



# OLYMPIC COLLEGE

## **Bachelor of Applied Science in Organizational Leadership and Technical Management**

**November 2014**

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**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution Name: Olympic College

Degree: Bachelor of Applied Science in Organizational Leadership and Technical Management CIP Code: 52.0213

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

Degree: AAS-T in Organizational Leadership and Resource Management CIP Code: 52.0213 Year Began: 2007

Degree: \_\_\_\_\_ CIP Code: \_\_\_\_\_ Year Began: \_\_\_\_\_

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

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

*Page Limit: 30 pages*

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

11/19/2014  
Date

## INTRODUCTION

Olympic College (OC) is pleased to develop a Bachelor of Applied Science (BAS) degree in Organizational Leadership and Technical Management (OLTM), with an anticipated start of Fall 2015. The program builds upon OC's current Associate in Applied Science--Transfer (AAS-T) degree in Organizational Leadership and Resource Management but is designed to enroll students with a range of professional technical associate degrees, work experiences, and professional goals. The degree will fill proven local and regional industry demand for management professionals, particularly in technical arenas such as defense, marine, aerospace, advanced manufacturing, healthcare, and technology.

The primary audience for this degree will be technically proficient place-bound students and workers who lack the bachelor's degree and leadership/management skills necessary to successfully fill or compete for management roles beyond first-line supervisor. In this program students will complete coursework in subjects like leadership theory, supervisory communications, project management, occupational safety, conflict resolution, change management, and business ethics. This content mix aligns with industry expectations for management professions and ensures students demonstrate mastery of relevant knowledge, skills, and abilities.

In this new degree program proposal, Olympic College presents:

- BAS OLTM curriculum, including program learning outcomes, program evaluation criteria and process, course preparation needed by students transferring with technical associate degrees, general education components, and coursework needed at junior and senior levels.
- Qualified faculty to teach core coursework, general education courses, and electives, in sufficient number to support the curriculum.
- The BAS OLTM selection and admission process and OC's commitment to serve a diverse population.
- Descriptions of critical Olympic College services provided to BAS OLTM students, including services for financial aid and academic advising.
- Administrative staff to support BAS OLTM program operation and the success of program students.
- The college's plan to sustain the BAS OLTM program over time. A comprehensive financial plan for the first five years of program operation is included.
- Rationale for not seeking specialized program accreditation for the BAS OLTM degree program.
- Pathways for BAS OLTM students who wish to continue their studies in graduate school.
- A summary of external expert program evaluations.

## **CRITERION 1: CURRICULUM DEMONSTRATES BACCALAUREATE LEVEL RIGOR**

In order to create a strong course of study for the Bachelor of Applied Science in Organizational Leadership and Technical Management (OLTM) program, faculty researched best practices from similar programs around the country and leveraged the significant breadth and depth of expertise available among current full- and part-time faculty already teaching in the Organizational Leadership and Resource Management (OLRM) associate and certificate programs. They held a “visioning workshop” with a cross-section of stakeholders, including faculty from several professional technical associate degree programs, OLRM advisory committee members, and student representatives. Faculty consulted OLRM advisory committee members throughout the curriculum development process, and also solicited responses from other prof tech advisory committees such as Medical Assisting (MEDA) and Industrial Trades (INDTT). Two additional industry roundtables were held—one for Kitsap and Mason County representatives and one specifically for personnel at Puget Sound Naval Shipyard-- to ensure program learning outcomes respond to local and regional workforce needs. In addition, faculty evaluated coursework in several professional technical associate degree programs in order to build relevant, rigorous leadership/management curriculum on existing technical expertise, and to address any potential gaps in student learning that could become a barrier to success at the baccalaureate level.

### **Program Vision**

*Educating technical professionals across a wide range of professions to serve as leaders who foster continuous improvement and empower the growth of others in their organization, community, and world.*

### **Program Description**

The Bachelor of Applied Science in Organizational Leadership and Technical Management is a practitioner-oriented, applied degree that will prepare students for leadership, management, and supervisory roles in private, public, and nonprofit organizations. The program is designed to enroll students with a range of professional technical associate degrees and a diverse set of work experiences and professional goals. The curriculum will address knowledge, skills, and abilities in areas such as leadership theory, supervisory communications, project management, occupational safety, conflict resolution, change and diversity management, and business law.

### **Guiding Principles**

The BAS OLTM program is directed by guiding principles that reflect state, college, and program missions, affirm core values, and shape program learning outcomes.

1. Maintain a strong focus on applied leadership skills that build on technical expertise
2. Deliver a relevant, rigorous, and personal program that maximizes student potential and achievement
3. Design an innovative, cutting-edge curriculum that reflects the latest research and current/future industry standards
4. Integrate academic and experiential learning through meaningful and creative partnerships with local and regional employers
5. Nurture a program culture that empowers student success and a passion for lifelong learning
6. Promote accessible, flexible, and sustainable academic and professional pathways
7. Appreciate and leverage diversity as citizens of the local, national, and global community

8. Foster critical thinking, creative problem-solving, and teamwork
9. Model and stimulate ethical thinking, personal responsibility, and integrity
10. Value and support the personal and professional development of our faculty and staff

### **Program Learning Outcomes**

The BAS OLTM program adds knowledge, skills, and abilities in leadership and management to students' professional technical education and work experience. Upon successful completion of the program, all students will be able to:

1. Develop a philosophy of leadership and management to effect positive change through personal, organizational, and systems perspectives.
2. Identify and assess intrapersonal and interpersonal skills necessary to lead with personal and relational competence.
3. Communicate clearly, credibly, and appropriately in a variety of interpersonal and intercultural contexts.
4. Design strategies that foster team building, promote problem solving, and optimize organizational resources.
5. Apply legal, ethical, and policy-making principles and processes to make socially responsible, situationally-appropriate decisions in a variety of leadership situations.
6. Analyze and evaluate qualitative and quantitative data to assess organizational performance and make informed decisions.
7. Articulate the value of workplace diversity and develop inclusive strategies that maximize performance in a global marketplace.
8. Identify the tools of quality control, process improvement, and occupational and environmental safety in order to develop a safe and efficient work environment.

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

Olympic College is dedicated to ongoing program evaluation as part of its commitment to continuous improvement and student success. The BAS OLTM program will benefit from this commitment, as well as from established procedures and available resources already promoted by the college.

#### **Ongoing Evaluation**

To ensure the most comprehensive approach throughout the program, evaluation processes will engage all stakeholders, including students, faculty, college divisions and departments, industry, and the community. Industry will continually participate in curriculum and program review and make recommendations through the OLRM Advisory Board. Board members represent a variety of management roles from a range of public and private industries. The Advisory Board, which has been integral to the ongoing support of program planning and curriculum of Olympic College's OLRM degree, will expand its scope to include the BAS OLTM program. The BAS OLTM Advisory Board will meet quarterly to help keep the program abreast of changes in the field, review and advise on curriculum to ensure it is up to date with evolving industry needs, evaluate program success, and ensure rigor and continued relevance.

Program evaluations will survey and assess efficiencies and successes by measuring student performance or satisfaction in the areas of:

- Curriculum and learning outcomes
- Course-level assessments and measurements

- Instructional materials
- Learner interaction and engagement
- Course technologies used
- Equipment and resources
- Services provided throughout the college
- Advising, intake and post-graduation

### **Internal Review Processes**

Several methods for measuring effectiveness will be employed that include both already existing college processes and those developed specifically for the BAS. For example, Olympic College conducts a formal five-year review of all its programs, in which the BAS program will participate. The formal five-year program review process looks at a variety of indicators to assess how well existing programs are meeting stated outcomes and goals, both general to the college and specific to the program. Indicators include institutional statistics on student retention, student demographics, enrollments, student-to-faculty ratios (as compared to state averages), and quarterly course completions. The program review process provides for commendations and recommendations as indicated. Detailed follow-ups are performed periodically throughout the five year period, at the end of which the process starts again. In addition to five-year reviews, satisfaction surveys, student course completions, and, most-notably, the student portfolio will be used to assess the extent to which learning outcomes are being attained.

### **Portfolios**

Electronic portfolios will be a critical component in providing students and faculty with formative and summative assessment of essential knowledge, skills and abilities articulated in the program learning outcomes. During the first program quarter, faculty will guide students in exploring the purpose and prominence of portfolios for ongoing assessment of learning.

As they progress through the program, students will be asked to carefully select products and artifacts for inclusion in their portfolios. Items will be chosen to demonstrate attainment of established program learning outcomes. They will also display individual student strengths, interests and goals. Students' reflective statements will help document the learning process and progress.

Portfolios will serve as a key method for students and faculty to assess individual student progress. During the last program quarter, in OLTM 450 Senior Capstone in Leadership and Technical Management, students will assemble and refine their portfolios for presentation to work-based learning supervisors and prospective employers.

The aggregate portfolios of all program students will serve as an essential factor for faculty to review and assess the attainment of program learning outcomes for students as a group. They will use information to critically assess their teaching and learning activities and continually make improvements.

### **Metrics for Program Success**

Direct, indirect, qualitative, and quantitative data will be used to measure success and to define areas in need of improvement. Continuous improvement by evaluating relevant, evidenced-based measurements will be the basis for program success. To ensure that the most-relevant data and approaches are used, indicators will be defined, refined, and measured throughout the student experience and program life-cycle. Results collected and compiled will be the subject of periodic and regular analysis by the appropriate reviewers, including discipline faculty, deans, program

manager and others as needed. Based on this analysis, recommendations for implementation into the program will be developed.

Table I outlines various assessment tools that will be used for program assessment.

<b>TABLE I: PROGRAM ASSESSMENT</b>		
<b>Methods/Tools</b>	<b>Used to Assess</b>	<b>Notes</b>
<b>STUDENTS</b>		
Student course evaluations	Course learning outcomes, materials, resources, equipment, facilities	Course evaluations will be done regularly throughout the program, and results will help target areas of strength and weakness
Student survey	Faculty, student services, facilities	Existing OC surveys already in place will be utilized
Graduate survey	Career preparedness, workplace expectations relevance, wage and career progression	Exit surveys will be done for all program graduates; follow-up surveys will be done one-year from graduation
<b>EXTERNAL/EMPLOYERS</b>		
Advisory Board	Curriculum, facilities, resources (i.e., subscriptions), equipment, materials, learning outcomes, capstone coursework, and professional portfolios	Advisory board members will meet quarterly throughout program year, and further will participate in annual focus groups to review and provide feedback and recommendations
Employer survey	Ongoing program relevance	Periodic survey results will help target areas of strength and weakness
Post graduate employer survey	Program effectiveness of employer expectations; employees' knowledge, skills and abilities improvements; overall program effectiveness	Employers will be asked to participate in periodic surveys, per already-existing college processes
<b>INTERNAL/PROGRAM</b>		
Capstone course	How well students apply all knowledge and skills across the curriculum	Capstone course will involve completion of portfolio as well as field-work application and documentation of knowledge, skills and abilities attained throughout the program

Professional portfolio	Evidence of quality of skills and abilities attained	Students will select portfolio materials across the curriculum and throughout the program; portfolios will be collected in Senior Capstone and assessed annually by faculty and advisory board members
Industry certifications	Student ability and aptitude in selected content that parallels course and program learning outcomes	Certification and training opportunities such as PMI, Six Sigma, and OSHA 30
<b>INTERNAL/INSTITUTION</b>		
Faculty survey	Support services, facilities, library resources	Periodic surveys to program faculty in all disciplines to assess service levels
Administrative survey	Program impact to college services	Periodic surveys to major college departments to assess program impact to college services
Institutional statistics	Student demographics, trends in enrollments and retention, course completions (and student success as measured by 2.0 or better), student progression throughout the program	Data tracking conducted by the Office of Institutional Planning, Assessment, and Research will be leveraged
Instructional Program Planning Five-year review	How well program is meeting its stated outcomes	An existing, formal process already in place at the college will be used

### Course Preparation Needed by Students Transferring with a Technical Associate Degree

Olympic College's BAS OLTM degree is designed to ensure a smooth pathway for students who hold a professional technical associate degree. At full-time enrollment, students with such a degree will typically be able to complete the BAS OLTM program in two years with little additional preparation.

As an open door institution, Olympic College seeks to accommodate as many qualified students as possible. The entry requirements of the BAS OLTM program as outlined in Table II establish minimum qualifications to provide maximum access to the degree and at the same time ensure student success at the baccalaureate level.

<b>TABLE II: ENTRY REQUIREMENTS FOR BAS OLTM</b>	
<b>Prerequisite</b>	<b>Specifications</b>
Associate degree or higher	90 credits from a regionally- or nationally-accredited institution

2.5 cumulative GPA	
2.0 GPA or higher in <b>all</b> general education courses which meet program entry requirements	20 credits; see Table III for general education components

### General Education Components

As reflected in the program outcomes, Olympic College expects all students who graduate with a BAS OLTM degree to demonstrate knowledge in Communication Skills, Quantitative/Symbolic Reasoning, Humanities, Social Sciences, and Natural Sciences. The general education components of the program as described in Table III have been carefully selected to build competence in these areas, complement BAS OLTM core coursework, and adhere to state general education requirements as outlined by the SBCTC's Instruction Commission.

As shown below in Table III, students will complete a total of 60 credits of general education—20 credits typically completed as prerequisites before admission to the BAS OLTM program (noted in Table II) and 40 credits completed as part of the BAS OLTM program requirements.

<b>TABLE III: GENERAL EDUCATION REQUIREMENTS FOR BAS OLTM</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>	<b>Typical Completion</b>
<b>Communication (10 credits)</b>			
ENGL& 101	English Composition	5	Associate
CMST& 230	Small Group Communication	5	Associate
<b>Quantitative Symbolic Reasoning (5 credits)</b>			
<i>Any college-level math course</i>		5	Associate
<b>Humanities (10 credits)</b>			
<i>Any course meeting OC humanities distribution</i>		5	Associate
ART 266 or 300/400 level art course	Sculpture I / new upper-level course*	5	BAS
<b>Social Science (10 credits)</b>			
<i>Any course meeting OC social sciences distribution</i>		5	BAS
PSYC 300	Industrial/Organizational Psychology	5	BAS
<b>Natural Sciences (10 credits)</b>			
BUS 215	Business Statistics	5	BAS
<i>Any natural science lab course</i>		5	BAS
<b>Other (15 credits)</b>			

ANTH 300/400	Upper-level anthropology course**	5	BAS
BUS& 201	Business Law	5	BAS
BUS 330	Introduction to Finance	5	BAS
<b>TOTAL CREDITS REQUIRED</b>			<b>60</b>
*ART 266 will be especially designed for BAS OLTM students; a new 300/400 level art class is planned for future development **ANTH 300/400 course with an emphasis on global perspectives is being developed for BAS OLTM students			

### Coursework Needed at Junior and Senior Levels in the BAS

Ninety (90) credits of junior- and senior-level coursework in the BAS OLTM are required. As outlined in Table IV, this also includes 40 credits of general education. The total number of credits required for graduation is 180, which includes 90 credits transferred from the associate as described in Table I.

Emphasizing the BAS OLTM degree's broad-based and applied course of study, upper-level coursework adds to students' associate degree education a wide range of knowledge, skills, and abilities (KSAs) in topics relevant to leadership and management roles. These courses include:

- **OLTM core courses**, such as Leading and Managing Technical Professionals and Organizations, Leading and Facilitating High Performance Teams, and Quality Management and Process Improvement.
- **Core courses shared** with the Bachelor of Applied Science in Information Systems (BASIS) program that underscore the relatedness of technology and leadership, encourage cross-disciplinary thinking and collaboration, and maximize resources. These courses are Project Management and Business and Leadership in a Digital Economy.
- **General education courses**. These include upper-level cognates developed specifically for BAS OLTM students (Introduction to Finance, Industrial/Organizational Psychology, a new 300/400 level anthropology course, and a possible new 300/400 level art course); existing 200-level courses relevant to program students (Business Law; Business Statistics) and taken in the BAS; and state-mandated gen ed distribution, such as a natural science lab course.

These courses were developed in response to high-level program learning outcomes. They present a robust curriculum that 1) addresses local employer needs; 2) offers broad-based leadership and management training for a heterogeneous student body; and 3) calibrates with cutting-edge programs around the country. For instance, a Workplace and Environmental Safety class was created after conversations with Puget Sound Naval Shipyard & Intermediate Maintenance Facility (PSNS & IMF) personnel revealed how critical this study is in technical industry environments like marine and aeronautics. An art class reflects the importance of creative thought in leadership and management roles – a concept receiving nationwide attention through the reinvention of STEM as STEAM. While students will initially take an existing 200-level art course, ART 266 Sculpture 1, tailored to OLTM student needs, a new 300/400 level course is planned for future development.

Because students will move through the program as a full-time cohort, the course of study will yield significant opportunities for formal and informal collaboration. Projects, group work, case studies, and simulations will be embedded in each class. Since the OLTM program expects to enroll from

diverse associate programs and work experiences, students will find themselves challenged to think both within and across industry sectors. One course that exemplifies such student collaboration is OLTM 420 Planning, Leading, and Executing Strategic Change. In this course, students will focus on change management within a technical environment. Working collaboratively in teams, students must integrate the challenges, skills, and competencies associated with leading change effectively in a complex environment. Informed by careful research, students will work together to deepen their theoretical knowledge of change management and apply this knowledge to real-life situations through a change management project.

Near the end of their course of study, program students will complete OLTM 450 Senior Capstone in Leadership and Technical Management. This course is an independent study designed to synthesize the leadership work students have completed during their undergraduate studies and allow for customization depending on student interest and goals. Prior to the course, students will submit a concept paper outlining their proposed capstone project. In the course students will have the option of completing a workplace leadership project; a service/community-based learning project; a college-to-career transition experience, such as an internship or practicum; or an external industry or professional certification (like project management).

For detailed upper-level course descriptions, please see Appendix A.

<b>TABLE IV: JUNIOR AND SENIOR LEVEL COURSEWORK FOR BAS OLTM</b>	
<b>Course Description</b>	<b>Credits</b>
<b>General Education (shows only BAS-level—see Table III for more detail)</b>	<b>40</b>
ANTH 300/400	5
ART 266 Sculpture I or ART 300/400	5
BUS& 201 Business Law	5
BUS 215 Business Statistics	5
BUS 330 Introduction to Finance	5
<i>Natural science lab course</i>	5
PSYC 300 Industrial/Organizational Psychology	5
<i>Social science course</i>	5
<b>OLTM Core Courses</b>	<b>50</b>
IS 350 Project Management I*	5
OLTM 301 Leading and Managing Technical Professionals and Organizations	5
OLTM 310 Workplace and Environmental Safety	5
OLTM 320 Business and Leadership in a Digital Economy*	5

OLTM 330 Business Ethics and Policy Issues	5
OLTM 340 Negotiation, Mediation, and Conflict Resolution	5
OLTM 400 Leading and Facilitating High Performance Teams	5
OLTM 410 Quality Management and Process Improvement	5
OLTM 420 Planning, Leading, and Executing Strategic Change	5
OLTM 450 Senior Capstone in Leadership and Technical Management	5
<b>Total Credits</b>	<b>90</b>
*These courses overlap with Bachelor of Applied Science in Information Systems course of study Note: The total degree is 180 credits. Students will transfer in 90 associate-level credits, including 20 credits of general education.	

Table V shows a sample student schedule based on the program's full-time cohort model. The table assumes 15 credit hours per quarter and 6 - 8 quarters for a two-year completion.

<b>TABLE V: SAMPLE STUDENT SCHEDULE</b>			
<b>Fall – Year 1</b>	<b>Winter – Year 1</b>	<b>Spring – Year 1</b>	<b>Summer – Year 1</b>
OLTM 301 Leading and Managing Technical Professionals and Organizations (5 cr)	OLTM 400 Leading and Facilitating High Performance Teams (5 cr)	OLTM 420 Planning, Leading, and Executing Strategic Change (5cr)	Gen. Ed, if needed
PSYC 300 Industrial/Organizational Psychology (5 cr)	OLTM 340 Negotiation, Mediation, and Conflict Resolution (5 cr)	300/400 Anthropology course (5 cr)	
CMST& 230 Small Group Communications (5 cr)	<i>Natural science lab course (5 cr)</i>	OLTM 320 Business and Leadership in a Digital Economy (5 cr)	
<b>Total: 15 credits</b>	<b>Total: 15 credits</b>	<b>Total: 15 credits</b>	
<b>Fall – Year 2</b>	<b>Winter – Year 2</b>	<b>Spring – Year 2</b>	<b>Summer – Year 2</b>
OLTM 330 Business Ethics and Policy Issues (5 cr)	OLTM 310 Workplace and Environmental Safety (5 cr)	ART 266 Sculpture 1 or 300/400 Art (5 cr)	Gen. Ed., if needed
IS 350 Project Management I (5 cr)	OLTM 410 Quality Management and Process Improvement	BUS 330 Introduction to Finance (5 cr)	

	(5 cr)		
BUS& 201 Business Law (5 cr)	BUS 215 Business Statistics (5 cr)	OLTM 450 Senior Capstone in Leadership and Technical Management	
<b>Total: 15 credits</b>	<b>Total: 15 credits</b>	<b>Total: 15 credits</b>	

## CRITERION 2: QUALIFIED FACULTY

Olympic College’s Organizational Leadership and Resource Management (OLRM) and general education faculty are well-qualified to teach in the BAS Organizational Leadership and Technical Management Program (OLTM). OLRM faculty combine exemplary academic credentials – many hold a PhD or are “ABD” -- with leadership and management roles in specific industries or fields, including military service. All faculty bring extensive experience that integrates formal education, subject matter expertise, and learner-centered content delivery. Collectively, these faculty members have the breadth and depth to cover all curricular areas of the program.

### **Faculty Commitment to the BAS Program**

Olympic College projects 17 full-time student enrollments in 2015 – 2016, the first year the BAS OLTM program is offered. In year two (2015 - 2016) and each subsequent cohort, the program plans to admit a full-time cohort of 25. To support these cohorts, OC expects to allocate to the program one FTE faculty the first year and two FTE faculty in year two and after.

The OLRM department currently has two full-time faculty teaching at the associate-level. Because the OLRM associate program is at capacity, no full-time faculty can be allocated to the OLTM program without backfilling the OLRM associate program with part-time faculty. Therefore, OC plans to hire one new full-time faculty member for Fall 2015 to teach in the OLTM program and serve as OLTM faculty lead (see Criterion 4). To accommodate a second cohort, an additional full-time faculty member is expected to be hired for Fall 2016.

Faculty teaching general education courses within the BAS program will do so as part of their normal load, so no additional faculty are anticipated in departments outside CIS.

### **Faculty Credentials**

All BAS OLTM faculty will meet or exceed standards required for teaching personnel in Washington Administrative Code (WAC) 131-16-091. Full- and part-time faculty who teach in the BAS program will be expected to hold a master’s degree or higher in a field related to the course content they teach.

Table VI outlines the educational credentials of current full-time and part-time OLRM faculty, as well as faculty teaching 300- or 400-level general education components in the BAS OLTM program.

<b>TABLE VI: CURRENT FACULTY QUALIFIED TO TEACH IN THE BAS OLTM</b>		
<b>Full-time OLRM Faculty</b>	<b>Educational Credentials</b>	
Karen Bolton	<b>EdD</b> , <i>Organizational Leadership</i> , Brandman University (2016) <b>MA</b> , <i>Organizational Leadership</i> , Chapman University <b>BS</b> , <i>Workforce Education Development</i> , Southern Illinois University	
Philip Mathew	<b>PhD</b> , <i>Leadership Studies</i> , Gonzaga University <b>MA</b> , <i>Counseling</i> , Western Seminary <b>BA</b> , <i>Journalism</i> , Eastern Washington University	
<b>Part-time OLRM Faculty</b>	<b>Educational Credentials</b>	
Bonnie Adams	<b>DBA</b> (Management emphasis), Argosy University <b>MS</b> , <i>Communication Studies</i> , Eastern Washington University <b>BS</b> , <i>Family Life Sciences</i> , Montana State University	
William Bailey	<b>MS</b> , <i>Management</i> , Naval Postgraduate School <b>BA</b> , <i>Industrial Organizational Psychology</i> , Marshall University	
Scott Dempski	<b>MS</b> , <i>Elementary Education</i> , Old Dominion University <b>BA</b> , <i>Business Management</i> , Brenau University	
William King	<b>MA</b> , <i>Organizational Leadership</i> , Brandman University <b>BA</b> , <i>Organizational Leadership</i> , Chapman University	
Rainer Kunz	<b>EdD</b> , Biola University <b>MA</b> , <i>Christian Education</i> , Biola University <b>BS</b> , <i>Christian Education</i> , Biola University	
Kim McNamara*	<b>PhD</b> , <i>Leadership and Change</i> , Antioch University <b>MA</b> , <i>Psychology</i> (Human Resource Development), Antioch Univ. <b>CPA</b> , Seattle University (active) <b>BA</b> , <i>Society &amp; Justice</i> (Pre-Law), University of Washington	
Samantha Powers	<b>PhD</b> , <i>Higher Education Leadership</i> , Old Dominion University <b>MA</b> , <i>International Relations</i> , University of Oklahoma <b>BA</b> , <i>History</i> , Virginia Tech	
Molly Young	<b>PhD</b> , <i>Leadership, Higher Education</i> , Northcentral University (2015) <b>MBA</b> , <i>Business Administration and Marketing</i> , South University <b>BA</b> , <i>Organizational Leadership</i> , Chapman University	
*Full-time business transfer faculty member teaching part-time in OLRM		
<b>Full-time Gen Ed/Cognate Faculty</b>	<b>Educational Credentials</b>	<b>300- or 400-Level Course(s) Qualified to Teach</b>
Pam Bilodeau	<b>MA</b> , <i>Information Systems</i>	IS 350 Project Management I

	<i>Management</i> , University of Phoenix <b>BA</b> , <i>Liberal Arts</i> , The Evergreen State College	
Carolyn Hartse	<b>PhD</b> , <i>Anthropology</i> , University of New Mexico <b>MA</b> , <i>Anthropology</i> , University of New Mexico <b>BS</b> , <i>Sociology</i> , Montana State University	300/400 Anthropology
Kim McNamara	<b>PhD</b> , <i>Leadership and Change</i> , Antioch University <b>MA</b> , <i>Psychology</i> (Human Resource Development), Antioch Univ. <b>CPA</b> , Seattle University (active) <b>BA</b> , <i>Society &amp; Justice</i> (Pre-Law), University of Washington	BUS 330 Introduction to Finance
Dora Summers-Ewing	<b>PhD</b> , <i>Counseling Psychology</i> , University of Missouri <b>MBA</b> , <i>Business</i> , Pepperdine University	PSYC 300/400 Industrial/Organizational Psychology
Marie Weichman	<b>MFA</b> , <i>Ceramics</i> , Texas Tech University <b>BFA</b> , <i>Graphic Design</i> , Sam Houston State University	ART 266 Sculptor 1 300/400 Art

### **CRITERION 3: SELECTIVE ADMISSIONS POLICY CONSISTENT WITH AN OPEN DOOR INSTITUTION**

The Bachelor of Applied Science in Organizational Leadership and Technical Management (OLTM) is designed to provide maximum access to the degree and at the same time ensure student success and retention at the baccalaureate level. Designed for place-bound students interested in gaining leadership/management knowledge, skills, and abilities, and enriching their credentials, this degree will be delivered in a hybrid model to offer these and all students schedule flexibility as well as significant on-campus resources close to home or work. In order to accommodate as many qualified students as possible, Olympic College will award credit for prior learning, and a part-time option may be added to assist students whose commitments do not permit full-time enrollment.

The entry requirements of the BAS OLTM program as previously outlined (Table II) and reprinted here (Table VII) establish minimum qualifications to ensure prospective students possess foundational knowledge in general education and a baseline for success before entry.

<b>TABLE VII: ENTRY REQUIREMENTS FOR BAS OLTM</b>	
<b>Prerequisite</b>	<b>Specifications</b>
Associate degree or higher	90 credits from a regionally- or nationally- accredited institution
2.5 cumulative GPA	
2.0 GPA or higher in <b>all</b> general education courses which meet program entry requirements	20 credits; see Table III for general education components

Admission to the BAS OLTM program at Olympic College will be selective, as the number of enrollment spaces is planned to be 17 the first year (2014 - 2015) and expected to be 25 the second year (2015 - 2016) and each year thereafter. To be considered, applicants must meet the minimum qualifications and satisfy all application processes, including the submission of transcripts for evaluation and a “letter of intent” narrative that addresses student goals for success in the program. OC plans to create a dedicated program website (similar to the current BSN and BASIS program websites) to advertise admissions procedures and program requirements. Per OC’s open door policy, all applicants who meet the minimum qualifications and have successfully completed the application process will be considered for the program.

If qualified applicants exceed openings in any given year, OC will follow established guidelines for priority consideration: Priority consideration will first be given to qualified students who meet the application deadline. Among qualified students who meet the deadline, priority will be given to students who show superior academic performance as indicated by overall grade point average; students who hold a professional technical associate degree and/or demonstrate technical expertise; and students who demonstrate, at minimum, basic computer literacy.

The SBCTC outlines very clear guidelines for prior learning assessment (PLA). Using these guidelines, along with current OC institutional policies, the BAS OLTM program is developing a clear process and appropriate range of strategies to assess demonstrated student skills. BAS OLTM faculty will work with the Registration and Records Office in order to produce transparent, consistent, equitable procedures for PLA.

### **Commitment to Equal Opportunity and a Diverse Student Body**

Olympic College is committed to providing educational opportunities to persons of diverse cultures and backgrounds in order to assist all students in achieving their academic and professional goals.

Like all Washington state system colleges, OC is an Equal Opportunity College providing equal educational opportunities for all students and expressly forbidding discrimination. Moreover, among the core values of Olympic College are a respect for diversity (Value 3) and appreciation for difference (Value 3b). The BAS OLTM Guiding Principles also state that the program will “appreciate and leverage diversity as citizens of the local, national, and global community.”

In order to better fulfill its mission and core values, OC is in the process of hiring a Vice President of Equity and Inclusion. This cabinet-level position will provide leadership in the development, coordination, and implementation of programs that promote equity and pluralism at Olympic College. The position will design and implement the overall diversity plan for the college and engage stakeholders to successfully meet goals set forth in the College strategic plan.

The college's Diversity Advisory Council (DAC) advises the President and the Executive Leadership Team on enhancing diversity, multiculturalism and equal opportunity in all aspects of the college's mission. The DAC represents all of the college's mission areas and student, staff, and faculty groups. Working together, DAC members facilitate communication and collaboration across OC's campuses and departments. In June 2014, the DAC held OC's first diversity conference, titled "Are Your Roots Showing?" The conference offered campus participants the opportunity to build community and network while enhancing their understanding and skills in the areas of diversity, inclusion, multiculturalism, and social justice.

Olympic College also has established multiple programs to ensure that education is accessible to all students. The college has offices and centers for multicultural, veteran, international, disabled, and other populations that assist students with academic and campus life, financial aid, and job placement.

## **CRITERION 4: APPROPRIATE STUDENT SERVICES PLAN**

OC maintains a full range of support services to increase success. Although Bachelor of Applied Science in Organizational Leadership and Technical Management (OLTM) classes will be delivered in a hybrid format with on-campus instruction limited to one or two days per week, BAS students will receive the same high-quality support services available to all OC students.

### **Program Support and Advising**

As reflected in its guiding principles, the BAS OLTM program is dedicated to ensuring student success through accessible pathways to academic and professional goals. OC's BAS program support and advising will provide students clear, reliable access to services that will assist them as they complete their education.

As detailed in Criterion 5, a full-time BAS Program Manager is planned to be hired to provide embedded support for both BAS OLTM and BAS Information Systems students. The Program Manager will be these students' one-stop point of access, a "go-to" person from the first stages of the admissions process through degree completion and, for those who wish to continue, into transition to graduate school. The Program Manager will coordinate program outreach and student recruitment and enrollment, liaison with student services like financial aid, counseling, and advising, support faculty to strengthen student achievement, and facilitate work-based learning and employment opportunities in conjunction with OC's Career Center. In addition, the Program Manager will be a reassuring, physical presence in the BAS OLTM program, available for student appointments when students are actually on campus.

Students will meet regularly with the faculty lead (described in Criterion 5) and/or individual faculty members for academic advising in the program.

### **New Student Recruitment**

In order to reach the largest number of eligible BAS students, including place-bound and underrepresented populations, Olympic College will implement robust student recruitment strategies. While the program manager will coordinate these efforts and track admissions and recruitment data, the BAS OLTM program will also leverage existing campus resources and personnel to maximize effectiveness. For example, OC will use a variety of current technologies and channels, such as a dedicated website and social media, to promote information sessions and

other recruitment and registration events, highlight student successes, and share critical information; make early and frequent contact with future students; spread word to and through alumni, advisory committees, and industry groups; and represent the BAS program at educational and employment fairs.

In addition, the BAS OLTM program's diverse faculty are well positioned to draw disadvantaged and underrepresented students. OC has an already strong commitment to student diversity (see also page 17), and faculty will emphasize this commitment to prospective students, as well as partner with OC Multicultural and Student Programs to further recruitment and retention strategies.

## **Financial Aid**

The Olympic College Financial Aid office offers students multiple services as part of a comprehensive education plan, including one-on-one consultations, scheduled group presentations, a quarterly newsletter, and a wealth of online information (such as a financial aid FAQ). In addition, students may receive assistance in filling out FAFSA and other required forms and may monitor their financial aid status via the Student Financial Aid Portal.

BAS students are eligible for numerous sources of assistance. Students may receive Federal, State, and/or institutional support in the form of grants, loans, and scholarships. Institutional support may be based on need, merit, or both. For example, the Olympic College Foundation has scholarships available to students on the basis of need and merit, and the Foundation offers targeted scholarships to specific groups, such as students planning to pursue a bachelor's degree, high achieving students, underrepresented/economically disadvantaged students, and female students. The Foundation is always exploring new opportunities to provide students with additional funding. Other students may be eligible for aid through offices like Veterans Services and MESA.

## **All-Hours Access**

Many of Olympic College's support services, including open labs and student tutoring, are also offered in late afternoon/evening and on weekends as well as across OC's three campuses (Bremerton, Poulsbo, and Shelton), and the college has steadily increased student access to online support resources. For example, the catalog, class schedule planner, degree planning worksheets, and student handbook are all available online. Students may register online using OC's online schedule planner and may also take advantage of e-tutoring, online Writing Center, 24/7 cooperative reference library service, e-books and electronic databases, instructor websites, and other Web services and support tools.

## **College Resources**

A complete list of all college resources is available in OC's catalog and student handbook, available in print and online, as well as on the college's website. Among the services BAS OLTM students may use most frequently:

**Access Services:** Students with a permanent or temporary disability may contact the office of Access Services to discuss appropriate accommodations and facilitate individual educational opportunities to receive the benefits, rights, and privileges of college programs and activities.

**Adaptive Technology:** OC offers adaptive technology for students with disabilities and provides instruction in a variety of specialized computer programs and devices to facilitate equal access to computing resources. Adaptive technology course offerings include voice recognition, voice output, screen magnification, Braille translation and printing, and one-handed keyboarding.

**Bookstore:** The campus bookstore offers course materials, school supplies, and computer accessories. Books and merchandise may also be purchased online.

**Career Center:** OC's Career Center provides a wide range of career and employment planning services to assist students in developing self-directed job search skills. Services include resume and cover letter writing, interview practice, and career development workshops. The Career Center also offers on- and off-campus student employment and work-study opportunities.

**Child Care and Early Learning:** The Sophia Bremer Child Development Center provides high-quality early care and learning experiences for children 12 months to 5 years of age from OC-affiliated families. Rates for students' children are discounted below the cost of care; many student families qualify for child care assistance.

**Counseling Services:** Counselors provide a variety of services designed to help students address issues that impact college success. Services include assistance with career-planning and decision-making as well as personal counseling.

**Multicultural and Student Programs:** The Multicultural Center focuses on supporting the academic success and retention of diverse student populations. In addition to direct student services such as tutoring, leadership development, library resources, and event programming, the Multicultural Center partners with community agencies and collaborates within the institution to enhance learning.

**Libraries:** The Haselwood Library at OC's Bremerton campus offers outstanding learning, study, and research opportunities for students. Resources include permanent and e-collections, interlibrary loan, electronic databases, group and individual study spaces, and an open computer lab. Haselwood Library is open seven days a week for a total of 75.5 hours each week. Library faculty are available to provide research assistance and instruction during all open hours. They also serve as subject liaisons to instructional faculty and academic departments, and are responsible for purchasing library materials, providing in-depth reference help and consultations, and instruction students in the research tools and methods of each discipline.

Library resources are also available at Poulsbo and Shelton campuses.

**Open Computer Labs:** Although the BAS OLTM program will have its own active learning classroom at the Bremerton campus available for some open lab hours, program students may also utilize labs at OC campuses open to all students. OC open labs are first-come, first-served and offer evening and weekend hours for maximum access.

**Registration and Records:** Many in-person and online enrollment services are available through the Registration and Records office, including course registration, credential evaluation, and degree audits. As the "go-to" point of contact for BAS OLTM students, the Program Manager will work directly with the Registration and Records and Admissions offices to adhere to all policies and procedures and ensure students receive excellent enrollment, credentials, and transfer credit/credit for prior learning support.

**Students in Need Group:** The Students in Need Group (SING) provides information and referral services to help students overcome barriers to educational success, such as financial hardship, hunger, and emergency problems.

**Tutoring Services:** Olympic College Tutorial Services provides help to students who need assistance beyond the classroom. A consortium of faculty and staff coordinates the program. Tutoring is provided in a variety of settings and takes place in lab/study centers, small groups, and occasionally one-on-one. Lab/study centers are on a drop-in or appointment basis. Requests for group and individual tutoring assignments may be made at the Tutorial Office. The Tutorial Office also provides students who have content mastery in a discipline the opportunity to be trained and employed as a tutor.

Olympic College is also now part of the Western eTutoring Consortium. This service provides online one-on-one chats with a tutor in math, social sciences, natural sciences, and more. There is also an e-Writing Lab where students can upload papers for feedback and critiques. Finally, students can post questions to the e-Question drop-box and get an answer as soon as an appropriate tutor is available.

**Veterans Services:** OC is among the top military-friendly colleges and universities in the United States. Veterans Services at OC helps students determine eligibility for veterans' educational benefits and assists with application forms, benefits clarification, and degree options. In addition, the Veteran and Military Support Center (VMSC) offers targeted support to connect students with local community resources, financial aid, and benefits. The Center also sponsors fellowship activities and promotes a calm environment for study and relaxation.

## **CRITERION 5: COMMITMENT TO BUILD AND SUSTAIN A HIGH-QUALITY PROGRAM**

Olympic College is committed to building and sustaining a high quality Bachelor of Applied Science in Organizational Leadership and Technical Management (BAS OLTM) program. The college recognizes that appropriate facilities, equipment, personnel, and support resources are required to create an engaging, student-focused learning environment that will ensure student success.

The BAS OLTM program funding model will be self-support. By the program's second year (2016 - 2017), revenue is expected to cover all operational costs. The college will provide required start-up costs until the program is fully self-supporting.

Students will pay the tuition set for state-funded upper division courses, currently, \$245.45 per credit. They will pay the same fees as lower division students, including a \$1.00 per credit student services fee (maximum \$10.00/quarter), a \$3.50 per credit technology fee (maximum \$35.00/quarter), and a \$20 security enhancement fee.

As illustrated in Table VIII, the estimated program revenue is based on enrollment projections and conservative retention rates. Instructional delivery will be a hybrid model with full-time students moving through the program in cohorts. A part-time option may be added once the program is underway if there is significant student demand for this pathway. For revenue and budget projection purposes, students will be full-time (15 credits) and enrolled three quarters a year for two years. Anticipated enrollment is 17 students in the first cohort, year one (2014 - 2015), and 25 students in the second cohort, year two (2015 - 2016). In subsequent years, 25-student cohorts are planned. Projected retention rates are 88% for all cohorts.

<b>TABLE VIII: ESTIMATED PROGRAM REVENUE</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Headcount</b>	17	40	47	47	47
<b>FTES Each Quarter</b> (15 cr/quarter)	17	40	47	47	47
<b>Tuition</b> (15 cr. x 3 quarters)	6527	6527	6657	6791	6859
<b>Total Program Revenue</b>	110,958	261,077	312,900	319,158	322,350
<b>Notes:</b> Tuition revenue is calculated at .8689 of tuition schedule to deduct S&A, building, loan fund and innovation fees. Tuition revenue assumes 2% increase Year 3 and Year 4, and 1% in Year 5.					

### **Appropriate Staff, Faculty and Administration**

The BAS OLTM program will be part of the Business and Technology Division, led by Dean Norma Whitacre. Ms. Whitacre has a master's degree in educational leadership from the University of Puget Sound and 20 years of successful community college leadership experience. The program will join the division's other bachelor's program, the Bachelor of Applied Science in Information Systems (BASIS).

As detailed in Table IX, new program faculty and staff positions will be hired to provide BAS OLTM students with excellent instruction, wrap-around support, and strong program leadership. A full-time faculty member will be hired for Fall 2015 to accommodate increased student enrollment, new courses, and advising needs. This hire will act as Faculty Lead and receive 1/3 release time to provide program oversight. A second full-time faculty hire is anticipated for Fall 2016 and will split time with the associate OLRM program (2/3 OLTM, 1/3 OLRM).

A full-time, exempt Program Manager (to be shared between the BAS OLTM and the BAS Information Systems program) will be a "go-to," embedded support staff member for students beginning in Year 1. Until then, a half-time BASIS manager will be available to help when possible with OLTM needs, and the Dean, current division faculty and staff, and BAS director will also assist in the preparation for the first fall cohort.

The main duties of the Faculty Lead and Program Manager are noted below.

#### **Faculty Lead**

- Advise students
- Coordinate curriculum enhancements
- Recruit and mentor part-time faculty
- Lead program assessment

#### **Program Manager**

- Coordinate program outreach and student enrollment
- Liaison with student services like financial aid, advising, counseling and veteran services
- Maintain program statistics and reports
- Support work-based learning and employment opportunities
- Provide program administrative support
- Facilitate streamlined student pathways, including articulation agreements other community colleges and colleges and universities

## Campus Facilities

Key to student retention and success for a hybrid delivery, cohort model, are welcoming, engaging physical and virtual spaces. These spaces will be learner-centered to encourage collaboration and dynamic interaction between students and faculty. Students will meet together both in-person and online: face-to-face courses held several times each quarter will provide students access to advanced lab technology and resources; online, students will access rich course sites created by experienced faculty to facilitate content delivery, discussion, and research.

Students will have access to campus technology in a variety of venues. In 2014, OC built an active learning classroom especially designed for BAS students. The classroom gives students in the BAS OLTM and BASIS programs dedicated space for classes, study, and collaboration, as well as individual access to state-of-the-art Mac Pro computers. Tables in the lab encourage teamwork, and provide an ideal setting for activities like group projects, problem-solving exercises and case studies. An instructor station offers audio/visual and technology resources at a touch. The college also has existing computer labs and classrooms that will be utilized by baccalaureate students.

	<b>Year 0 Start up</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Salaries, Wages, and Benefits</b>						
Full-time Program Manager* (salary + benefits)	0	34,382	35,273	36,190	37,135	38,208
Full-time Faculty** (salary + benefits)	0	80,382	131,264	134,920	138,686	142,565
Adjunct Faculty for 1/3 Release for Faculty Lead (salary + benefits)	4,335	13,004	13,004	13,004	13,004	13,004
Adjunct Faculty (salary + benefits)	0	0	13,004	13,004	13,004	13,004
Curriculum Development Stipends (includes benefits)	13,277	15,722	15,722	4,101	4,101	4,101
Professional Development	0	4,000	8,000	8,000	8,000	8,000
<b>Goods and Services</b>						
Supplies (including Marketing)	2,000	2,500	4,000	4,000	4,000	4,000
Library	2,000	10,000	10,000	10,000	10,000	10,000
Office computers	0	2,500	2,500	0	0	0
Office furniture	0	1,000	1,000	0	0	0
Computer/equipment refresh	0	0	0	0	0	5,000
Tax (8.6%) and shipping (10%)	744	2,976	3,255	2,604	2,604	3,534
<b>Total Program Budget</b>	<b>22,356</b>	<b>166,465</b>	<b>237,021</b>	<b>225,823</b>	<b>230,534</b>	<b>241,417</b>
<b>Notes:</b> Estimated 3% increase each year in full-time salaries and benefits. The full-time faculty hired Year 1 will be the lead program faculty and will receive 1/3 release time each quarter. *BAS OLTM Program Manager is .5 BAS OLTM and .5 BAS Information Systems **First FT faculty begins Spring Quarter 2015; second FT faculty (begins 2016) will teach 2/3 in OLTM and 1/3 in OLRM associate program; this 2/3 OLTM load is reflected in salary and benefits						

Faculty, staff and administrators are prepared to launch and maintain a program that utilizes state-of-the art technology, provides comprehensive services, and focuses on student learning and success. Table X below summarizes a sustainable financial plan.

<b>TABLE X: SUMMARY OF PROGRAM REVENUE AND EXPENSES</b>						
	<b>Year 0 Startup</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Total Program Budget (from Table IX)	22,356	166,465	237,021	225,823	230,534	241,417
College Overhead (9%)	0	14,982	21,332	20,324	20,748	21,727
Total	22,356	181,447	258,353	246,147	251,282	263,144
Revenue (from Table VIII)	0	110,958	261,077	312,900	319,158	322,350
<b>Balance</b>	<b>-22,356</b>	<b>-70,490</b>	<b>2,724</b>	<b>66,753</b>	<b>67,876</b>	<b>59,206</b>

## **CRITERION 6: PROGRAM-SPECIFIC ACCREDITATION**

Olympic College does not plan to seek program-specific accreditation for the Bachelor of Applied Science in Organizational Leadership and Technical Management (BAS OLTM) program. Approval is pending with the Northwest Commission on Colleges and Universities (NWCCU).

No established, program-specific accreditation currently exists for Organizational Leadership. Although The Association to Advance Collegiate Schools of Business (AACSB) “advances quality management education worldwide,” the association only accredits business schools that offer business administration or accounting programs.

## **CRITERION 7: PATHWAY OPTIONS BEYOND THE BACCALAUREATE DEGREE**

Bachelor of Applied Science in Organizational Leadership and Technical Management (OLTM) degree graduates will have several pathways to master’s level programs. Graduates are expected to possess a wide range of knowledge, skills, and abilities, as well as academic and career goals; for these reasons, a variety of master’s programs may be of interest to them.

The Olympic College Dean for the Business and Technology Division has engaged in very encouraging preliminary articulations discussions with representatives from three universities, and she will continue to reach out to additional universities to forge new pathways.

Jennifer Perryman, Site Director for Brandman University’s Bangor Naval Base Kitsap campus, suggested three possible pathways for BAS OLTM graduates: the Master of Arts in Organizational Leadership, offered on the Olympic College Bremerton campus; the Master of Business Administration, offered fully online; and the Master of Human Resources, currently offered on Bangor, but planned to be offered at the Olympic College Bremerton campus. Entry requirements for each of these programs are a bachelor’s degree and a 3.0 GPA, but no specific coursework.

Old Dominion University has a presence on Olympic College’s Bremerton Campus and can provide a streamlined and convenient pathway for BAS OLTM graduates to the Master of Business Administration (MBA), planned to be available at OC via distance education in January 2015. Conversations with Site Director Dr. Robert Hoffman indicate that in order to gain admission to the MBA, program graduates would need the BAS as well as a few additional courses. For graduates

who would like to pursue training positions in their technical fields, ODU also offers a pathway to an Master of Science in Occupation and Technical Studies.

The Eastern Washington University Master in Business Administration, offered at the Riverpoint Campus in downtown Spokane, will offer pathways for BAS OLTM graduates. The variety of options within this graduate program will provide flexible coursework to meet the diverse interests of BAS OLTM graduates. Elective concentrations are in accounting or finance and electives may also be chosen from advanced offerings in other business disciplines as well as Health Services Administration and Public Administration. Once the program is launched, Dr. Roberta Brooke, MBA Director, plans to visit Olympic College and share information with OLTM students and faculty.

Olympic College is committed to developing clear, streamlined, articulated pathways for BAS OLTM graduates. Once these are fully developed, faculty and staff will promote them to entering program students so students can begin plan and prepare early for next steps upon completing their BAS OLTM program.

## **CRITERION 8: EXTERNAL EXPERT EVALUATION OF THE PROGRAM**

Olympic College asked Dr. Mary Harris of Cabrini College and Dr. Jeff Yergler of Golden Gate College to provide external evaluation of the Bachelor of Applied Science in Organizational Leadership and Technical Management program. Their full reviews are included in Appendix B.

### **Dr. Mary Harris**

#### Bio

Dr. Mary Harris is Interim Dean for Academic Affairs at Cabrini College, where she is also Department Chair of Business and the Master of Science in Organizational Leadership. She holds a bachelor's degree in economics from Ursinus College, an MBA from St. Joseph's University, and a PhD from Lehigh University. A former banker and accountant, Dr. Harris is an expert on economics and public finance and is often contacted by media outlets such as CNBC and JobsintheMoney.com to speak on current events. At Cabrini, Dr. Harris has served as elected Chair of the Faculty Assembly and a member of the Faculty Cabinet.

#### Review Summary and Response

Dr. Harris expressed a strongly positive view of the BAS OLTM program. The program, she wrote, is "in line with your mission" and will "meet the needs of students with a technical skill set and associates degree." Among her commendations, she mentioned:

- The consensus building that contributed to program development
- Oversight by an Advisory Board
- Guiding principles
- Strong curriculum, including "good integration of technical skills, business, and leadership concepts"
- Student support through the Program Manager and Faculty Lead
- Faculty with terminal degrees in relevant fields
- Planned pathways to master's-level study

In order to improve the program, Dr. Harris made the following recommendations:

1. Review outcomes and outcomes assessment:
  - Reduce number of program outcomes in order to strengthen program assessment; remove unassessable outcomes
  - Assess the program goals yearly, rotating goals to be assessed; assess capstone project and professional portfolios annually with a rubric based on program outcomes
  - Map courses to relevant program outcomes and decide on “which artifacts are used for the assessment”
2. Consider developing a foundational course in leadership theories
3. Ensure OLTM 420 Planning, Leading, and Executing Strategic Change focuses on student research, including literature review and methodology
4. Develop a plan for students who may be unable to continue with the full-time cohort

In response to these recommendations, Olympic College made the following changes:

- Reduced and strengthened program outcomes
- Increased portfolio review to an annual assessment
- Will use Dr. Harris’s assessment matrix (sent to OC with her evaluation) to connect program outcomes, courses, and instruments and methods for assessment
- Integrated leadership theory into OLTM 301 Leading and Managing Technical Professionals and Organizations
- Revised OLTM 450 Senior Capstone to reflect greater applied focus; capstone projects will also be discussed in OLTM 420 in the context of strategic change
- Considered pathways for students who may be unable to continue with the full-time cohort. Students may:
  - Re-join their full-time cohort in a later quarter and complete missed quarter(s) later
  - Join a different cohort the next academic year
  - Continue with a part-time pathway if/when such a pathway is added

## **Dr. Jeffrey Yergler**

### Bio

Dr. Jeffrey Yergler has earned a BA (psychology), along with an M.Div and D.Min with a special focus on theology and organizational performance. He received his PhD from Gonzaga in Leadership Studies. Dr. Yergler spent 22 years working in senior leadership positions in large non-profit/sectarian organizations. In 2006 he moved into full-time academic instruction beginning with Olympic College where he served as lead faculty for organizational leadership and resource management. Dr. Yergler joined Golden Gate in August 2011 and teaches both undergraduate and graduate courses, also serving as the chair of the Undergraduate Management department. He is a principal for Integer Leadership Consulting, a firm that specializes in leadership training, executive coaching, diversity training, and management consulting solutions. He is also actively engaged in publishing book reviews and original research addressing coaching, cross-cultural management, leadership effectiveness, and the psychological impact of involuntary job loss.

### Review Summary and Response

In his review, Dr. Yergler commended the proposal overall, calling it “persuasive and convincing” and a program he could “endorse and enthusiastically support.” He noted in particular:

- The program's attention to diversity, inclusivity, and global orientation
- The focus on meeting specific local and regional needs
- "Balanced and comprehensive" curriculum
- A strong faculty core available to teach upper-level coursework
- Institutional support for the program

Dr. Yergler said there were no "red flags" in the program. Nevertheless, he did offer three suggestions:

1. Continue to add faculty with terminal degrees as the program "matures and grows"
2. Create a course devoted solely to the foundations and critical practices of management, rather than only having "management *and* ..." courses
3. Emphasize further the application of entrepreneurial planning and execution

In response to these suggestions, Olympic College:

- Will continue to add well-qualified program faculty as needed, including faculty with a relevant terminal degree
- Ensured OLTM 301 Leading and Managing Technical Professionals and Organizations has a strong focus not only on leadership but management theory and practice
- Will continue to explore the relevance and demand for entrepreneurial planning and execution in this applied program of study

## **APPENDICES**

### **Appendix A: Bachelor of Applied Science in Organizational Leadership and Technical Management Course Descriptions**

#### **OLTM Course Descriptions**

##### **OLTM 301 Leading and Managing Technical Professionals and Organizations**

Focus on leadership and management within a technical environment. Covers critical leadership issues, developing a leadership orientation, planning, structuring, organizing functions of management; the organization as a “system”; building and sustaining motivation, communication across organizational structures, frameworks for assessing organizational culture, supervisory methods, managerial decision-making, and individual, interpersonal, and group effectiveness in view of leading and managing the total enterprise.

##### **OLTM 310 Workplace and Environmental Safety**

Fundamentals of workplace/environmental safety management. Course is designed to increase appreciation for workplace safety, expand knowledge of potential hazards, and identify the necessary steps to conduct an environmental audit. Elements of safety management, OSHA standards, program design & execution, increasing leadership/organizational participation, stakeholder involvement, and performance assessment for continuous improvement.

##### **OLTM 320 Business and Leadership in a Digital Economy**

Students explore the impact of digital technologies on business processes to understand their leadership role in various organizations and professional-technical fields. Topics will focus on how leadership skills and practices support the implementation of new digital technologies in various business contexts, and how leadership, digital technologies and innovation intersect in the evolving business environment. Students will research and analyze how converging technologies, including mobile devices, cloud services, social media, search engine optimization and the emerging Internet of things, shape business functions such as customer and vendor relationships, marketing, process monitoring and optimization, and virtual collaboration.

##### **OLTM 330 Business Ethics and Policy**

Examines contemporary ethics and policy issues in business, with an emphasis on their application in the technical professions. Review of ethical theory and moral reasoning to address contemporary business issues through assigned and supplementary reading, case study analysis, and interactive and contextual simulations. Use of professional codes of ethics and decision-making models to guide ethical and policy-related leadership/management decisions.

##### **OLTM 340 Negotiation, Mediation, and Conflict Resolution**

Explore themes and skills related to negotiation, mediation, and conflict management within a variety of professional and organizational contexts. Examines nature, sources, and role of conflict; analyze relationship dynamics and underlying interests among conflicting parties; determine individual and group strategies through a variety of experiential activities and simulations.

##### **OLTM 400 Leading and Facilitating High Performance Teams**

Fundamental concepts, theories, and techniques for guiding work teams to achieve organizational outcomes and maximize human potential. Focus on current challenges and issues confronting leaders/managers in technical organizations and identifying positive team management strategies to build and sustain high performance teams.

### **OLTM 410 Quality Management and Process Improvement in Technical Organizations**

Quality management and process improvement methods within a technical environment. Through case studies and class discussion, examine strengths and challenges of process improvement including LEAN, Six Sigma and Just In Time systems. A special focus on safety practices when developing and implementing process improvement, organizational systems and infrastructure, process improvement plans, customer focus, continuous improvement, and team involvement.

### **OLTM 420 Planning, Leading, and Executing Strategic Change**

Focus on change management within a technical environment. Key leadership challenges, skills, and competencies from effectively planning, leading, executing, and sustaining change in a complex environment. Students will work collaboratively through a change management project, engage in research, and examine the importance of assessing an organization's capacity for change. An emphasis on effective decision-making practices and change models.

### **OLTM 450 Senior Capstone in Leadership and Technical Management**

Designed to integrate and apply program/professional competencies. Choose one or a combination of the following:

- Workplace leadership project synthesizing knowledge, skills, & experiences in area of technical expertise
- Service/community-based leadership project synthesizing program knowledge, skills, & experiences
- College-to-career transition experience (e.g., internship/practicum)
- Achievement of recognized external industry/professional standards or credentials

Submit concept paper one quarter prior to registering for this course; full-time OLTM faculty approval

### **BUS 215 Business Statistics**

Application of statistics in the fields of economics and business; descriptive statistics, inferential statistics, linear correlation and regression, probability, sampling, the Normal Distribution, confidence intervals, hypothesis testing.

### **CMST&230 Small Group Communications**

Students will explore, examine, and practice the dynamics within in organizational small groups including diversity, leadership, conflict management, decision making, and strategic thinking.

### **IS 350 Project Management I**

Students learn the main phases, strategies and tools that support effective project management processes. The course covers all the stages of the project life cycle: including selecting projects, project planning, and risk assessment through execution, monitoring and control. Through case studies students have the opportunity to assess and apply best project management practices in the context of real-world scenarios.

### **PSYCH 400 Industrial/Organizational Psychology**

Industrial and Organizational Psychology studies the psychology of people in organizations and the workplace. The focus is on applying the principles derived from the study of human behavior and applying this knowledge to the solution of problems at work. Areas of focus will include: Job/task analysis, recruitment, selection, performance management, talent development, teamwork/group dynamics, organization design, change management, and culture development.

## Appendix B: BAS OLTM External Reviews

### External Evaluation of Olympic College's Bachelor of Applied Science in Information Systems

Mary H. Harris, Ph.D.

Cabrini College

November 10, 2014

#### Overall assessment of Bachelor of Applied Science in Information Systems (BAS IS) program:

- Visioning workshop and consensus building is a good approach to starting a new program and usually leads to a stronger faculty buy in for the program.
- The guiding principles are good – were these based on the ILA Guiding principles at all? If not, you should look at the guiding principles as a reference for this proposal since it has the academic backing and support of the ILA in the leadership field.
- Overall strong curriculum in the area of leadership
- Well thought out projections regarding resources needed for plan to be successful
- This program should meet the needs of students with a technical skill set and associates degree
- Program is in line with your mission

#### Any specific aspect(s) of the BAS IS program that should be commended:

- The Advisory Board oversight is a strong component to keep the curriculum relevant
- Program Review is good, but also want to assess program goals on an annual basis – can rotate which ones you assess each year
- Strong curriculum – good integration of technical skills, business and leadership concepts
- Program manager and Faculty Lead to provide strong support for students
- Full time faculty have doctorates in the leadership discipline
- Good to have a pathway to a Masters program – develop partnership with area graduate programs that have a guaranteed acceptance for your students if they meet certain criteria

#### Any specific suggestion(s) for the BAS IS program:

- There are 12 program outcomes – this is a large number. Can you reduce this down to 4 or 5 outcomes that can be assessed? For instance - #10 how will you assess this outcome? #12 is not an outcome, the capstone is the artifact that should be used to assess the other program outcomes.
- The capstone project and professional portfolio should both be used with an assessment rubric based on the program outcomes and assessed annually. You don't have to assess each goal each year, but can rotate.
- I did not see a class that actually covers leadership theories – this would be a good foundational course for students to take first and then your other courses would build upon those theories.

- How much research does the OLTM 420 course have? You will need to cover at least some literature review and methodology in order for students to be prepared to complete an action research project in the capstone.
- Since this is a cohort model – what happens if a student stops out? Are they allowed to rejoin a different cohort?
- For a strong assessment plan – it also good to prepare a course mapping to the program outcomes. The attached assessment grid would be helpful in deciding which courses are connected to the different program outcomes, and then which artifacts are used for the assessment (ie accrediting bodies prefer the capstone projects).

**Jeffrey D. Yergler, Ph.D.**

**Assistant Professor of Management Department  
Chair, Undergraduate Management Golden Gate  
University  
536 Mission Street San  
Francisco, CA 94105**

November 17, 2014

Thank you for the opportunity to review this program proposal.



Jeffrey D. Yergler, Ph.D.

External Evaluation of Olympic College's Bachelor of Applied Science in Information Systems

Overall assessment of Bachelor of Applied Science in Information Systems (BAS IS) program:

I want to commend the team that designed and built the OLTM Program Proposal for Olympic College. Overall the proposal was clear and detailed. There was a very persuasive and convincing argument presented throughout each of the 8 Criterion. My comments follow below:

**CRITERION 1: CURRICULUM DEMONSTRATES BACCALAUREATE LEVEL RIGOR**

1. The detail here is very strong. The Guiding Principles and Learning Outcomes were comprehensive denoting a strong understanding of the application of leadership across the different components of the program. I especially appreciated the attention to diversity and connecting the program to the global community. The evaluation criteria, including program assessment structure, were excellent and substantial. This detailed vetting and validity process communicates the importance OC has placed on ensuring the program is and remains nimble, responsive, and value---added to students and employers and the region influenced by the program.

a. Comments on courses:

- i. The OLTM 450 Senior Capstone in Leadership and Technical Management is excellent with significant strategic importance to the student and the a solid assessment vehicle to examine the impact of the program.
- ii. While this may be covered within other Junior--- and Senior---level coursework, the importance of studying the foundations and critical practices of management as a stand---alone course holds great value. Additionally, the application of entrepreneurial planning and execution could be emphasized further in such a program. As to the former, courses that included management appeared to be management "and" courses. While this is a strength, it would be valuable to put additional emphasis on the practice of effective management principles that could be applied across organizations and industries (perhaps this is covered in OLTM 410). As to the latter, I would argue that in our rapidly changing and connected global economy, the capacity

to adapt...to think and act *entrepreneurially*...is absolutely essential for those leading and managing locally. This speaks to an area of the program that “appears” to be missing.

#### CRITERION 2: QUALIFIED FACULTY

1. The credentials of the faculty, FT and adjunct, are outstanding. What is impressive about this collection of faculty are the academic credentials that each member brings to the program. At this early point in the evolution of the program, the instructional staff is well qualified and brings a strong portfolio of practical/business/industry experience to the program. I think it will be increasingly important to add faculty with terminal degrees to the program as it matures and grows in impact and visibility.

#### CRITERION 3: SELECTIVE ADMISSIONS POLICY CONSISTENT WITH AN OPEN DOOR INSTITUTION

1. I am thoroughly impressed with OC’s emphasis on diversity, inclusiveness, and equal opportunity. The new VP of Equality and Inclusion coupled with the work of the DAC are not only necessary but also important to ensure that students and faculty feel supported and valued. Furthermore, this emphasis throughout OC helps to ensure that the BAS OLTM program will emphasize and integrate diversity and global connectivity in its approach to the universal work of effective leadership and management.

#### CRITERION 4: APPROPRIATE STUDENT SERVICES PLAN

1. The proposal indicates that students will be supported, thoughtfully advised, and well---resourced as they matriculate and make their way through all aspects of the program.

#### CRITERION 5: COMMITMENT TO BUILD AND SUSTAIN A HIGH---QUALITY PROGRAM

1. The additional staff and faculty needed to support the launch and growth of the program communicates an early strong commitment to program oversight. The addition of the Faculty Lead and Program Manager and their respective responsibilities will be necessary to ensure the development of the program and all is component parts are aligned with the institutional goals for the program.

#### CRITERION 6: PROGRAM---SPECIFIC ACCREDITATION

1. I am unclear as to the positive/impact of not seeking program specific accreditation. Indeed, the program does not seem sufficiently “management---based” to qualify for accreditation from The Association to Advance Collegiate Schools of Business (AACSB).

Any specific aspect(s) of the BAS OLTM program that should be commended:

I have identified areas above that are outstanding and to be commended. In particular, the attention to diversity and inclusivity are strong in this program. The global orientation is positive. Attention to the local and regional needs that will inform enrollments is very encouraging. The curriculum design is balanced and comprehensive. The faculty core available to support the inventory of upper division courses is outstanding. The institutional support is encouraging and allows for a “best possible start”

scenario for the new program. The design is clearly responsive to the demographic and labor market needs of the area.

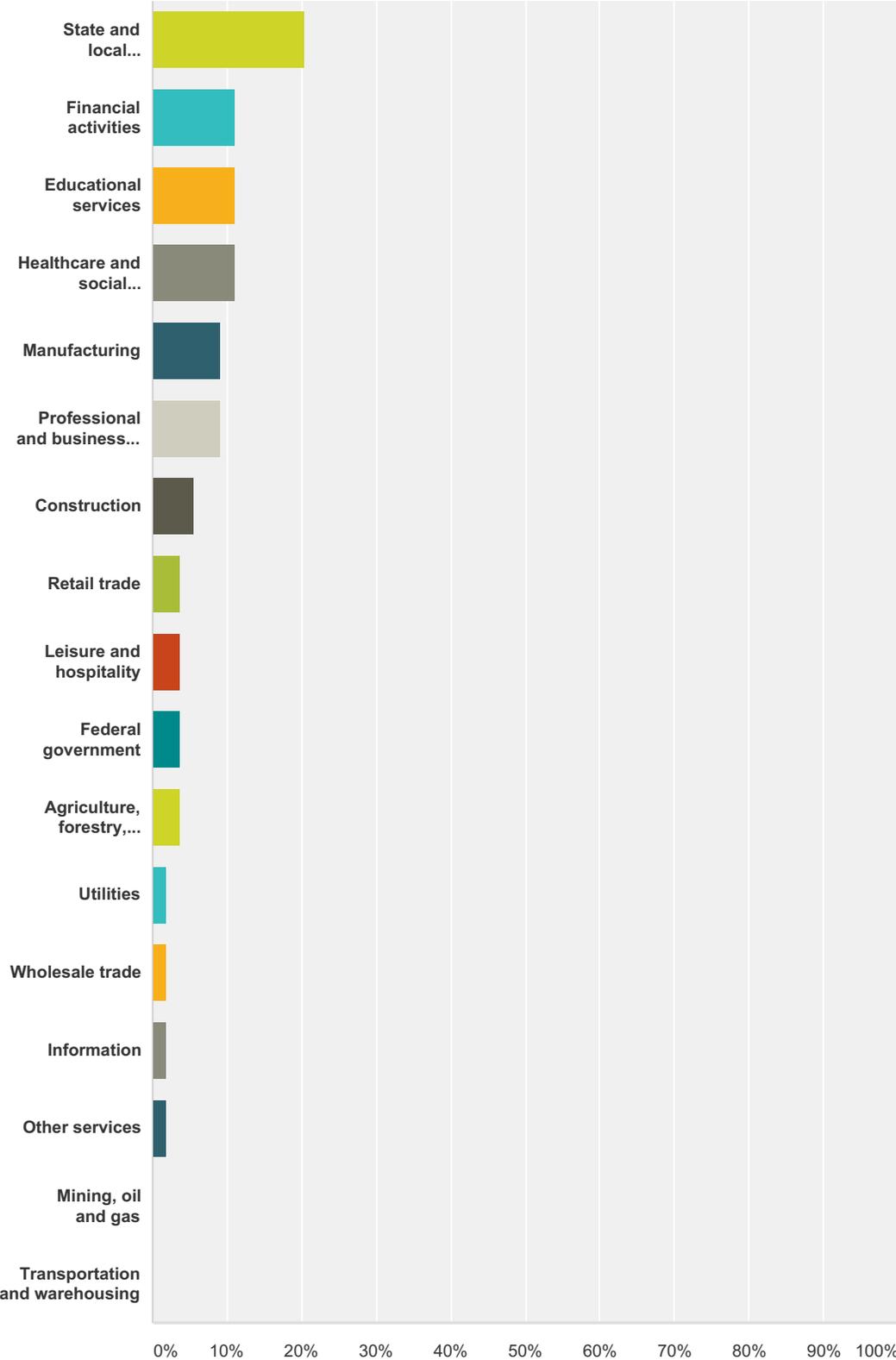
Any specific suggestion(s) for the BAS OLTM program:

My only suggestions area based around two components of the curriculum (see above). There are no “red flags” in this proposal. I fully endorse and enthusiastically support the launch of this program. OC has been and continues to be a leader around the conversation of preparing men and women to bring effective and transformational leadership and management skills to organizations in the PNW and beyond.

## Appendix C: Surveys

### Q1 What primary industry (NAICS code) does your organization support?

Answered: 54 Skipped: 0

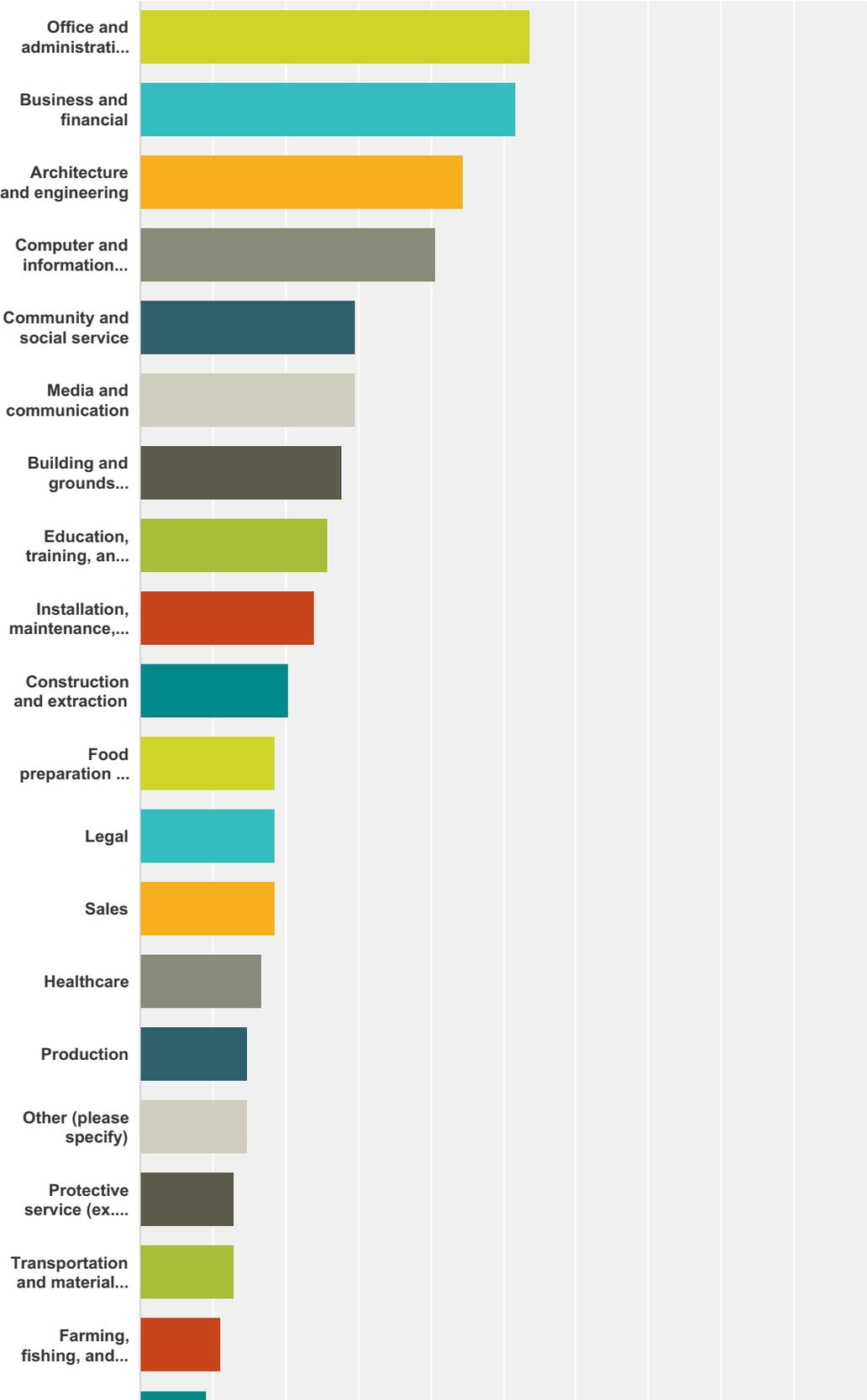


## BAS Leadership/Supervision/Management Employer Survey

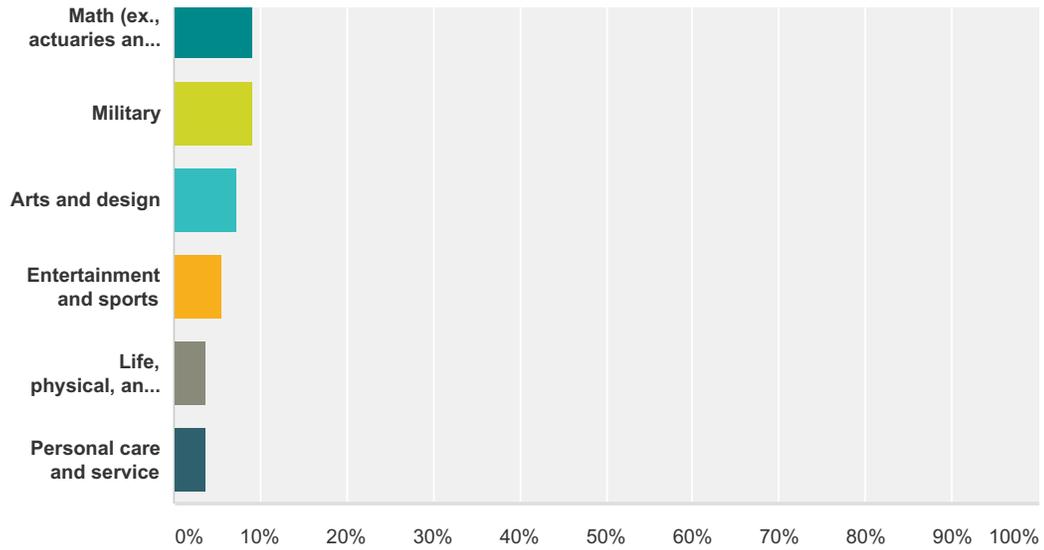
Answer Choices	Responses	
State and local government	20.37%	11
Financial activities	11.11%	6
Educational services	11.11%	6
Healthcare and social assistance	11.11%	6
Manufacturing	9.26%	5
Professional and business services	9.26%	5
Construction	5.56%	3
Retail trade	3.70%	2
Leisure and hospitality	3.70%	2
Federal government	3.70%	2
Agriculture, forestry, fishing, and hunting	3.70%	2
Utilities	1.85%	1
Wholesale trade	1.85%	1
Information	1.85%	1
Other services	1.85%	1
Mining, oil and gas	0.00%	0
Transportation and warehousing	0.00%	0
<b>Total</b>		<b>54</b>

**Q2 What type of occupation(s) does your organization support? Select all that apply.**

Answered: 54 Skipped: 0



## BAS Leadership/Supervision/Management Employer Survey



Answer Choices	Responses	
Office and administrative support	53.70%	29
Business and financial	51.85%	28
Architecture and engineering	44.44%	24
Computer and information technology	40.74%	22
Community and social service	29.63%	16
Media and communication	29.63%	16
Building and grounds cleaning	27.78%	15
Education, training, and library	25.93%	14
Installation, maintenance, and repair	24.07%	13
Construction and extraction	20.37%	11
Food preparation and serving	18.52%	10
Legal	18.52%	10
Sales	18.52%	10
Healthcare	16.67%	9
Production	14.81%	8
Other (please specify)	14.81%	8
Protective service (ex., firefighters, police, corrections)	12.96%	7
Transportation and material moving	12.96%	7
Farming, fishing, and forestry	11.11%	6
Math (ex., actuaries and statisticians)	9.26%	5

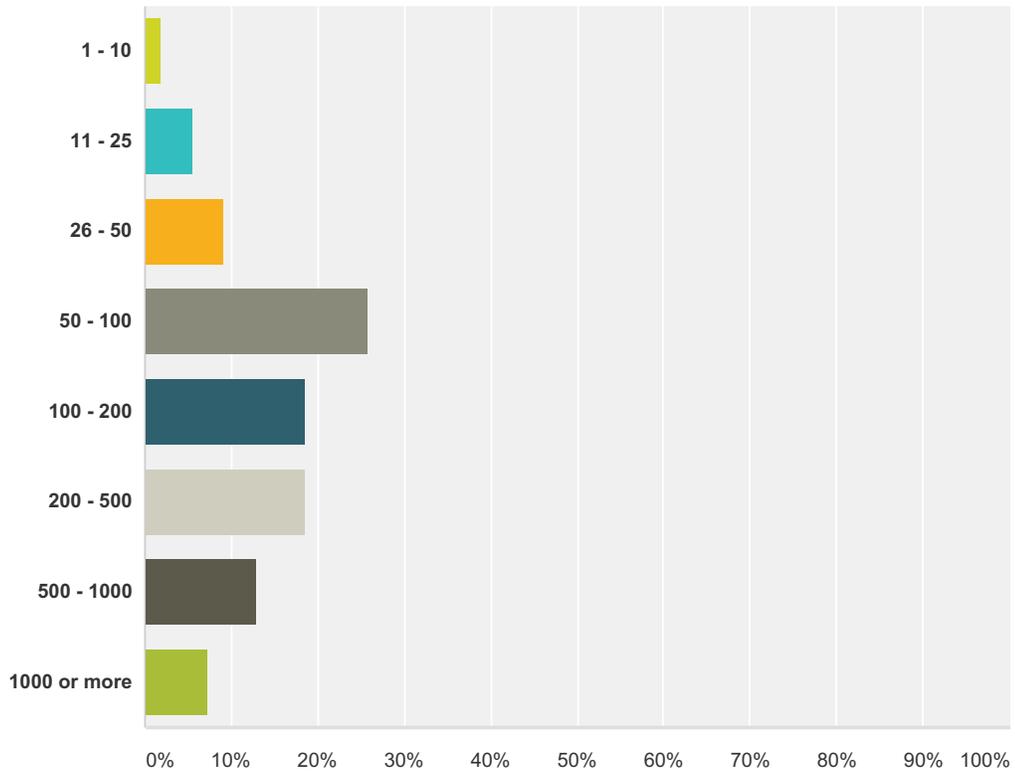
## BAS Leadership/Supervision/Management Employer Survey

Military	9.26%	5
Arts and design	7.41%	4
Entertainment and sports	5.56%	3
Life, physical, and social science	3.70%	2
Personal care and service	3.70%	2
<b>Total Respondents: 54</b>		

#	Other (please specify)	Date
1	Human Resources, Safety,	8/11/2014 3:30 PM
2	Boat building manufacturing welding mechanics	8/7/2014 6:10 AM
3	Nonprofit Human Services	8/4/2014 9:11 AM
4	Machining, composites, logistics	8/4/2014 9:02 AM
5	Wholesale Beverage Distribution	8/4/2014 8:51 AM
6	JUDICIALLY MANDATED AND DEPARTMENT OF LICENSING REQUIRED SERVICES	8/2/2014 5:34 AM
7	Public schools	8/1/2014 6:05 PM
8	property management	8/1/2014 5:56 PM

### Q3 About how many people does your organization employ in this region?

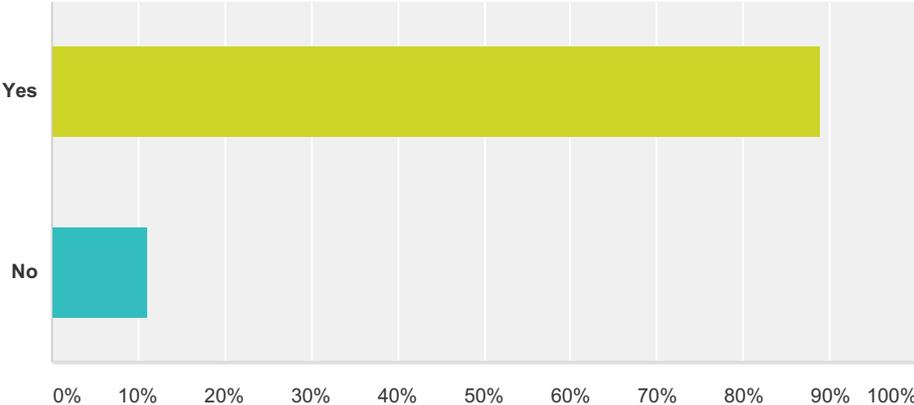
Answered: 54 Skipped: 0



Answer Choices	Responses	
1 - 10	1.85%	1
11 - 25	5.56%	3
26 - 50	9.26%	5
50 - 100	25.93%	14
100 - 200	18.52%	10
200 - 500	18.52%	10
500 - 1000	12.96%	7
1000 or more	7.41%	4
<b>Total</b>		<b>54</b>

**Q4 When your organization hires for leadership, supervisory, or management positions, do you prefer a certain level of education?**

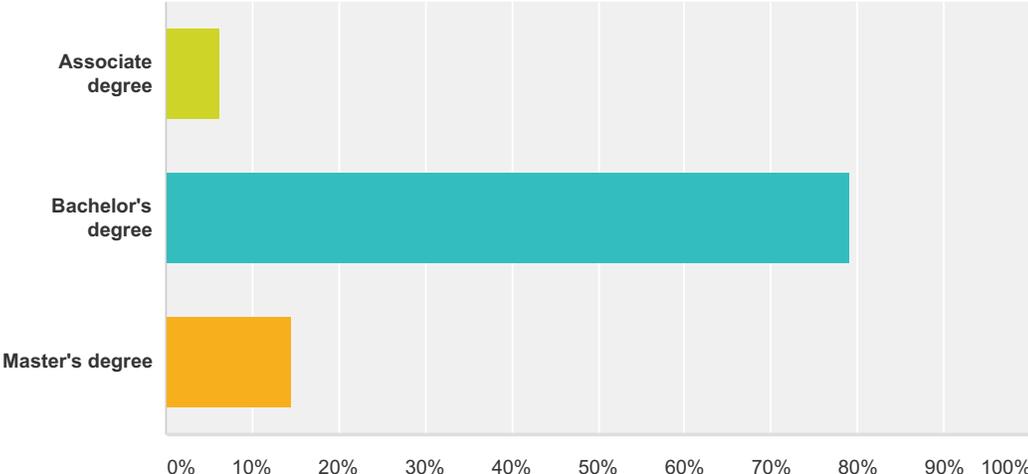
Answered: 54 Skipped: 0



Answer Choices	Responses
Yes	88.89% 48
No	11.11% 6
<b>Total</b>	<b>54</b>

**Q5 When your organization hires for leadership, supervisory, or management positions, what level of education do you prefer?**

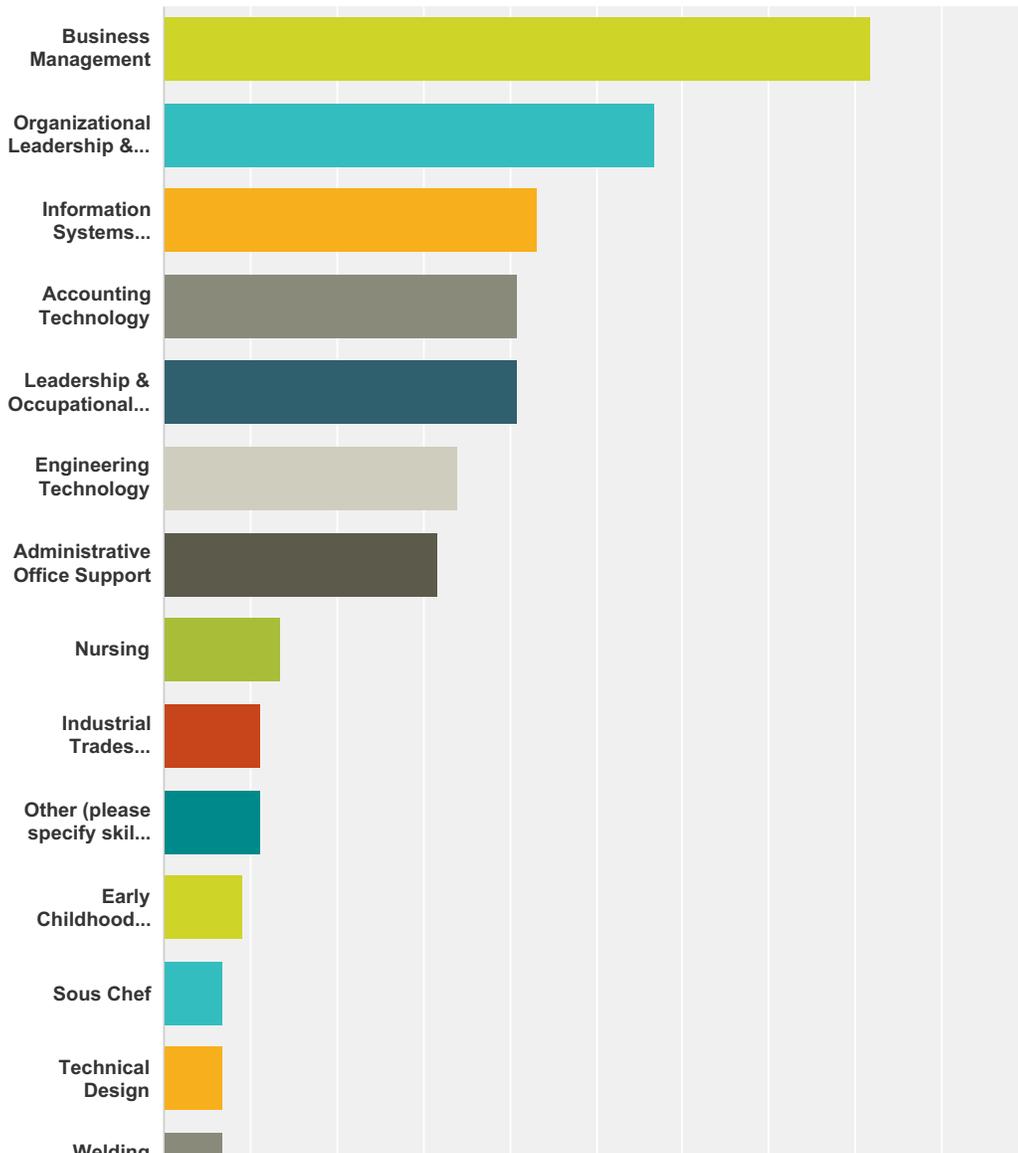
Answered: 48 Skipped: 6



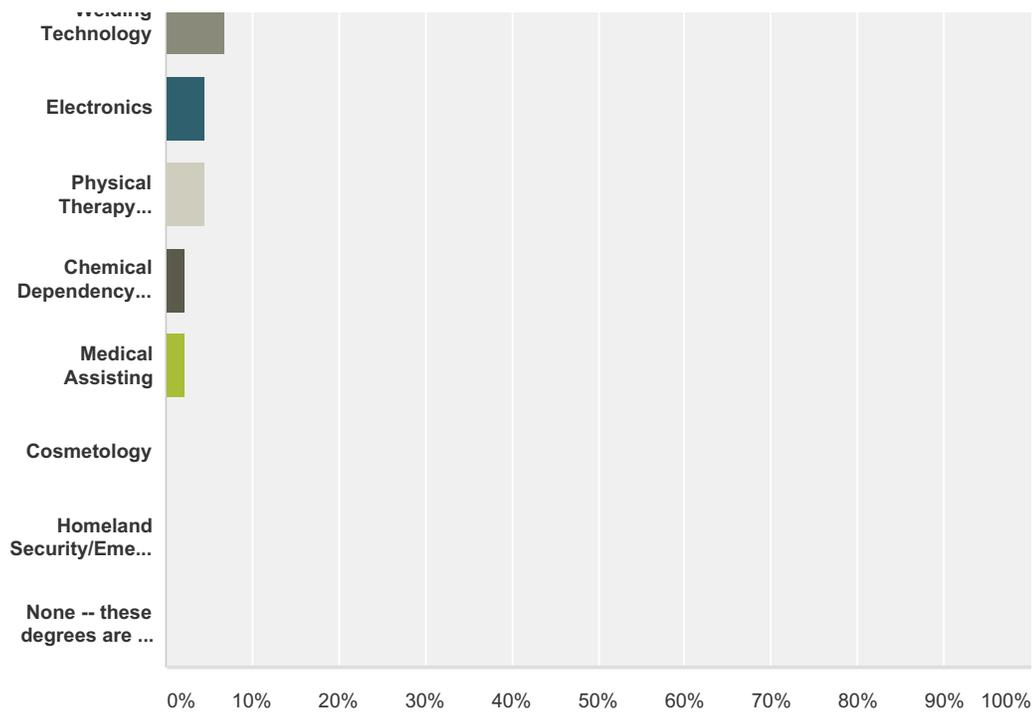
Answer Choices	Responses
Associate degree	6.25% 3
Bachelor's degree	79.17% 38
Master's degree	14.58% 7
<b>Total</b>	<b>48</b>

**Q6 Olympic College offers the following associate degrees in specific professional technical skill areas. Students graduating with these associate degrees would be eligible to enroll in the Bachelor of Applied Science (BAS) degree program in leadership, supervision, and management. If your organization hired BAS graduates who also held one of these associate degrees, which of the associate degrees would add the most value and/or be most relevant to your organization's leadership/supervision/management team? Select all that apply.**

Answered: 44 Skipped: 10



## BAS Leadership/Supervision/Management Employer Survey



Answer Choices	Responses	Count
Business Management	81.82%	36
Organizational Leadership & Resources Management	56.82%	25
Information Systems Specialist	43.18%	19
Accounting Technology	40.91%	18
Leadership & Occupational Studies	40.91%	18
Engineering Technology	34.09%	15
Administrative Office Support	31.82%	14
Nursing	13.64%	6
Industrial Trades Technician	11.36%	5
Other (please specify skill area)	11.36%	5
Early Childhood Education	9.09%	4
Sous Chef	6.82%	3
Technical Design	6.82%	3
Welding Technology	6.82%	3
Electronics	4.55%	2
Physical Therapy Assistant	4.55%	2
Chemical Dependency Counseling	2.27%	1

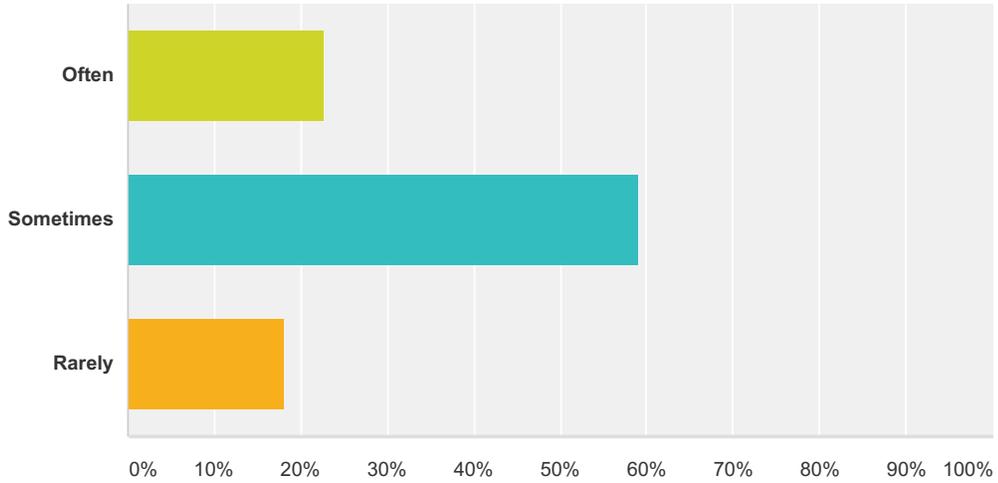
## BAS Leadership/Supervision/Management Employer Survey

Medical Assisting	<b>2.27%</b>	1
Cosmetology	<b>0.00%</b>	0
Homeland Security/Emergency Management	<b>0.00%</b>	0
None -- these degrees are not relevant to my organization	<b>0.00%</b>	0
<b>Total Respondents: 44</b>		

#	Other (please specify skill area)	Date
1	architecture, interior design, BIM	8/12/2014 1:50 PM
2	Forestry	8/12/2014 11:54 AM
3	Human Resource Management	8/12/2014 9:56 AM
4	Human Resources	8/4/2014 9:56 AM
5	Accounting, finance, human resources, operations, business development	8/3/2014 4:01 PM

**Q7 Have you experienced difficulty finding qualified internal or external candidates to fill leadership, supervisory, and/or management positions?**

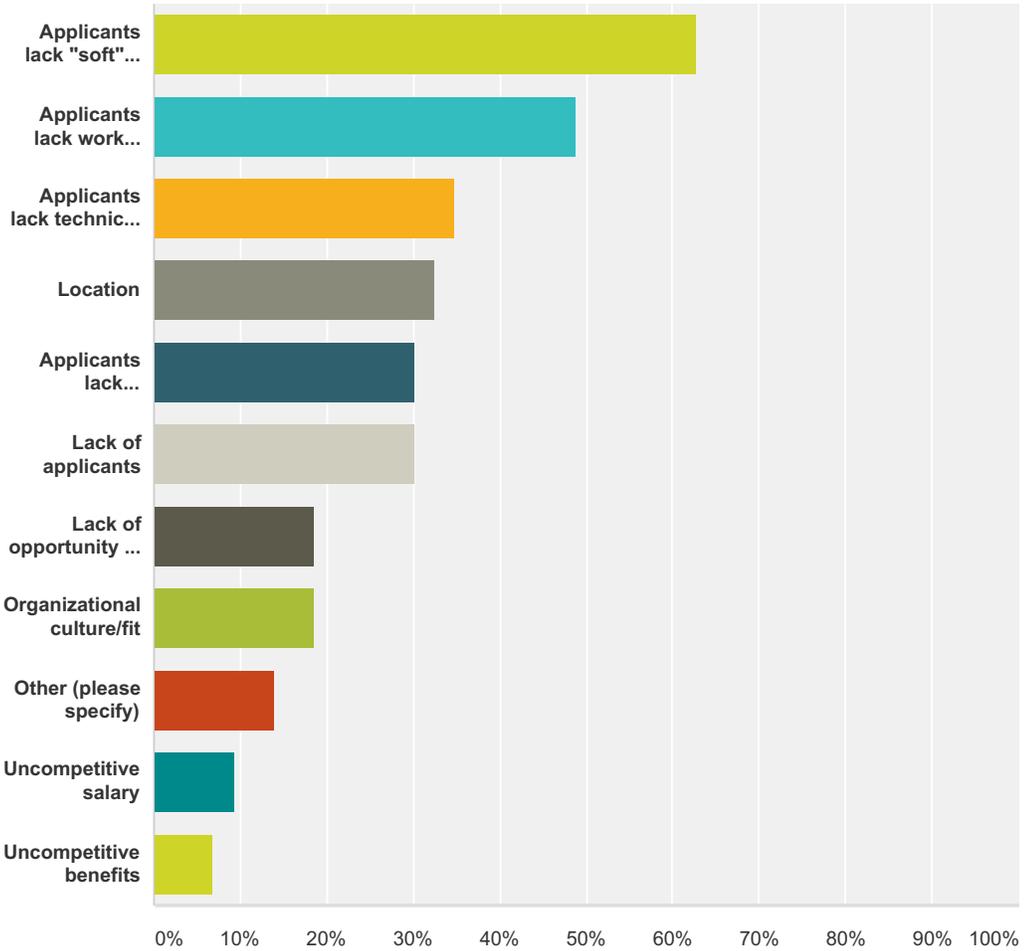
Answered: 44 Skipped: 10



Answer Choices	Responses
Often	22.73% 10
Sometimes	59.09% 26
Rarely	18.18% 8
<b>Total</b>	<b>44</b>

**Q8 What are your major challenges when it comes to hiring for leadership, supervisory, and management related positions? Select all that apply.**

Answered: 43 Skipped: 11



Answer Choices	Responses
Applicants lack "soft" skills (communication, time management, leadership, etc.)	62.79% 27
Applicants lack work experience/track record	48.84% 21
Applicants lack technical skills	34.88% 15
Location	32.56% 14
Applicants lack education/degree(s)	30.23% 13
Lack of applicants	30.23% 13
Lack of opportunity for advancement	18.60% 8
Organizational culture/fit	18.60% 8

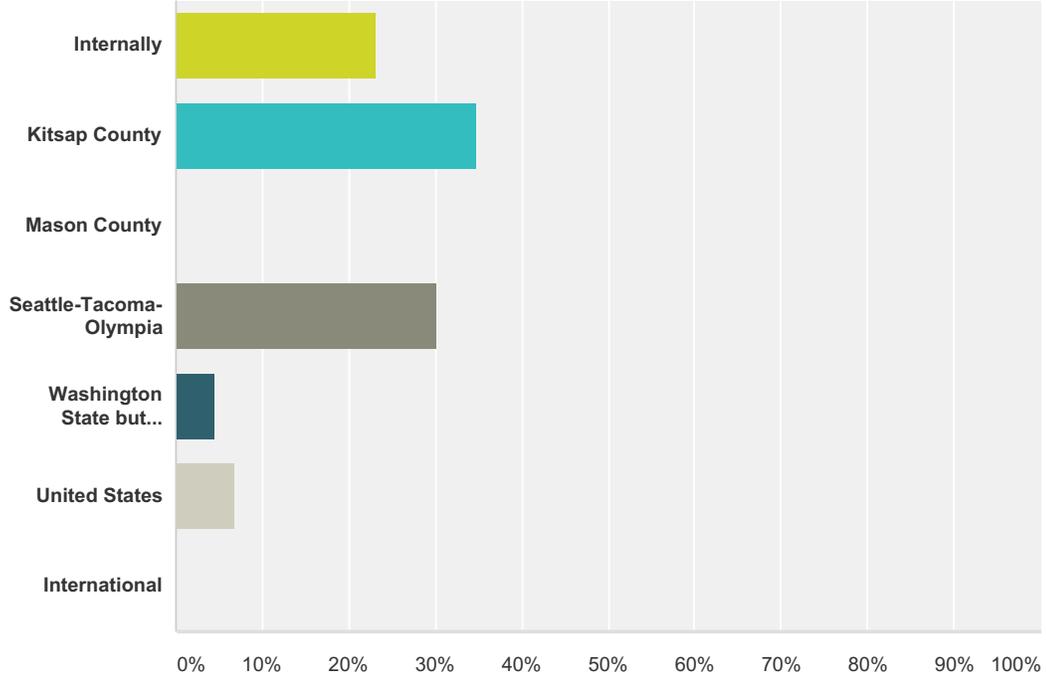
## BAS Leadership/Supervision/Management Employer Survey

Other (please specify)	<b>13.95%</b>	6
Uncompetitive salary	<b>9.30%</b>	4
Uncompetitive benefits	<b>6.98%</b>	3
<b>Total Respondents: 43</b>		

#	Other (please specify)	Date
1	Need employees with better education/ technical writing skills, structural plan reading, construction knowledge	8/26/2014 5:11 PM
2	None	8/22/2014 8:49 AM
3	Promoting from within often leads to go tech skills but not enough skills and experience in leadership and supervision.	8/7/2014 6:15 AM
4	Writing fluency.	8/4/2014 9:58 AM
5	Qualified applicant often lack commitment to Kitsap	8/1/2014 8:28 PM
6	I look for personality traits: integrity, compassion, kindness, initiative, etc...unfortunately these are not learnable skills but character traits.	8/1/2014 5:42 PM

**Q9 Where do you currently find the majority of your leadership, supervisory, and/or management related hires?**

Answered: 43 Skipped: 11



Answer Choices	Responses	
Internally	23.26%	10
Kitsap County	34.88%	15
Mason County	0.00%	0
Seattle-Tacoma-Olympia	30.23%	13
Washington State but outside region	4.65%	2
United States	6.98%	3
International	0.00%	0
<b>Total</b>		<b>43</b>

**Q10 About how many leadership, supervisory, and/or management positions do you expect to hire in the next five (5) years?**

Answered: 43 Skipped: 11

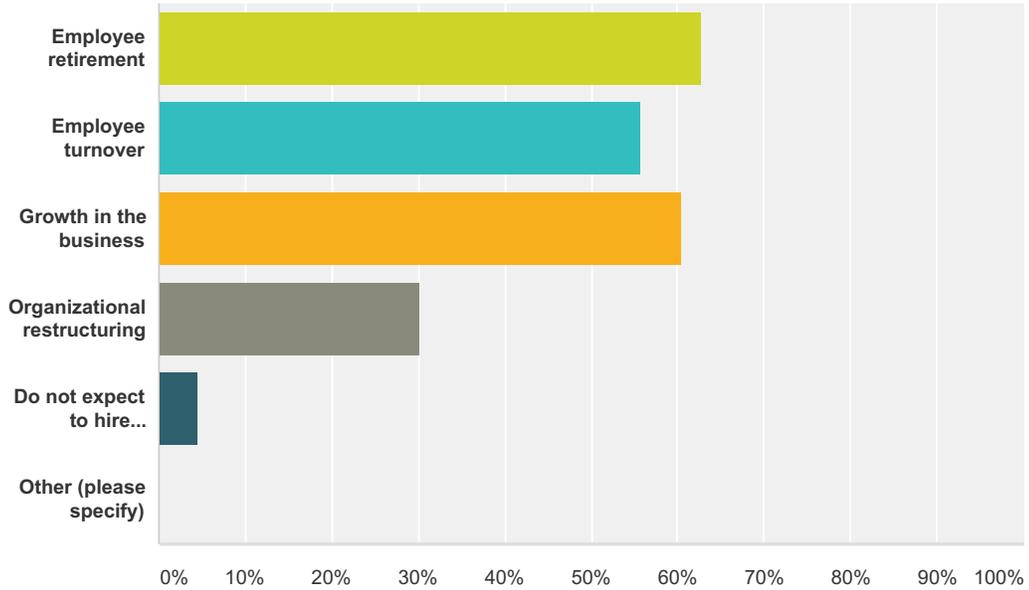
#	Responses	Date
1	2	9/8/2014 3:47 PM
2	2	8/26/2014 5:11 PM
3	10	8/25/2014 8:01 PM
4	0	8/22/2014 8:49 AM
5	7	8/21/2014 7:50 PM
6	25	8/21/2014 6:54 PM
7	4	8/21/2014 1:13 PM
8	10	8/21/2014 12:50 PM
9	9	8/15/2014 2:38 PM
10	4	8/12/2014 1:51 PM
11	10	8/12/2014 11:54 AM
12	100	8/12/2014 9:57 AM
13	10	8/12/2014 8:41 AM
14	5	8/12/2014 8:19 AM
15	5	8/12/2014 2:42 AM
16	10	8/11/2014 6:09 PM
17	12	8/11/2014 4:49 PM
18	4	8/11/2014 4:04 PM
19	2	8/11/2014 3:50 PM
20	1	8/11/2014 3:30 PM
21	5	8/11/2014 3:23 PM
22	10	8/7/2014 6:18 AM
23	10	8/5/2014 10:16 AM
24	3	8/5/2014 9:46 AM
25	10	8/4/2014 3:35 PM
26	25	8/4/2014 11:22 AM
27	20	8/4/2014 10:00 AM
28	2	8/4/2014 10:00 AM
29	1	8/4/2014 9:51 AM
30	5	8/4/2014 9:13 AM

## BAS Leadership/Supervision/Management Employer Survey

31	5	8/4/2014 9:04 AM
32	5	8/4/2014 8:54 AM
33	10	8/4/2014 7:34 AM
34	10	8/3/2014 9:14 PM
35	4	8/3/2014 4:03 PM
36	10	8/2/2014 11:12 AM
37	20	8/2/2014 9:41 AM
38	2	8/2/2014 6:01 AM
39	10	8/1/2014 8:29 PM
40	6	8/1/2014 5:59 PM
41	2	8/1/2014 5:46 PM
42	3	8/1/2014 5:42 PM
43	5	8/1/2014 5:30 PM

**Q11 If you expect to hire leadership, supervisory, or management positions in the next five (5) years, what reason(s) would you give for these hires? Select all that apply.**

Answered: 43 Skipped: 11



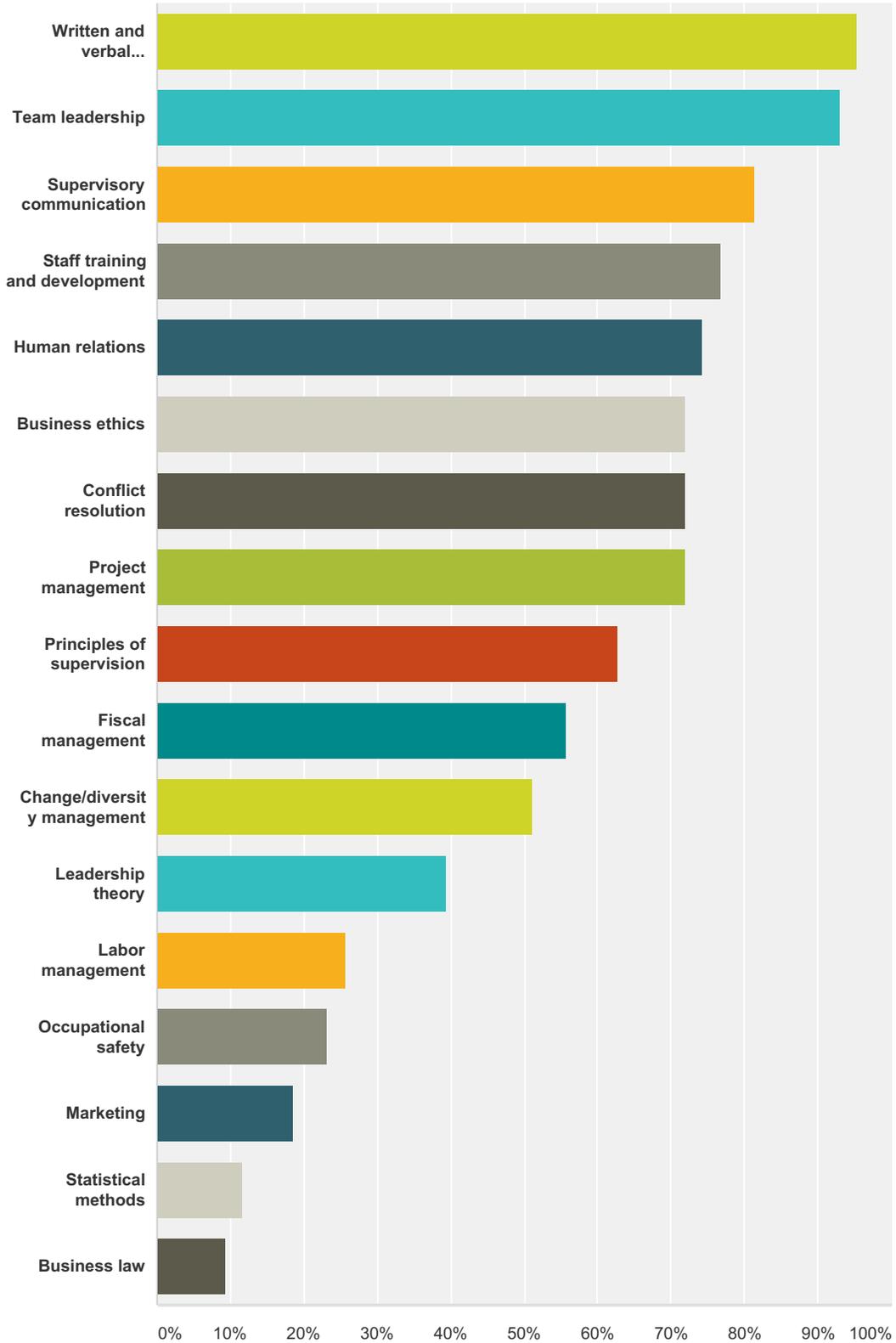
Answer Choices	Responses
Employee retirement	62.79% 27
Employee turnover	55.81% 24
Growth in the business	60.47% 26
Organizational restructuring	30.23% 13
Do not expect to hire leadership, supervisory, or management positions	4.65% 2
Other (please specify)	0.00% 0
<b>Total Respondents: 43</b>	

#	Other (please specify)	Date
	There are no responses.	

**Q12 What knowledge, skills, and abilities do you look for in leadership, supervisory, or management roles? Select all that apply.**

Answered: 43 Skipped: 11

# BAS Leadership/Supervision/Management Employer Survey



Answer Choices	Responses	
Written and verbal communication	95.35%	41
Team leadership	93.02%	40

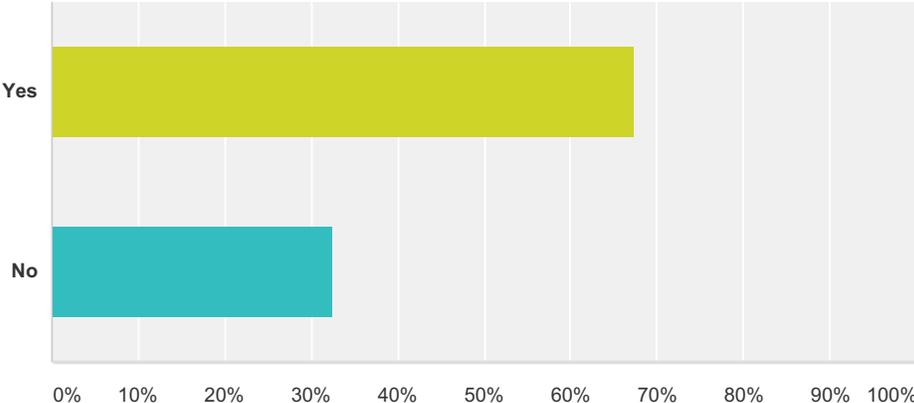
## BAS Leadership/Supervision/Management Employer Survey

Supervisory communication	81.40%	35
Staff training and development	76.74%	33
Human relations	74.42%	32
Business ethics	72.09%	31
Conflict resolution	72.09%	31
Project management	72.09%	31
Principles of supervision	62.79%	27
Fiscal management	55.81%	24
Change/diversity management	51.16%	22
Leadership theory	39.53%	17
Labor management	25.58%	11
Occupational safety	23.26%	10
Marketing	18.60%	8
Statistical methods	11.63%	5
Business law	9.30%	4
<b>Total Respondents: 43</b>		

#	Other (please specify)	Date
1	plus (but more important than) technical skills and experience in our business lines	8/4/2014 10:02 AM

**Q13 Thinking about your existing employees without bachelor's degrees who serve in leadership, supervisory, or managerial roles--or who have strong potential to take on those roles: Would you be interested in having these employees earn a bachelor's degree?**

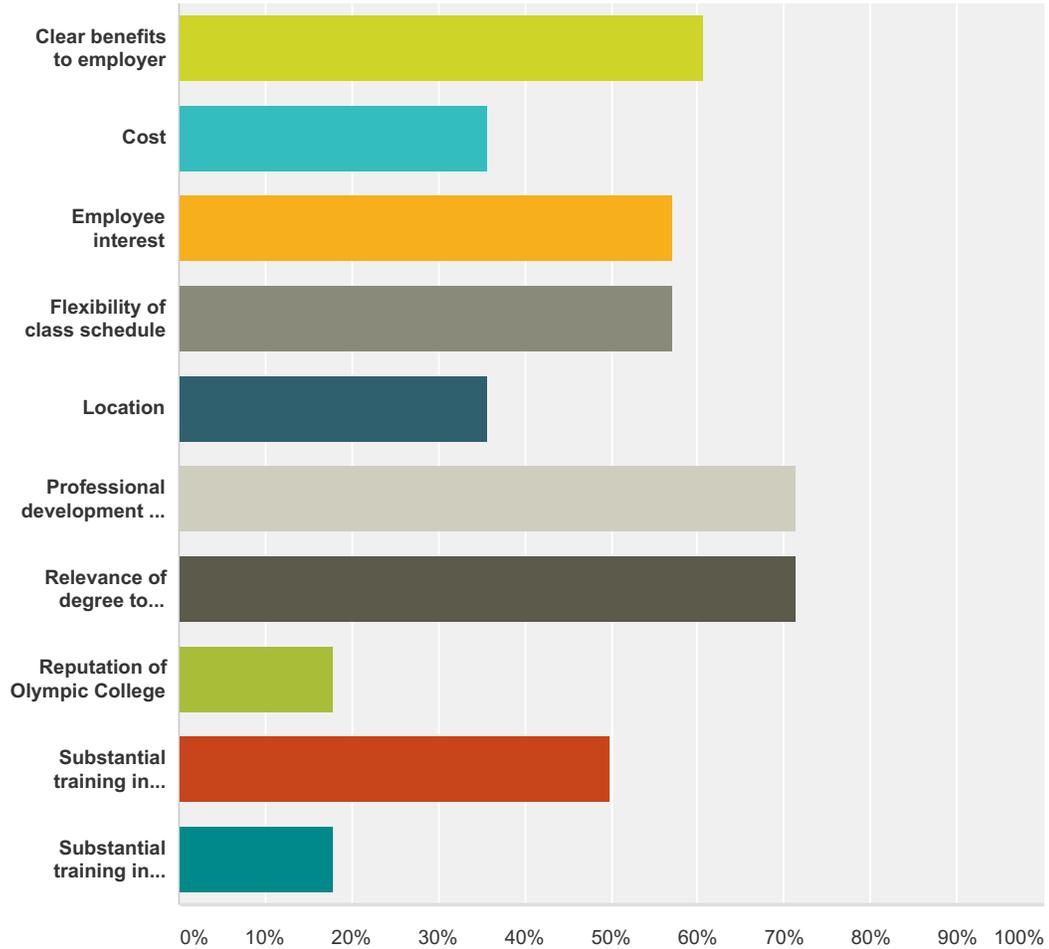
Answered: 43 Skipped: 11



Answer Choices	Responses	
Yes	67.44%	29
No	32.56%	14
<b>Total</b>		<b>43</b>

**Q14 What factors would most influence your decision to encourage these employees without bachelor's degrees to pursue one in leadership, supervision, and management at Olympic College?**

Answered: 28 Skipped: 26



Answer Choices	Responses
Clear benefits to employer	60.71% 17
Cost	35.71% 10
Employee interest	57.14% 16
Flexibility of class schedule	57.14% 16
Location	35.71% 10
Professional development of employees	71.43% 20
Relevance of degree to employee role	71.43% 20

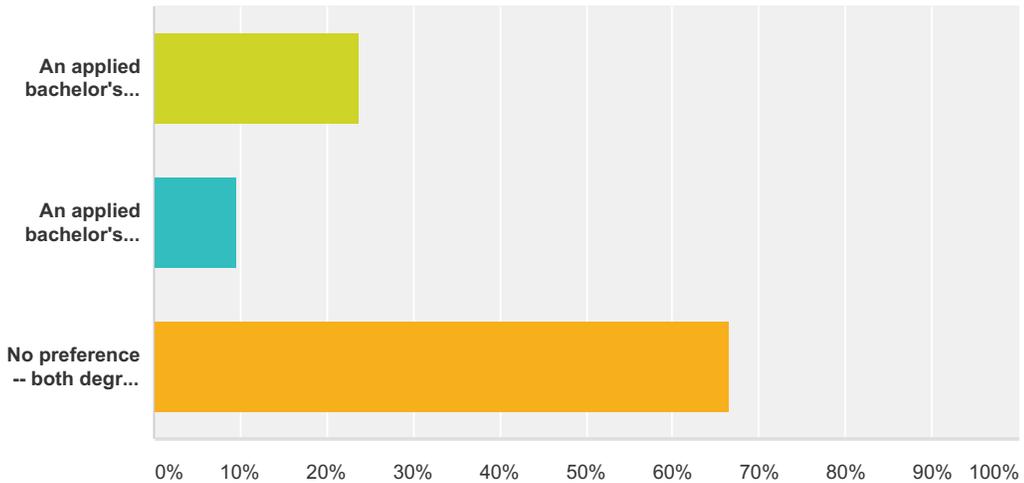
## BAS Leadership/Supervision/Management Employer Survey

Reputation of Olympic College	<b>17.86%</b>	5
Substantial training in "soft" skills ((communication, time management, leadership, etc.)	<b>50.00%</b>	14
Substantial training in technical skills	<b>17.86%</b>	5
<b>Total Respondents: 28</b>		

#	Other (please specify)	Date
1	This degree not really applicable for our industry unless also study construction technology and or engineering (civil or structural)	8/26/2014 5:13 PM

**Q15 An applied bachelor's degree, such as the Bachelor of Applied Science (BAS), differs from a traditional bachelor's degree in that it emphasizes learning with direct applicability to the workforce. As an employer, how would you rate the desirability of an applied bachelor's degree (BAS) compared to a traditional bachelor's degree (BA or BS)?**

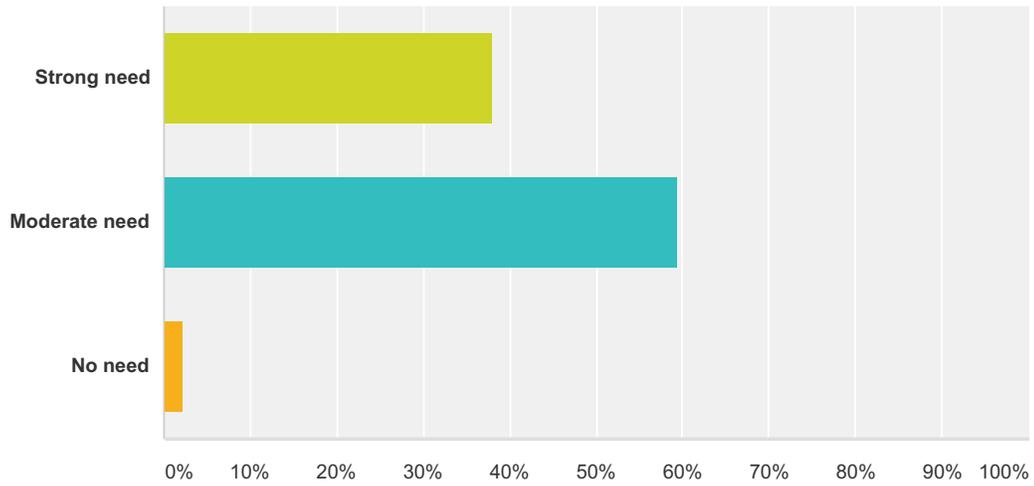
Answered: 42 Skipped: 12



Answer Choices	Responses
An applied bachelor's degree is more desirable than a traditional bachelor's degree	23.81% 10
An applied bachelor's degree is less desirable than a traditional bachelor's degree	9.52% 4
No preference -- both degrees are equally desirable	66.67% 28
<b>Total</b>	<b>42</b>

**Q16 In your opinion, is there need for this degree in the region?**

Answered: 42 Skipped: 12

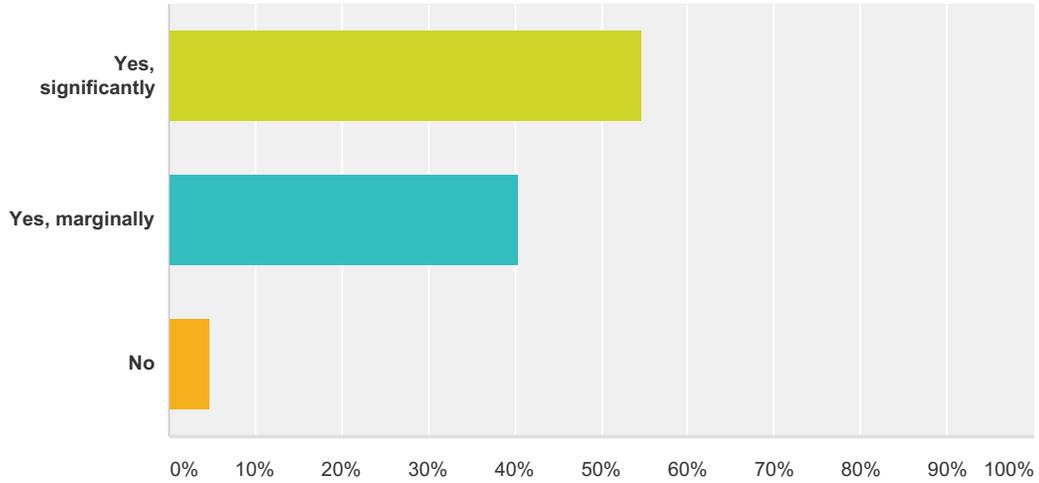


Answer Choices	Responses
Strong need	38.10% 16
Moderate need	59.52% 25
No need	2.38% 1
<b>Total</b>	<b>42</b>

#	Comment (optional)	Date
1	I'd be concerend that there may not be enough numbers to keep the program sustainable.	8/21/2014 6:56 PM
2	Really not needed in my business, but perhaps fits larger employers such as PSNS?	8/11/2014 3:34 PM
3	Good degree field. Not a substitute for technical expertise and experience. Not likely to hire without those elements. If a candidate applied with the requisite experience, this degree would then serve to differentiate them from the pack.	8/4/2014 10:05 AM
4	Only because it is good to have. Leadership seminars and training are preferable. Technical skills are a must.	8/4/2014 9:06 AM
5	Yes yes yes! just what we need	8/1/2014 8:33 PM

**Q17 In your opinion, would a BAS degree in leadership, supervision, and management increase student ability to compete for jobs they would likely apply to?**

Answered: 42 Skipped: 12

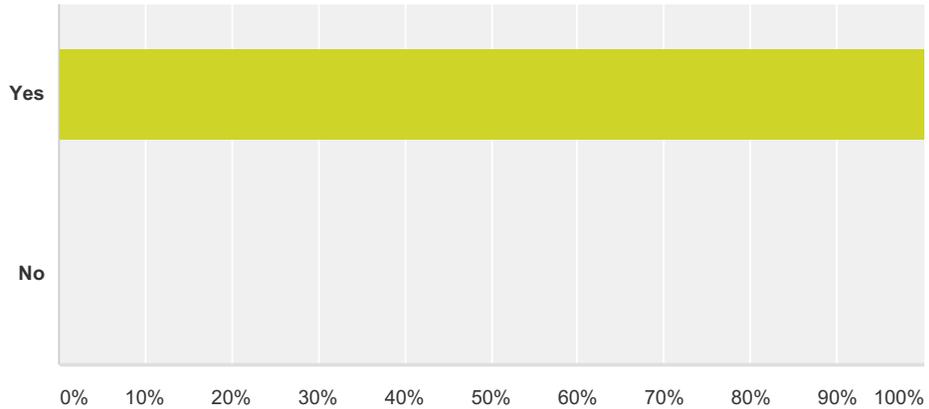


Answer Choices	Responses
Yes, significantly	54.76% 23
Yes, marginally	40.48% 17
No	4.76% 2
<b>Total</b>	<b>42</b>

#	Comment (optional)	Date
1	It would mainly assist internal candidates who have institutional knowledge but lack the degree and leadership knowledge. I don't believe it would have much impact on external candidates.	8/21/2014 6:58 PM
2	Most of our leadership are technical experts, Professional Engineers, Scientists, Planners	8/4/2014 9:15 AM

**Q18 Thinking about your existing employees without bachelor's degrees serving in leadership, supervisory, or management roles--or who have strong potential to take on those roles: Would you be interested in having these employees earn a bachelor's degree in leadership, supervision, and management at Olympic College?**

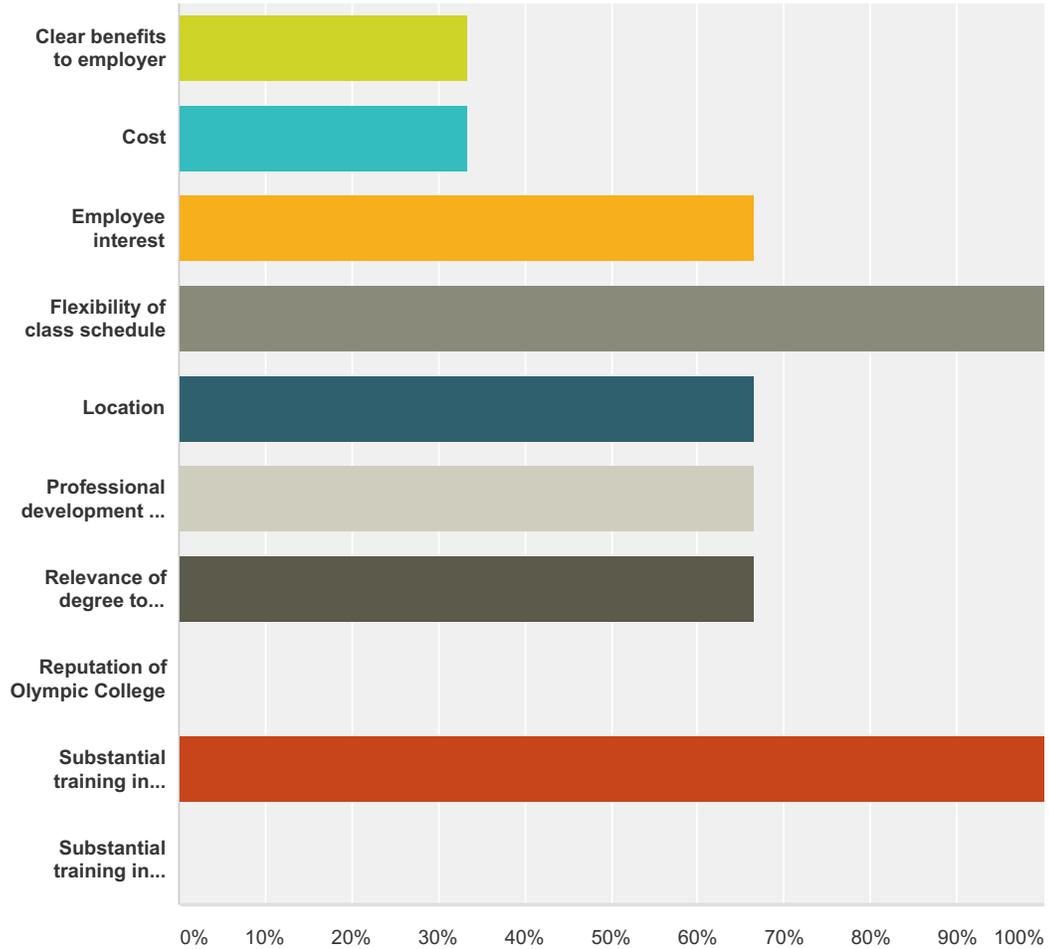
Answered: 3 Skipped: 51



Answer Choices	Responses
Yes	100.00% 3
No	0.00% 0
<b>Total</b>	<b>3</b>

**Q19 What factors would most influence your decision to encourage these employees without bachelor's degrees to pursue one in leadership, supervision, and management at Olympic College?**

Answered: 3 Skipped: 51



Answer Choices	Responses
Clear benefits to employer	33.33% 1
Cost	33.33% 1
Employee interest	66.67% 2
Flexibility of class schedule	100.00% 3
Location	66.67% 2
Professional development of employees	66.67% 2
Relevance of degree to employee role	66.67% 2

## BAS Leadership/Supervision/Management Employer Survey

Reputation of Olympic College	<b>0.00%</b>	0
Substantial training in "soft" skills ((communication, time management, leadership, etc.)	<b>100.00%</b>	3
Substantial training in technical skills	<b>0.00%</b>	0
<b>Total Respondents: 3</b>		

#	Other (please specify)	Date
	There are no responses.	

**Q20 Olympic College currently offers these additional bachelor's degree programs. Would any of these programs be relevant to your employees without bachelor's degrees serving in leadership, supervision, or management roles? Select all that apply.**

Answered: 0 Skipped: 54

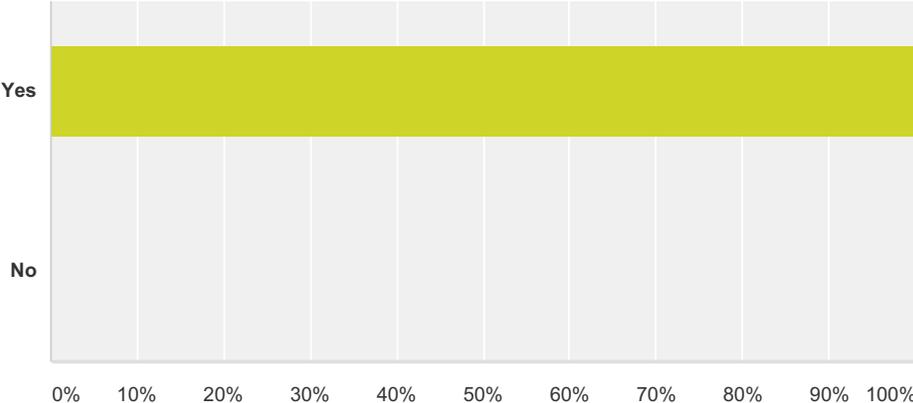
! No matching responses.

Answer Choices	Responses
Bachelor of Science in Nursing	0.00% 0
Bachelor of Applied Science in Information Systems	0.00% 0
Bachelor of Applied Science in leadership, supervision, and management	0.00% 0
None of these degrees would be relevant	0.00% 0
<b>Total Respondents: 0</b>	

#	I would also like to see a bachelor's degree in:	Date
	There are no responses.	

**Q21 Would you consider hiring a graduate of the BAS degree program in leadership, supervision, and management if that employee could work and pursue a master's degree at the same time?**

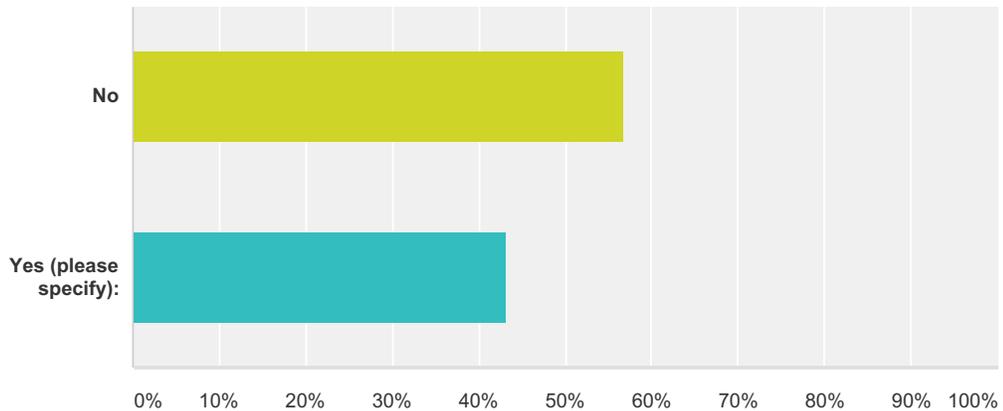
Answered: 7 Skipped: 47



Answer Choices	Responses
Yes	100.00% 7
No	0.00% 0
<b>Total</b>	<b>7</b>

**Q22 Olympic College is always researching new programs of study that will serve local communities and meet regional industry demand. Are there bachelor's degrees Olympic College should consider developing in addition to a Bachelor of Applied Science degree in leadership, supervision, and management?**

Answered: 51 Skipped: 3



Answer Choices	Responses
No	56.86% 29
Yes (please specify):	43.14% 22
<b>Total</b>	<b>51</b>

#	Yes (please specify):	Date
1	As I stated, I need Inspectors (ICC Code requirement) that have above average communication skills, math skills and some technical; construction related abilities.	8/26/2014 5:16 PM
2	I'm sure there are, but in all honesty I don't know what is currently offered, so cannot offer a suggestion.	8/21/2014 7:58 PM
3	aquatic resources	8/21/2014 12:54 PM
4	Not Sure	8/15/2014 2:45 PM
5	Architecture	8/12/2014 1:55 PM
6	Digital Media	8/12/2014 8:22 AM
7	More Engineering degrees	8/12/2014 2:45 AM
8	IT focusing on cyber security	8/11/2014 6:13 PM
9	Any professional service degree such as civil engineering or surveying, if possible/practical, would be helpful	8/11/2014 3:37 PM
10	Business Administration	8/11/2014 3:26 PM
11	Engineering (computer, civil, environmental), Accounting, Finance, Urban Planning	8/11/2014 3:25 PM
12	An MBA program with accrual in class hours in addition to online learning.	8/7/2014 6:24 AM

## BAS Leadership/Supervision/Management Employer Survey

13	Accounting, finance, IT, HR, engineering.	8/4/2014 10:07 AM
14	Engineering	8/4/2014 9:53 AM
15	Human Services and/or Social Work, with a management emphasis	8/4/2014 9:14 AM
16	Manufacturing, engineering, manufacturing/vocational technology	8/4/2014 9:08 AM
17	Not sure. Must be flexible	8/4/2014 8:25 AM
18	marine biology	8/2/2014 6:07 AM
19	CLINICAL PSYCHOLOGY	8/2/2014 5:36 AM
20	Education	8/1/2014 6:06 PM
21	property management, communication	8/1/2014 6:02 PM
22	.	8/1/2014 5:45 PM

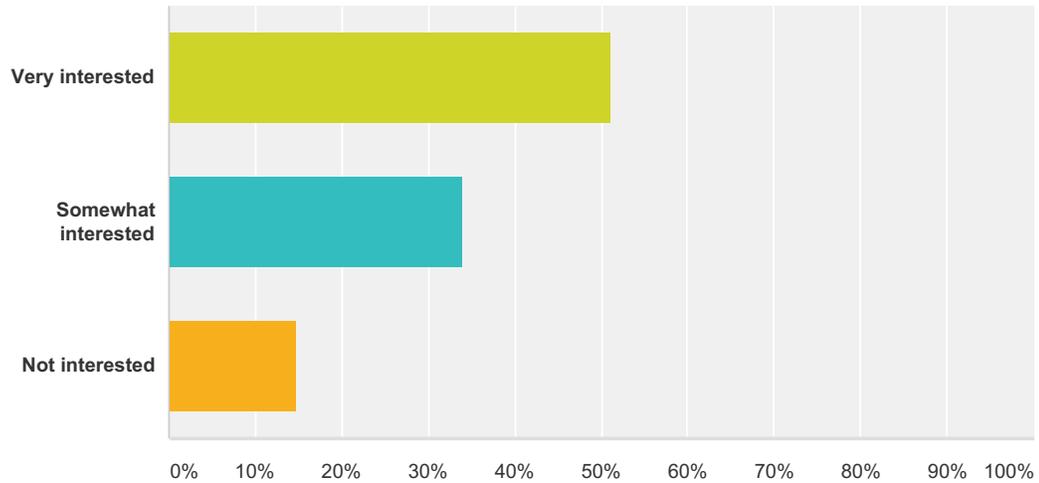
**Q23 If you have any comments or questions about the Bachelor of Applied Science (BAS) degree in leadership, supervision, and management currently being explored by Olympic College, please enter them below.**

Answered: 9 Skipped: 45

#	Responses	Date
1	I like the concept but would be concerned about sustainability. If the program is clearly sustainable then I think it would be a good thing. I would not want a program to get launched unless there was HIGH CONFIDENCE that the students and employers will be there to support it.	8/21/2014 6:59 PM
2	I am fully supportive of the value of applied educational opportunities to make a workforce more competitive and capable .	8/12/2014 8:24 AM
3	The area is in need of this BAS degree it would help our business and growth exponentially to complete with Seattle	8/11/2014 3:37 PM
4	We promote from within based on Tech specialties however we see a true lack in actual leadership,supervisory, budgetary and administrative skills. However at the same time many have been with the company for years and don't have an associates degree to continue to the Bachelors degree at this point.	8/7/2014 6:28 AM
5	We have many supervisors who do not have an AA or any other post high school education of consequence. Accordingly, we'd not use this program, because it would not be accessible to all our coaches.	8/5/2014 10:40 AM
6	I like the idea that you will teach these soft skills. Traditional education is about technical stuff, but your success as a manager will be driven by your interpersonal skills.	8/4/2014 8:26 AM
7	WHEN?	8/2/2014 5:36 AM
8	I want to know more and have great jobs to offer grads	8/1/2014 8:35 PM
9	.	8/1/2014 5:45 PM

**Q1 Please rate your interest in earning a Bachelor of Applied Science (B.A.S.) degree with a focus on leadership, supervision, and management at Olympic College.**

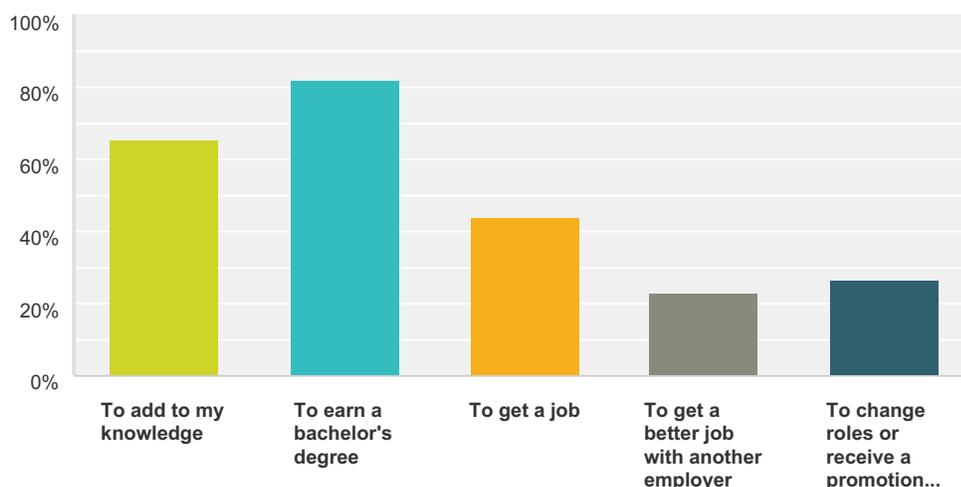
Answered: 336 Skipped: 0



Answer Choices	Responses
Very interested	51.19% 172
Somewhat interested	33.93% 114
Not interested	14.88% 50
<b>Total</b>	<b>336</b>

## Q2 Why are you interested in this degree? (Check all that apply.)

Answered: 281 Skipped: 55



Answer Choices	Responses
To add to my knowledge	65.48% 184
To earn a bachelor's degree	81.85% 230
To get a job	44.13% 124
To get a better job with another employer	23.13% 65
To change roles or receive a promotion with current employer	26.33% 74
<b>Total Respondents: 281</b>	

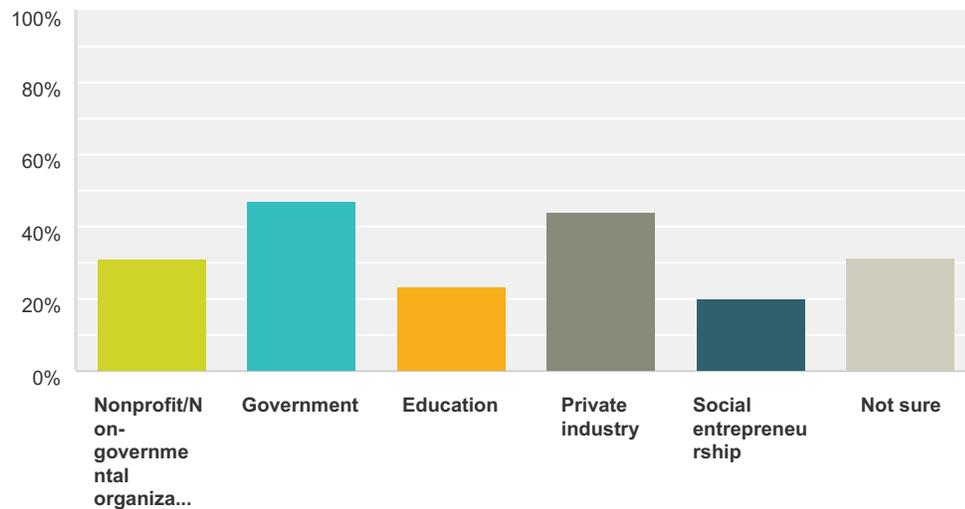
#	Other (please specify)	Date
1	all of the above	5/11/2014 11:51 AM
2	all of the above	5/9/2014 9:52 PM
3	To add skills making me more effective in starting my own business.	5/7/2014 11:41 PM
4	To gain more knowledge for a personal business. . .	5/6/2014 11:41 AM
5	to be able to communicate and delegate accordingly in the workplace.	5/5/2014 5:50 PM
6	To work towards being a Project Manager	5/5/2014 3:53 PM
7	More desirable to employers	5/5/2014 2:28 PM
8	This community is rich with senior military personnel who have a significantly developed background in leadership and management, most of which is generated and developed through years of experience and personal, professional development as opposed to college/classroom development. To have the opportunity to pursue a degree which will further develop this background would be very useful.	5/5/2014 11:44 AM
9	Increase my income potential as a nurse	5/1/2014 11:07 AM
10	Educational Supplementary	4/30/2014 6:03 PM
11	I am always looking for more ways to improve my leadership skills.	4/30/2014 10:56 AM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

12	To understand how to use my natural leadership abilities more efficiently in the workplace.	4/29/2014 1:19 PM
13	To better my chances at getting the job that I want.	4/29/2014 10:39 AM
14	Expand ability to get a position.	4/28/2014 11:49 PM
15	assuming it would be a less-expensive alternative, with the cost-effectiveness of online but with classroom accountability/interaction	4/28/2014 11:25 AM
16	I have plans to start a non profit organization and this could come in very handy.	4/26/2014 12:22 AM
17	Decent bachelor degree to get into medical school.	4/25/2014 8:54 PM
18	I am in the leadership program now.	4/25/2014 7:31 PM
19	I have been considering getting a bachelor's degree, but this would seal the deal if it was available at a school I already love, am comfortable with, and is close to me	4/25/2014 6:41 PM

### Q3 What type of career choices would you be seeking to support with this degree? (Check all that apply.)

Answered: 278 Skipped: 58



Answer Choices	Responses
Nonprofit/Non-governmental organization (NGO)	30.94% 86
Government	46.76% 130
Education	23.74% 66
Private industry	43.88% 122
Social entrepreneurship	19.78% 55
Not sure	31.65% 88
<b>Total Respondents: 278</b>	

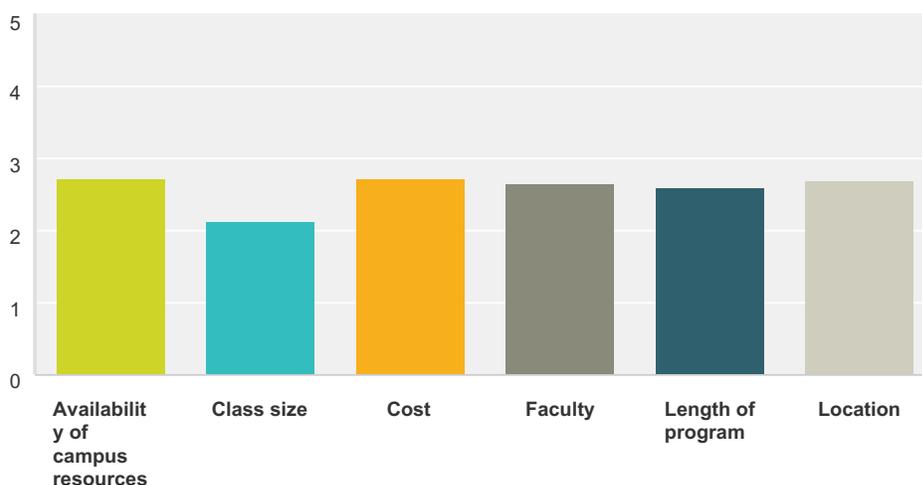
#	Other (please specify)	Date
1	Healthcare stepping stone to masters	5/12/2014 1:58 PM
2	You could apply this degree to almost anything in one way or another.	5/5/2014 5:52 PM
3	Becoming A K-9 Police Officer	5/5/2014 5:27 PM
4	plan to start my own company	5/5/2014 3:01 PM
5	Addiction counseling	5/5/2014 2:57 PM
6	Radiology	5/5/2014 2:16 PM
7	private sector	5/5/2014 1:46 PM
8	Firefighter	5/5/2014 12:26 PM
9	Human Resources	5/5/2014 10:01 AM
10	Medical	5/2/2014 11:15 AM
11	Nursing	5/1/2014 11:07 AM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

12	follow it with a master's program in either direct entry nurse practitioner program or physician's assistant program	4/30/2014 5:49 PM
13	Military	4/30/2014 10:56 AM
14	I want to be a CPA, don't know what section that is in though.	4/29/2014 2:58 PM
15	I am open to ideas about pursuing happiness.	4/29/2014 2:40 PM
16	healthcare admin	4/28/2014 11:25 AM
17	Would just love to have the opportunity to earn a bachelors degree through the community college in my area.	4/27/2014 5:44 PM
18	Industrial/Wood Product Manufacturing	4/26/2014 4:32 AM
19	Management	4/25/2014 10:37 PM
20	Research	4/25/2014 7:22 PM
21	To be an upper level supervisor (salary position) at the department store I work in you need a bachelor's degree also; I can only go so far in the company with an associates degree.	4/25/2014 6:43 PM

**Q4 If Olympic College offered a Bachelor of Applied Science (B.A.S.) degree with a focus on leadership, management, and supervision, how important would you rate the following factors in your decision to enroll?**

Answered: 267 Skipped: 69



	Very important	Somewhat important	Not important	Total	Weighted Average
Availability of campus resources	74.16% 198	24.72% 66	1.12% 3	267	2.73
Class size	31.09% 83	50.94% 136	17.98% 48	267	2.13
Cost	73.78% 197	24.34% 65	1.87% 5	267	2.72
Faculty	67.79% 181	30.34% 81	1.87% 5	267	2.66
Length of program	62.92% 168	34.46% 92	2.62% 7	267	2.60
Location	71.91% 192	25.09% 67	3.00% 8	267	2.69

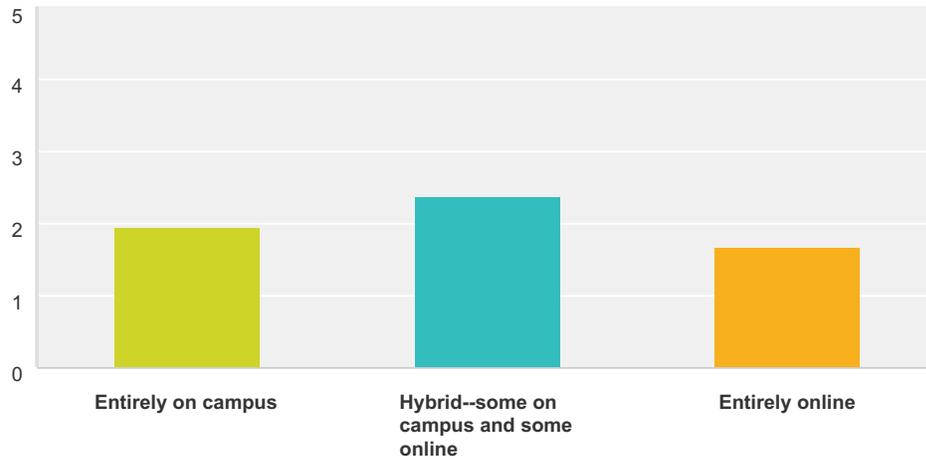
#	Other (please specify)	Date
1	online classes would be amazing	7/9/2014 2:35 PM
2	On-line classes would be very important.	5/12/2014 8:19 AM
3	available at the Shelton campus too would be helpful to me because I live in Shelton	5/11/2014 11:52 AM
4	Night classes for those of us who have jobs	5/7/2014 4:44 PM
5	Book price, practicality of on the job training	5/5/2014 3:54 PM
6	Online option would be extremely important	5/5/2014 3:19 PM
7	We need more classes in Shelton!	5/5/2014 2:58 PM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

8	Online classes offered (very important)	5/5/2014 10:02 AM
9	I would need most of the classes to be available online	5/4/2014 10:05 AM
10	That the B.A.S. degree is able to be obtained online and if needed to attend class that they are available in the Shelton annex.	5/3/2014 1:33 PM
11	As much On-line classes as possible	5/2/2014 5:39 AM
12	online classes	4/29/2014 7:33 PM
13	Distance Learning Options	4/29/2014 6:06 PM
14	Requirements for the Degree	4/29/2014 10:40 AM
15	As many online classes as possible	4/28/2014 4:52 PM
16	On-line classes for most	4/28/2014 7:29 AM
17	job placement program after degree	4/26/2014 2:11 PM
18	Greater online class options	4/26/2014 9:27 AM
19	online courses	4/25/2014 8:44 PM
20	Online class availability	4/25/2014 7:38 PM
21	Time, amount of credits, pre-requisites	4/25/2014 2:00 PM
22	the more online classes available, the better!	4/25/2014 1:14 PM

**Q5 If Olympic College offered this degree program, how would you rank the following class formats? Drag and drop the following choices in order of preference, with your top choice in the first position and second choice in the second position.**

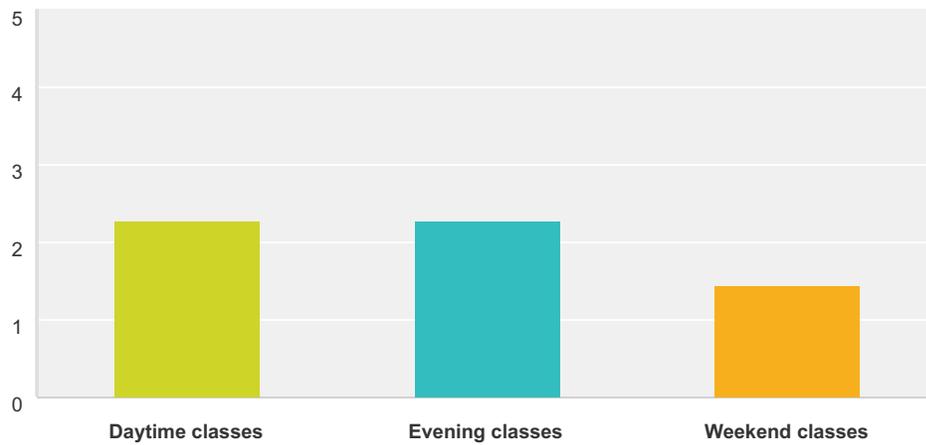
Answered: 267 Skipped: 69



	1	2	3	Total	Score
Entirely on campus	34.08% 91	26.97% 72	38.95% 104	267	1.95
Hybrid--some on campus and some online	41.95% 112	52.81% 141	5.24% 14	267	2.37
Entirely online	23.97% 64	20.22% 54	55.81% 149	267	1.68

**Q6 If Olympic College offered this degree program in an on-campus or hybrid class format (not fully online), how would you rank the time you prefer face-to-face classes be held? Drag and drop the following choices in order of preference, with your top choice in the first position and second choice in the second position.**

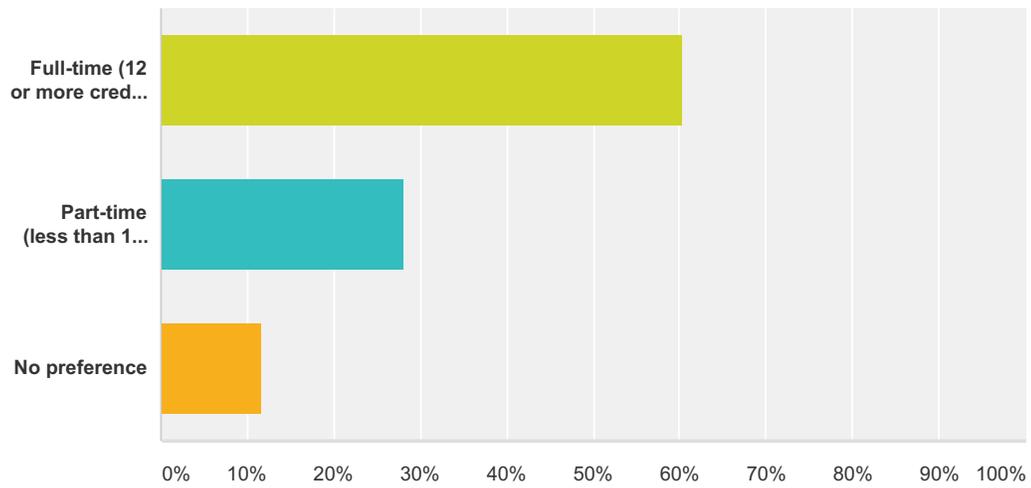
Answered: 267 Skipped: 69



	1	2	3	Total	Score
Daytime classes	55.81% 149	17.60% 47	26.59% 71	267	2.29
Evening classes	34.08% 91	58.43% 156	7.49% 20	267	2.27
Weekend classes	10.11% 27	23.97% 64	65.92% 176	267	1.44

**Q7 If Olympic College offered this degree program, would you prefer to enroll:**

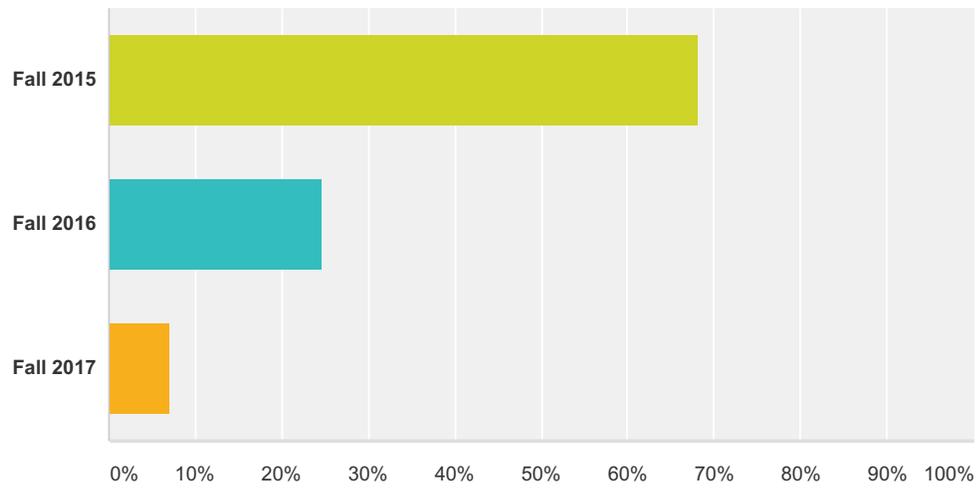
Answered: 267 Skipped: 69



Answer Choices	Responses
Full-time (12 or more credits per quarter)	60.30% 161
Part-time (less than 12 credits per quarter)	28.09% 75
No preference	11.61% 31
<b>Total</b>	<b>267</b>

### Q8 What is the earliest date you would be prepared to begin the degree program?

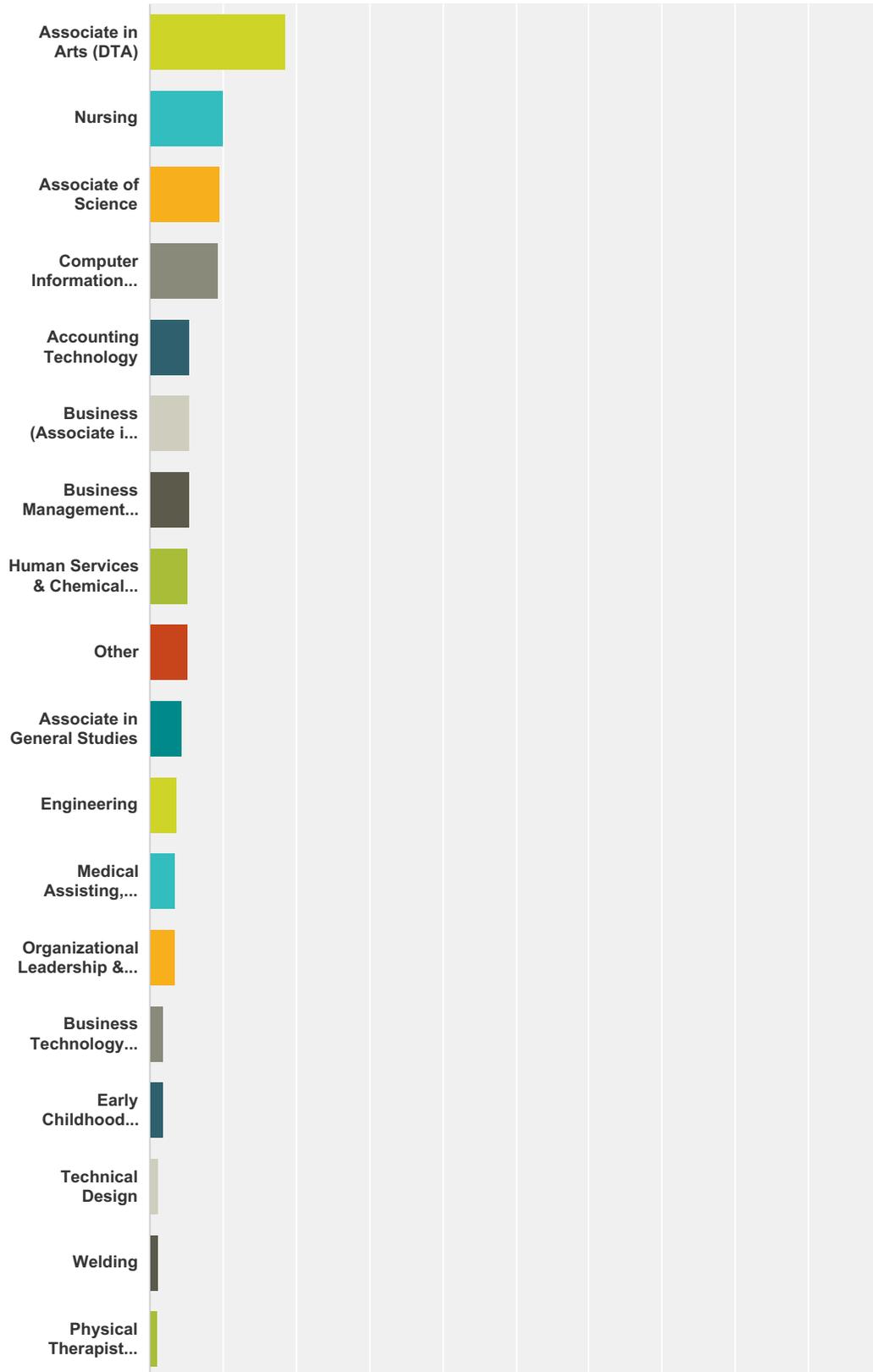
Answered: 264 Skipped: 72



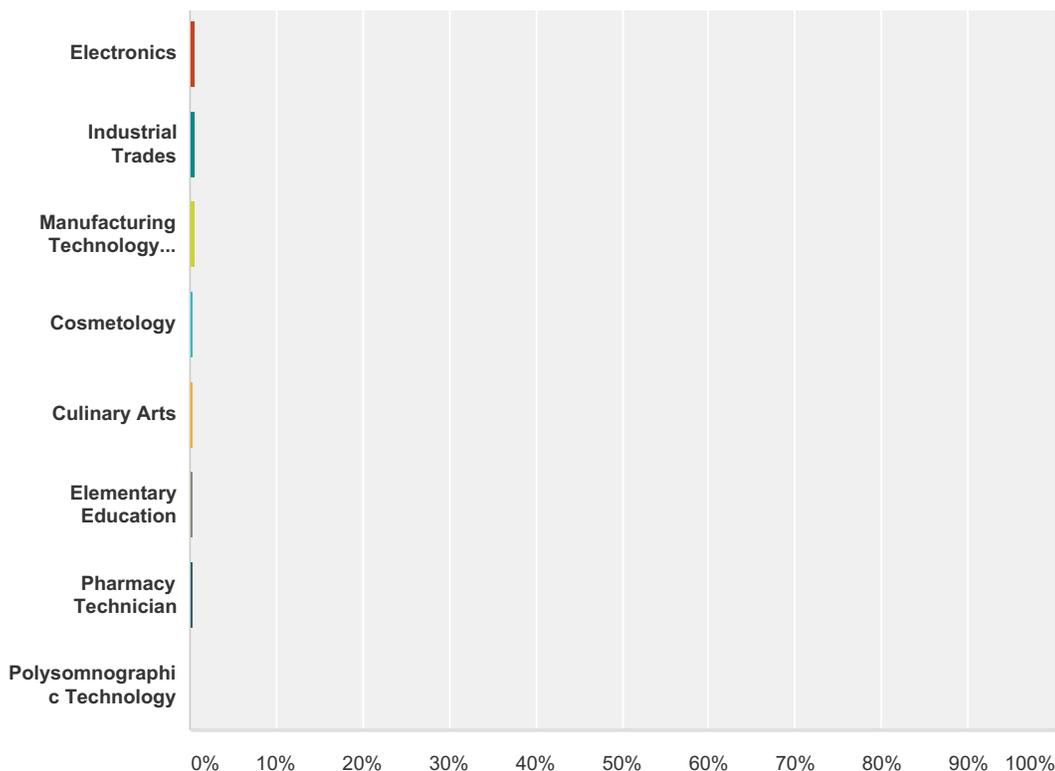
Answer Choices	Responses
Fall 2015	68.18% 180
Fall 2016	24.62% 65
Fall 2017	7.20% 19
<b>Total</b>	<b>264</b>

### Q9 Please indicate your current program/area of interest at Olympic College:

Answered: 312 Skipped: 24



# Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management



Answer Choices	Responses
Associate in Arts (DTA)	18.59% 58
Nursing	9.94% 31
Associate of Science	9.62% 30
Computer Information Systems	9.29% 29
Accounting Technology	5.45% 17
Business (Associate in Business DTA)	5.45% 17
Business Management (Retail Management, Sales and Marketing, Small Business, Human Resources)	5.45% 17
Human Services & Chemical Dependency	5.13% 16
Other	5.13% 16
Associate in General Studies	4.49% 14
Engineering	3.85% 12
Medical Assisting, Medical Billing & Coding, or Medical Receptionist	3.53% 11
Organizational Leadership & Resource Management	3.53% 11
Business Technology (Office Support, Legal Support, Workplace Tech. Skills, Customer Service Specialist)	1.92% 6
Early Childhood Education	1.92% 6
Technical Design	1.28% 4

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

Welding	1.28%	4
Physical Therapist Assistant	0.96%	3
Electronics	0.64%	2
Industrial Trades	0.64%	2
Manufacturing Technology (Manufacturing Tech., Composites, Precision Machining)	0.64%	2
Cosmetology	0.32%	1
Culinary Arts	0.32%	1
Elementary Education	0.32%	1
Pharmacy Technician	0.32%	1
Polysomnographic Technology	0.00%	0
<b>Total</b>		<b>312</b>

#	If "other," please specify which program/area of interest	Date
1	Spanish, I would like to be able to work with our ELL students more in depth.	5/9/2014 7:41 AM
2	AAST in OLRM	5/5/2014 10:03 AM
3	Transfer degree	5/3/2014 1:36 PM
4	just taking classes to get into WWU program	5/1/2014 11:11 PM
5	general studies	4/30/2014 4:31 PM
6	ATA Welding	4/30/2014 11:30 AM
7	Pre-Optometry	4/30/2014 10:58 AM
8	Englsih	4/30/2014 1:51 AM
9	Ultrasound Technology	4/29/2014 10:49 PM
10	A variety of programs are of interest especially those pertaining to a Bachelor's Degree.	4/29/2014 10:33 PM
11	AOS, BT, Engineering, Manufacturing Technology, Technical Design, Welding.	4/29/2014 9:31 PM
12	Computer Science/Programming	4/29/2014 5:05 PM
13	GED	4/29/2014 1:48 PM
14	Sociology	4/27/2014 12:25 PM
15	ATA	4/27/2014 11:49 AM
16	GIS certificate and prereq to transfer to UW tacoma for degree in environmental sci.	4/25/2014 9:00 PM
17	digital media	4/25/2014 4:39 PM
18	ATA Welding	4/25/2014 10:41 AM
19	BSN	4/25/2014 10:32 AM

**Q10 Where you do live? Please enter zip code.**

Answered: 312 Skipped: 24

Answer Choices	Responses
Name:	0.00% 0
Company:	0.00% 0
Address:	0.00% 0
Address 2:	0.00% 0
City/Town:	0.00% 0
State:	0.00% 0
ZIP:	100.00% 312
Country:	0.00% 0
Email Address:	0.00% 0
Phone Number:	0.00% 0

#	Name:	Date
	There are no responses.	
#	Company:	Date
	There are no responses.	
#	Address:	Date
	There are no responses.	
#	Address 2:	Date
	There are no responses.	
#	City/Town:	Date
	There are no responses.	
#	State:	Date
	There are no responses.	
#	ZIP:	Date
1	98312	9/23/2014 10:29 AM
2	98366	7/9/2014 3:10 PM
3	98366	6/20/2014 2:55 PM
4	98367	6/8/2014 5:47 PM
5	98524	5/29/2014 8:59 PM
6	98346	5/23/2014 10:16 AM
7	98312	5/17/2014 10:30 AM
8	98310	5/14/2014 9:00 PM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

9	98588	5/14/2014 1:24 AM
10	98367	5/13/2014 6:06 PM
11	98110	5/12/2014 10:10 PM
12	98335	5/12/2014 2:00 PM
13	<span style="background-color: #00b050; color: white; padding: 2px;">98584</span> 98584	5/12/2014 8:20 AM
14	<span style="background-color: #00b050; color: white; padding: 2px;">98584</span> 98584	5/11/2014 11:54 AM
15	98528	5/10/2014 11:29 AM
16	<span style="background-color: #c00000; color: white; padding: 2px;">98312</span> 98312	5/9/2014 9:55 PM
17	<span style="background-color: #ff8c00; color: white; padding: 2px;">98370</span> 98370	5/9/2014 8:38 PM
18	98315	5/9/2014 8:55 AM
19	<span style="background-color: #90c000; color: white; padding: 2px;">98311</span> 98311	5/9/2014 7:42 AM
20	<span style="background-color: #ff8c00; color: white; padding: 2px;">98370</span> 98370	5/8/2014 9:23 AM
21	<span style="background-color: #808080; color: white; padding: 2px;">98366</span> 98366	5/8/2014 8:51 AM
22	<span style="background-color: #4b0082; color: white; padding: 2px;">98310</span> 98310	5/7/2014 11:44 PM
23	98380	5/7/2014 4:46 PM
24	<span style="background-color: #00b050; color: white; padding: 2px;">98584</span> 98584	5/7/2014 1:40 PM
25	98345	5/7/2014 10:57 AM
26	98380	5/7/2014 10:45 AM
27	<span style="background-color: #ff8c00; color: white; padding: 2px;">98370</span> 98370	5/7/2014 10:14 AM
28	<span style="background-color: #6a5acd; color: white; padding: 2px;">98383</span> 98383	5/7/2014 9:47 AM
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38	<span style="background-color: #90c000; color: white; padding: 2px;">98337</span> 98337	5/6/2014 10:44 AM
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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

47	<b>98312</b> 98312	5/5/2014 10:45 PM
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79	<b>98366</b> 98366	5/5/2014 1:04 PM
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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

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312	<b>98312</b> 98312	4/25/2014 10:31 AM

# Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

#	Country:	Date
	There are no responses.	
#	Email Address:	Date
	There are no responses.	
#	Phone Number:	Date
	There are no responses.	

**Q11 If you have any questions or comments about a new Bachelor of Applied Science (B.A.S.) degree with a focus on leadership, supervision, and management, please write them below:**

Answered: 61 Skipped: 275

#	Responses	Date
1	N/A	9/23/2014 10:29 AM
2	I think it is a great option and it would benefit so many students locally!	5/13/2014 6:06 PM
3	Sounds like an excellent idea! Other majors offered would be great too!	5/11/2014 11:55 AM
4	Having this program available at OC is fantastic	5/9/2014 9:55 PM
5	I think this is a great idea and wonderful opportunity.	5/6/2014 1:59 PM
6	BRING THIS TO OC ASAP!!!!	5/6/2014 10:07 AM
7	It would be great for me to not have to transfer to a 4 year school to finish my B.A.S degree. I feel very comfortable being at OC and it would help me to get the degree if I stayed there and not have to move and readjust to new school.	5/6/2014 9:26 AM
8	Too late for me - I have already transferred to Western Governors University, but would have considered this option.	5/5/2014 11:01 PM
9	Bring more useful bachelors to OC if you guys want to expand your 4 year colleges.	5/5/2014 6:58 PM
10	What would be the prerequisites? Would this degree benefit someone with an interest in Human Relations in the workplace?	5/5/2014 6:04 PM
11	I think this would be a good idea to have at Olympic college and one of my goals is to get a Bachelor of Science Degree. I hope myself and other students will get a chance to try out this program.	5/5/2014 5:31 PM
12	I think it is a good idea. It will create better opportunity for students even if I personally am not interested in the program there is probably dying for it to happen.	5/5/2014 4:35 PM
13	How would this relate to Project Management Training? What type of companies would you ask to help with during on the job training experience?	5/5/2014 3:56 PM
14	I work full time and this would really help me and others with furthering our education levels.	5/5/2014 3:54 PM
15	There would probably be a large interest with shipyard workers and active duty military so online classes would most likely be the preferred option.	5/5/2014 3:21 PM
16	This would be a terrific program for veterans and those who are land-based active duty military members.	5/5/2014 2:26 PM
17	Would you also offer a Masters at some point?	5/5/2014 1:04 PM
18	One recommendation. Anyone with an AST from OC and a BS from a 4 year school should have a way to attain this degree in 1 year. That's the only way I can see any of my peers signing up.	5/5/2014 12:42 PM
19	I am currently in a management position and need to finish my B.A. to promote and maintain my position. I would prefer to go to Olympic College to obtain my degree rather than having to transfer to a college further away.	5/3/2014 1:37 PM
20	This would be a very good program not only for individual benefit but for the community as a whole... lets get this program started as soon as possible	5/2/2014 10:54 AM
21	what is this about? OC providing Bachelors, or partnering with another university? Competing with WWU new program? How different?	5/1/2014 11:11 PM
22	I'm concerned about having to follow the program as a class, particularly if wanting to go part time for a quarter. Would one have to wait out an entire year for the next rotation?	5/1/2014 9:34 PM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

23	need financial help- ive reached my FA maximum for undergrad	5/1/2014 11:09 AM
24	I think its a good idea	4/30/2014 11:31 AM
25	This degree could be very helpful for other students. I'm not interested because I just completed a B.S. in Nursing. If I wanted additional training in leadership, supervision, and management, I would go for an M.S.N. with that focus.	4/30/2014 10:52 AM
26	More Bachelor's programs is a wonderful idea that would provide great opportunities, especially to those in Mason County.	4/29/2014 10:35 PM
27	Nothing at this time.	4/29/2014 4:12 PM
28	If a Bachelor's program were to be made available at OC, would there be tutors that could help with university level assignments and teachings?	4/29/2014 3:00 PM
29	When can I sign up??!!	4/29/2014 2:50 PM
30	no questions at this time	4/29/2014 2:43 PM
31	I am very interested in this. It seems beneficial in my opinion and I feel it would provide a great opportunity for those who plan on going into business and management.	4/29/2014 1:22 PM
32	I would recommend including seminars with leadership icons to help with the course. I have been with Future Business Leaders of America for 3 years (since 10th grade) and those "motivational" speakers are a great asset and learning tool. (I'd recommend Hoan Do, definately a great speaker and my favorite of the three years.)	4/29/2014 10:43 AM
33	I've been looking into an online Bachelor program through Central. I would love to complete my degree here instead. The ability to meet with faculty, and have campus resources available is very appealing!	4/29/2014 10:21 AM
34	does these give me the opportunity to get a bachelor's in social work?	4/28/2014 6:19 PM
35	How soon will this be implemented. I have been concerned about having to go to a four year school to finish a bachelors degree and pay outlandish prices. I could finish my Bachelors here and still be able to work where I am at currently.	4/28/2014 4:55 PM
36	n/a	4/27/2014 10:54 AM
37	n/a	4/27/2014 10:52 AM
38	Redundant, Business Management and other programs already do this like Lean six/green.	4/27/2014 10:35 AM
39	no thanks	4/27/2014 10:06 AM
40	I'm interested only because the PTA program is so competitive. I'm keeping options open and this seems like a positive offer for OC. However, my dream is to work in the field of helping people have a better quality of life, and would love to learn this field through the OC, PTA program. Thank you	4/27/2014 9:40 AM
41	I/T - MIS - CIS. If you are able to get this program up and running, it would be even better if there was a MIS / IT / CIS option tied to it.	4/27/2014 8:07 AM
42	How to I get myself enroll . I am very interested.	4/26/2014 8:18 PM
43	Will this be offered in partnership through a University, or will it be strictly from Olympic College?	4/26/2014 5:52 PM
44	I believe this would be well received as many students I have meet want to continue to a B.A.S. and would need to transfer.	4/26/2014 11:55 AM
45	I think it would be very cool to have this new degree because it gives students a greater choice of bachelors degrees offered by OC especially because there are only a few bachelors programs offered.	4/26/2014 11:36 AM
46	Very Interested!	4/25/2014 10:40 PM
47	Sounds like a get promoted degree for navy personnel, with limited value in the commercial sector. Why not gear up to offer B.A. a degree in business, or accounting?	4/25/2014 9:02 PM
48	None	4/25/2014 7:47 PM
49	I think a better option would be bringing in a Bachelors in Social work or BA in Human Services not through ODU.	4/25/2014 7:45 PM
50	I would love to have this available.	4/25/2014 7:39 PM

## Bachelor of Applied Science (B.A.S) Degree with a Focus on Leadership, Supervision, and Management

51	While I'm not interested in this degree I do think that it is a useful one to offer at OC. The only reason I'm not interested is because I already have a BA in a field unrelated to my current major and I don't see the point of having two unrelated Bachelor degrees.	4/25/2014 7:11 PM
52	Let me know as soon as this becomes available! I would sign up immediately. Online class options would be vital to the success of this degree program. Many who attend community college are older students who have families and jobs, but the ability to get a bachelor's degree would open up so many new opportunities for them and myself.	4/25/2014 6:50 PM
53	Currently looking to transfer to Central Washington University to complete my 4 year degree after completion of my Business Management ATA. Would prefer to stay and complete at OC for many reasons of convenience, cost, location. Make it happen. Thanks, Tina	4/25/2014 2:28 PM
54	I would like to take part of this type of degree plan. I work full time during the day, and I am a veteran using my GI Bill, so night time classes or online classes would be great, because my other options would be CWU online bachelors degree or Western's via Poulsbo campus (which I would not do).	4/25/2014 1:37 PM
55	I'm looking forward to this development!	4/25/2014 1:15 PM
56	Find a more concise title for the degree.	4/25/2014 1:06 PM
57	Hybrid classes limit Veterans utilizing their GI bill, since it doesn't count as a on campus class for housing stipend purposes.	4/25/2014 1:00 PM
58	Olympic College needs to have a B.A. in Business Management and Accounting for students that doesn't want to drive to Bremerton or pass Bremerton to take B.A. courses.	4/25/2014 12:31 PM
59	I think offering a B.A.S. degree (leadership, supervision and management) is a great step forward for Olympic College that would put graduating students in a better position to obtain employment at any level. I think this course material should also include an externship for real-world experience that graduates could include on resumes, thus giving them an extra qualifying edge above their peers. I look forward to seeing this implemented in the future.	4/25/2014 12:22 PM
60	How would this program rate with other programs like it in other colleges throughout the state? Would this degree help me get a job in the business field? How would this degree help me get a job?	4/25/2014 11:00 AM
61	Applied arts and science degrees are largely seen as useless by potential employers. It would be more beneficial to offer degrees that will translate to better job positions for graduates, such as soft sciences or business.	4/25/2014 10:43 AM