for more information.]

Do you have all of the resources (resources, equipment, materials) in order to complete this assessment project? What do you still need? Ask your Dean if you need extra resources for the project.

Appendix 2
Draft BAS Application

International Business

Bachelor of Applied Science Degree



North Seattle
Community College

2013 APPLICATION PACKET

This is an application for admission to the Bachelor of Applied Science (BAS) in International Business program for [fall 2013](#) enrollment. If you have questions or concerns, please contact us at anytime.

Contact Name: [Chris McCurdy](#)

Phone: (206) 934-7799
Fax: (206) 934-3735
Email: Chris.McCurdy@seattlecolleges.edu

NORTH SEATTLE COMMUNITY COLLEGE

APPLICATION CHECKLIST

Admission to the program is competitive. Meeting minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of available enrollment spaces.

- Student Identification (SID) Number** – If you have never attended North Seattle Community College (NSCC), South Seattle Community College (SSCC), or Seattle Central Community College (SCCC):
 - Go to <https://northseattle.edu/admissions/steps> and apply to North Seattle Community College online. Once you apply to the College, you will be given a SID number to use on your BAS application form
 - *You can skip this step if you already have a SID number from NSCC, SSCC, or SCCC*
- A completed application form**
- A non-refundable check for \$35.00**, payable to “North Seattle Community College BAS Program” (*This fee covers your application to NSCC, transcript evaluation and your individualized program plan*). Include your SID number on the check.
- Official transcripts** from a regionally accredited college demonstrating completion of an Associate degree.
 - *Note: unofficial transcripts including opened official transcripts will not be accepted. Students who have attended NSCC, SSCC, or SCCC do not need to order official transcripts.*
- Two letters of recommendation** from individuals who personally know your work (such as your current or past supervisor), that discuss your contributions to your workplace and how he/she believes you will benefit from completion of the BAS program. If you are applying for this program immediately after completing an associate degree program, the letters of recommendation may be from your instructors on college letterhead. *All letters of recommendation must include the recommender’s name and contact information.*
- A personal statement** (minimum of 400 words, maximum of 600 words) discussing your work experience; your personal and professional goals; advanced certifications you already possess; any specific or unique attributes that you will bring to the program; any personal or imposed challenges or hardships you have overcome in pursuing your educational or work goals; or any other special considerations that you believe will make you a good candidate for the program.
- Review the financial aid website** at <http://northseattle.edu/finaid/forms.htm> and submit your FASFA at <http://www.fafsa.ed.gov>. Financial aid applications are typically due 4-6 months prior to your start date. Be sure to apply for fall quarter

financial aid when you apply to the BAS program so you do not miss any important deadlines.

All application materials must be addressed to:

Attn: Chris McCurdy
 North Seattle Community College
 9600 College Way North
 Seattle, Washington 98103-3599

NORTH SEATTLE COMMUNITY COLLEGE

BAS, INTERNATIONAL BUSINESS APPLICATION FORM

IMPORTANT NOTES:

- Please type or print legibly with a black or blue pen
- Enclose the application fee of **\$35.00**. Checks should be made payable to *North Seattle Community College, BAS Program* (do not mail cash)

SECTION 1 - PERSONAL INFORMATION

First Name		Middle Initial	Last Name		
Address, including apartment number			City	State	Zip Code
Day Phone	Cell Phone		Evening Phone		
Date of Birth (mm/dd/yyyy)			Gender <input type="checkbox"/> Male <input type="checkbox"/> Female		
E-mail Address			Previous Names 1. _____ 2. _____		
Social Security Number --- ---	Note: Your social security number is confidential and, under a federal law called the Family Educational Rights & Privacy Act, the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be required for the purposes of state and federal financial aid, Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.				
Student Identification Number (SID) --- ---	If you do not already have an SID number, go to https://northseattle.edu/admissions/steps and apply online. Once you finish the online application, you will be given an SID number.				

SECTION 2 – COLLEGE ENROLLMENT HISTORY, COURSE PLANS, WORK EXPERIENCE

Year and quarter you plan to start ? FALL QUARTER, 20_____	Are you the first generation in your family to attend college? <input type="checkbox"/> Yes <input type="checkbox"/> No			
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No	
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No	
College, vocational, or technical school attended	City and State	Years attended (YY) From: _____ To: _____	Did you graduate? <input type="checkbox"/> Yes, Year _____ <input type="checkbox"/> No	

List any additional colleges and vocational/technical schools on a separate sheet of paper and attach. Please have official transcripts sent to NSCC as directed in the application checklist.

Current degree(s) held, certification(s), and <i>briefly</i> list work experience List any additional degrees, certificates, or positions on a separate sheet of paper and attach.		
Degree / Certificate / Position	Granting institution or organization / Place of employment	Date degree or certificate received / Dates of employment

SECTION 3 - RESIDENCY INFORMATION

Please read this notice before responding to the questions in this section:

Effective July 1, 2003, Washington State law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status - and eligible to pay resident tuition rates - when they attend public colleges and universities in this state. *The law does not make these students eligible to receive need-based state or federal financial aid.* To qualify for resident status, students must complete an affidavit/declaration/certification if they are not permanent residents or citizens of the United States but have met one of the following conditions:

Condition One: (a.) Resided in Washington State for three years immediately prior to receiving a high school diploma, and (b.) Completed the full senior year at a Washington high school, and (c.) Continuously resided in the state since earning the high school diploma.

Condition Two: (a.) Completed the equivalent of a high school diploma, and (b.) Resided in Washington State for the three years immediately before receiving the equivalent of the diploma, and (c.) Continuously resided in the State since earning the equivalent of a high school diploma.

NOTE: If you meet one of the above conditions and would like to pay resident tuition rates, contact North Seattle Community College and request a copy of the 1079 residency form.

Residency Questions for Tuition Purposes:

<p>1. Have you lived continuously in the State of Washington for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, how long have you lived continuously in the state of Washington?</p> <p align="center">_____ months</p>	<p>2. Were you claimed for federal income tax purposes by your mother, father, or your legal guardian in the current calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p align="center">In the past calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, has your parent or legal guardian lived continuously in the Washington State for the past 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. Will a public or private non-federal agency/institution outside the state of Washington provide you with financial assistance to attend college? (answer yes only if your eligibility for this assistance is based on being a resident of that state)</p> <p align="center"><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4. Are you active duty military stationed in Washington or an active member of the Washington National Guard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are you the spouse or dependent of either (a) an active duty military person stationed in Washington, or (b) an active member of the Washington National Guard?</p> <p><input type="checkbox"/> Yes (COPY OF ORDERS TO WASHINGTON & MILITARY ID REQUIRED)</p> <p><input type="checkbox"/> No</p>

SECTION 4 - RACE INFORMATION

Providing this information is voluntary

<p>1. Which race do you consider yourself to be? Check all that apply:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> African American (872)</td> <td style="width: 50%;"><input type="checkbox"/> Alaska Native (015)</td> </tr> <tr> <td><input type="checkbox"/> American Indian (597)</td> <td><input type="checkbox"/> Native Hawaiian (653)</td> </tr> <tr> <td><input type="checkbox"/> Chinese (605)</td> <td><input type="checkbox"/> Filipino (608)</td> </tr> <tr> <td><input type="checkbox"/> Japanese (611)</td> <td><input type="checkbox"/> Vietnamese (619)</td> </tr> <tr> <td><input type="checkbox"/> White (800)</td> <td><input type="checkbox"/> Other Pacific Islander (681)</td> </tr> <tr> <td><input type="checkbox"/> Other Asian (621)</td> <td><input type="checkbox"/> Other Race (specify): _____</td> </tr> </table>	<input type="checkbox"/> African American (872)	<input type="checkbox"/> Alaska Native (015)	<input type="checkbox"/> American Indian (597)	<input type="checkbox"/> Native Hawaiian (653)	<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)	<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)	<input type="checkbox"/> White (800)	<input type="checkbox"/> Other Pacific Islander (681)	<input type="checkbox"/> Other Asian (621)	<input type="checkbox"/> Other Race (specify): _____	<p>2. Are you of Spanish/Hispanic/Latino ethnicity? <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Mexican, Mexican American, Chicano (722)</p> <p><input type="checkbox"/> Yes, Puerto Rican (727)</p> <p><input type="checkbox"/> Yes, Cuban (709)</p> <p><input type="checkbox"/> Yes, other Spanish, Hispanic, or Latino (Please specify): _____</p>
<input type="checkbox"/> African American (872)	<input type="checkbox"/> Alaska Native (015)												
<input type="checkbox"/> American Indian (597)	<input type="checkbox"/> Native Hawaiian (653)												
<input type="checkbox"/> Chinese (605)	<input type="checkbox"/> Filipino (608)												
<input type="checkbox"/> Japanese (611)	<input type="checkbox"/> Vietnamese (619)												
<input type="checkbox"/> White (800)	<input type="checkbox"/> Other Pacific Islander (681)												
<input type="checkbox"/> Other Asian (621)	<input type="checkbox"/> Other Race (specify): _____												

Section on citizenship has been eliminated

SECTION 5 – OTHER

Check all that apply

<p>1. How did you hear about the Bachelor of Applied Science in International Business program at North Seattle Community College?</p> <p><input type="checkbox"/> Family / Friend <input type="checkbox"/> Radio <input type="checkbox"/> College Schedule <input type="checkbox"/> Mobile Advertisement <input type="checkbox"/> College Advisor <input type="checkbox"/> Instructor <input type="checkbox"/> Other: _____</p>

I certify to the best of my knowledge that all statements on this form are true.

Signature: _____

Date: _____

SCORING RUBRIC

INTL BAS APPLICATIONS		
Element	Score	Max possible points
Minimum packet includes application, official transcripts, reference letters, and receipt for \$35 fee		0
Prerequisites complete? (ACCT&201, 202, and 203; BUS 210; BUS 201 or equivalents)	___ all complete ___ missing one _____ ___ missing two or more	10 5 0
Letters of Reference		20
Personal Statement		30
GPA (2.0 minimum required)		GPA x 10 (4.0 = 40)

Appendix 3

**IB Program Evaluation of Dean Stephan Sefcik
Foster School of Business
University of Washington**

STEPHAN E. SEFCIK ASSOCIATE DEAN, UNDERGRADUATE PROGRAMS A. KIRK
LANTERMAN/HOLLAND AMERICA PROFESSOR OF ACCOUNTING MICHAEL G. FOSTER SCHOOL
OF BUSINESS BUSINESS HALL 202 Box 353223 SEATTLE, WA 98195-3223 TEL: 206.543.5679 Fax:
206.685.9392 Sefcik@u.washington.edu foster.washington.edu/undergrad

November 5, 2012

Bill McMeekin
Executive Dean, Career/Workforce Education
North Seattle Community College
9600 College Way North
Seattle, WA 98103

Dear Bill,

Thank you for giving us the opportunity to review North Seattle Community College's proposal to the Northwest Commission on Colleges and Universities for a Bachelor's of Applied Science in International Business. We also appreciated the opportunity to meet with you and your colleagues in person and to provide some feedback prior to proposal submission. It is clear that significant effort has been made in preparing this proposal, thinking about the workforce development needs of this region, and incorporating feedback from key stakeholders. Overall, the proposal is carefully thought out and clearly explained.

As you know, the Foster School of Business has a long track record in meeting the international business needs of this region, both in the areas of workforce development and export promotion. We are home to one of 33 Centers for International Business Education and Research (CIBERs) designated by the U.S. Department of Education. We also have a robust undergraduate Certificate of International Studies in Business which enrolls more than 130 students and graduates approximately 50 students each year. These students have not only fulfilled the degree requirements for a Bachelor's degree in business, but have also added significant international business coursework, foreign language proficiency, overseas study, and practicum learning in international business.

Given our track record in this arena, we are pleased to see that NSCC has designed the proposed BAS degree to address the workforce needs of the region. We have a couple suggestions for clarifying the market analysis (p.18 of the proposal). The first is to further explain which occupations are included in the statistics for total jobs and regional openings. Second, since the table of *Training Providers* includes Certificates as well as Degrees, it seems reasonable to include the University of Washington students who earn the Certificate of International Studies in Business. This would not undermine the main point, which is that there are many more job openings than graduates. But it would avoid the implication that the Foster School is not preparing students for international business careers.

Overall, the curriculum and the program outcomes are well aligned. Students will be introduced to the main topic areas in international business. Foster School faculty did note that there is a potential mismatch between the business prerequisites and the degree requirements. The former include three accounting courses, but international accounting is not offered as an international business course. Conversely, International Marketing is included in the degree requirements, but no Introductory Marketing course appears in the business prerequisites.

We also have some concerns about the 14th *IB Program Outcome*, which is to “Demonstrate proficiency in more than language.” The minutes of the Curriculum Design Committee (p. 57) say that “Native students with no previous second language experience would take 2 quarters of the language of their choice and then be required to do an immersion experience for their internship.” Based on our experience, there may be some challenges with this approach. At UW, we advise students to complete two years of a college-level language courses before going abroad, and even that is not always sufficient for functioning in the foreign country. Furthermore, it is quite rare to find internships where it is possible to combine language training with the internship.

We would like to particularly applaud NSCC’s plan to include internships as a central component of the proposed BAS degree. We also fully support the plan to hire an internship coordinator. This role is critical -not only in securing placements, but also in providing ongoing advising during the internship and, career counseling post-internship. We have found these latter two elements of particular importance in bridging the gap between undergraduate study and global business careers. We recommend that NSCC hire a coordinator skilled in all three areas.

NSCC proposes to meet the faculty staffing needs for the BAS courses with a combination of existing faculty and the hiring of a new full-time faculty member. We would like to note that, as a federally-funded CIBER, the Foster School’s Global Business Center is mandated to support other higher education institutions in this region. As a result, we have an annual competitive grant process to which NSCC faculty could apply for financial support to, for example, participate in the extensive Faculty Development in International Business (FDIB) offerings of the entire CIBER network. This might provide an opportunity for the faculty teaching in this degree program to develop their skills and to make connections with peers regionally and nationally. A portion of this funding can also be used for faculty research. We hope that NSCC will consider this opportunity as a potential supplement to the \$10,000 that the budget allocates for faculty research.

We also noted that funds are being allocated for a computer lab and software (Budget Notes 12 and 14). Additional funds are designated for database acquisition. Given technological advances and our experience with international business database costs, we suggest fewer funds for the former (computer lab and software) and more funds for the latter (databases). Alternatively, some funds could be redirected to the internship coordinator position to make it more than 50% and ensure that student needs are more effectively met. As a point of comparison, we have an 80% FTE advising the approximately 150 students in the Certificate of International

Studies in Business. This role does not include any internship coordination, as that is handled by our undergraduate career center.

While the Foster School MBA program welcomes any and all applications, and gives all applicants equal consideration, we cannot assure that NSCC IB graduates would be competitive applicants, as the proposal suggests (p. 12). Nonetheless, we certainly hope this will be the case. In reference to the statement on p.7 about collaboration, we would also like to clarify that articulation agreements will not be possible, as we do not sign these types of agreements at the undergraduate or MBA levels with four-year institutions.

In summary, we are supportive of NSCC plans to launch this new degree program to serve the population of students coming to a bachelor's degree with a technical background. NSCC seems well-positioned to meet the needs of their students and the community for which this program is designed.

We are pleased to have been given the opportunity to be part of this application process and wish you the best of luck with the proposal. Please feel free to contact me if you have any questions about our evaluation and suggestions.

Sincerely,

Stephan E. Sefcik

SES/ka,plm

Appendix 4
Evaluation by Associate Dean Susan Wehrich
Albers School of Business
Seattle University

November 6, 2012

TO: State Board for Community and Technical Colleges

FROM: Dr. Susan Wehrich, Associate Dean

Albers School of Business and Economics

RE: Review of Proposed North Seattle Community College Bachelor's of Applied Science in International Business

Charge

On September 18, 2012, members of the NSCC BAS curriculum design committee met with representatives from Seattle University Albers School of Business and Economics, including Dean Joe Phillips and myself. I am Associate Dean for Operations and Undergraduate Programs. I have been Associate Dean for four years, and prior to that I was the chair of the department of accounting for five years. I have been deeply involved in curriculum review and design at both the undergraduate level and the graduate level. In addition, I have been an active faculty adviser and engaged significantly in placement of students. The committee asked me to “ review the curriculum in terms of scope and breadth and program outcomes as well as looking at faculty qualifications and student services support.”

Overview

Why offer this degree now? Why offer this degree at North Seattle? The committee has identified four compelling reasons for offering this degree:

1. Shortage of college trained candidates with an international business degree
2. Student demand for the degree
3. Demand by businesses of college-trained candidates with appropriate internships
4. North Seattle has a strong base in accounting and business associate degrees on which to build

As part of their due diligence, the committee did a thorough review of the demand for the proposed program and its prospective graduates. They interviewed representatives from a variety of industries who expressed interest in the development of this program in terms of programmatic design to ensure that potential students have the necessary skills for placement in entry-level positions in their respective industries. In addition, an analysis was completed about the demand within Washington state for this program by potential students. The analysis included a survey of current business and accounting students at NSCC.

Curriculum

As North Seattle moves into the four-year degree market, how does a curriculum change to accommodate this higher level of education? Two primary areas that should be more developed for this higher level of education over a two-year degree is a deeper level of learning and a more integrated learning. The proposed program offers both of these.

There is a strong experiential component to the program with a capstone Internship required. This is an excellent requirement both in terms of deeper learning and integration.

The design of the curriculum appears to afford significant integration. The curriculum design sequences a marketing course before an operations management course before a project management course. This sequence allows a natural sequencing that allows each course to build on the prior disciplines. To accomplish integration it is essential that the course subjects and assignments be coordinated among the classes.

To prepare students for their internship during the second Spring quarter, it is important that there be a significant experiential component to the prior coursework. For instance, many of the courses should be either case study classes or project-based classes where students are working on projects for real companies or are working on case studies where they have to identify issues, formulate alternative solutions, and make decisions. For Instance, the International Marketing class proposes to require students to prepare a marketing plan. Some other suggestions are requiring “field-trips” as part of the Operations Management class, case studies in the Ethics class, developing a project management schedule in International Project Management, and a capstone real-world project in the business strategy class. Designing these “deeper learning” experiences into the course in the front-end provides you the opportunity to more easily align the learning outcomes, requirements of the courses, and the assessment of those learning outcomes. In addition, if students are working on projects for companies this also allows there to be more collaboration among students and potential employers.

My one concern about the sequencing of the courses is having an internship the same quarter as business strategy class that is also very time consuming, especially if there is a project in the strategy class. Winter quarter of Junior year has only 6 credits of coursework from the major. Could one of the other classes be shifted into that quarter so that Strategy could be moved into Winter quarter of the senior year? Then the students could take an elective during their Spring quarter along with the Internship and Research class.

Currently the designed program allows for an internship in another country. For students who do not participate in such an international internship, it might be beneficial to offer a study tour in the summer quarter between junior and senior year. Since the design of the program is to have students with work experience in this program, such a study tour could be very beneficial for those students who have not previously studied or worked abroad.

At Seattle University, we have a strong IB program. We have found that most students who graduate from our program need a strong support area to go along with the IB degree, either a second major or a

concentration in electives that emphasizes a support area such as accounting, information systems, finance, or marketing. Such a support area makes the students more attractive to potential employers and be ready for those entry level positions. In reviewing the interview results in this proposal, some of the potential employers also alluded to such a need. If as outlined below, the students come into the program with prior work experience such a support area may not be as necessary. However, the design of the program does allow for electives, and students should be encouraged to use those electives to complement the IB program.

Assessment

My major suggestion as someone who has worked on assessment significantly over the last 10 years is that the means of assessment are considered before the courses are offered. Because this is a cohort program with a capstone course, there are significant opportunities to have embedded assessment projects as part of the design for the courses.

The list of program goals seems like they are more a list of the learning goals for individual classes rather than program goals. There is no mention in the program outcomes about developing the ability to analyze a business need, identify alternative solutions, and arriving a possible solution to the need. Because of the experiential nature of this program, this critical analysis to integrate the functional areas should be listed as a program need. In addition, program outcome 12 states students will be able to “make effective use of human and cultural differences...to create positive relationships with coworkers, peers, and the public.” I would change the outcome to “make effective use of human and cultural differences...to create positive relationships within and outside the organization.”

One of the learning goals states that students will be able to “Demonstrate a basic understanding of micro and macroeconomics theory and their application in an international business environment.” However, there is no required economics course in the 2-year curriculum. The only economics that is required is as a prerequisite to the program.

Cohort Model and Recruiting of Students

Each Fall there will be a cohort of 25 students who start the program. Students are expected to have AA, AAS-T, AAAS, or AB degree with a minimum of 2.0 GPA and to have completed 25 credits of business-related courses. In the prospectus it does not say what, if any, minimum work experience is required. In their meeting with Seattle University, it was mentioned that the students who would be most interested in the program are those who have work experience in some of the surveyed industries, but need a four-year degree in order to advance more in those industries. With such an intense two-year program that is a cohort, the committee should consider requiring cohorts have a minimum number of years of work experience.

Another reason for the minimum years is the required internship, hopefully, in another country. If these students have work experience, their internship in international business will be a much richer experience.

Two additional considerations related to a cohort program are not addressed as part of the proposal related to progress through the program. Specifically, since this is a cohort program, what happens if student fails a course or must temporarily leave the program? Since the courses are offered only once a year, must the student wait until the next year to rejoin a different cohort?

The committee has correctly identified the need to develop a marketing plan to attract the appropriate students to this program.

Placement

The committee did an excellent job in its research related to the demand for graduates from this program. A wide variety of businesses with international companies were interviewed with a very thorough analysis done of those interviews. The responses clearly indicated that these students would have opportunities at these companies, assuming that they also had technical skills (computer skills, analytical skills, problem-solving) along with cultural understanding.

The program design appears to provide adequate resources for placement, since there is a program director and a part-time (.5) internship coordinator. In addition, NSCC has a strong Opportunity Center for Employment and Education. Many of the companies interviewed were supportive of internships.

One area not addressed relates to the placement of international students. There are significant visa issues around practical training and internships as well as full-time placement of international students. If the cohort program requires work experience, there will probably be fewer international students, but NSCC should make sure there are adequate resources for the advising around employment issues for international students. Although most international students intend to return to their home country, many of them who have graduated with a four-year degree would like to first work for some time in the U.S. The advising and placement of these students requires significant resources.

Faculty

Faculty who teach in the program will have a minimum of an MBA with an International Business emphasis and at least five years of experience in international business or trade. Preferably these same faculty members will have experience teaching at a four-year institution. Most faculty members who teach in the program will be part-time instructors.

In year 1 there is one full-time member who teaches 25% of their load in the Bachelor's program. There will be a full-time faculty member hired starting in year 2 who will direct the program and whose efforts are 100% to the Bachelor's program. Since this position is overseeing curriculum, assessment, integration of co-curricular with curriculum, this person should be hired to start Year 1.

International Business is obviously a cross-disciplinary area that requires intentional design to take advantage of this cross-discipline nature, but also to cope with the issues around this cross-discipline nature. When a faculty member is assigned to both a functional area (say accounting, retail management), but also has obligations to a cross-discipline area, the assignment of responsibilities to that faculty member must take this dual obligation into account.

Administrative Support

The design and budget of the program appears to have adequate student services that will be essential to the success of the program and to the success of the individual students' professional formation. Specifically, they have provided for a part-time advisor, financial aid advisor, and an internship coordinator who will also be part-time. For a cohort each year of 25 students, this should be adequate since the program coordinator will also be engaged in recruiting and placement. It is important to think about these administrative positions coordinating their efforts so that they can leverage their outreach to the business community.

There appears to be an adequate provision for library services.

Summary

I think the demand and the curriculum design of this unique program have been well considered. The resources that are planned should be adequate for a cohort program that is designed to accommodate 25 students for each cohort program. I have provided what I hope are some helpful suggestions for issues that if considered in the initial planning stage can save time and resources in the future.

SUSAN G. WEHRICH

Associate Dean

Albers School of Business and Economics

Seattle University

Seattle, WA 98122

Contact Information:

Phone: (206) 296-5784

Email: wehrich@seattleu.edu