Program Proposal:

Bachelor of Applied Science

in Applied Business Management

Prepared by

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PIERCE COLLEGE
9401 Farwest Drive SW **I** Lakewood, WA 98498
November 20, 2018

Pierce College Mission:

Create quality educational opportunities

for a diverse community of learners

to thrive in an evolving world.

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New Degree Program Proposal Cover Sheet

Program Information

Institution Name: **Pierce College**

Degree: **Bachelor of Applied Science in Applied Business Management** CIP Code: 52.0201

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

Degree: Associate in Business (AAS-T)   CIP Code: 52.0201   Year Began: 2018

Degree: Associate in Business (AAS)   CIP Code: 52.0201   Year Began: 1979

Planned Implementation Date (i.e. Fall 2014):   **Fall 2019**

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.*
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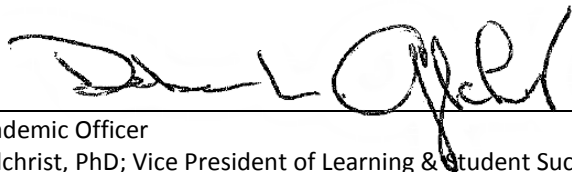
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_____   11/16/18
Chief Academic Officer   Date
Debra Gilchrist, PhD; Vice President of Learning & Student Success

Introduction

> "[H]igher education stands as either a major gateway *or* gatekeeper
> to middle-income jobs for an increasingly diverse population."

Times are a Changin'

The U.S. is in the midst of the largest skills shift in the modern era as a result of globalization and automation (Bughin, Hazan, Lund, Dahlström, Wiesinger, & Subramaniam, 2018). More employers require a bachelor's degree for 21st century middle-wage occupations (Burning Glass Technologies, 2014). By 2044, people of color will collectively make up a majority group (Census, 2015). As the nation becomes more diverse so will our workforce pool (Burns, Barton, & Kerby, 2012).

Running through these historical streams are persistent opportunity gaps (retention, completion rates, etc.) across and within student groups (Ross, Kena, Rathbun, KewalRamani, Zhang, Kristapovich, & Manning, 2012). In this light, higher education stands as either a major gateway *or* gatekeeper to middle-income jobs for an increasingly diverse population. The education system's degree of success in eliminating achievement gaps determines the composition of the American workforce pool, the size of our middle class, and, by extension, the endurance of our democratic society.

As part of the greater higher education system, Pierce College understands the magnitude of our national, state, and local challenges. It is no small task to undo a legacy of equity gaps, roots of which are largely structural and systemic in nature. There is demanding, yet, worthy work to do.

Pierce College BAS in Applied Business Management (BAS-ABM)

Rigorous, relevant, equitable education. It is in the context of major geographic, demographic, and economic trends wherein Pierce College proposes a holistic programmatic framework to design and deliver a rigorous, industry-aligned, and research-based Bachelor of Applied Science in Applied Business Management (BAS-ABM)[1]. Our cohort, outcomes-based, and mixed-modality model takes special account of adult learners from nontraditional backgrounds. Indeed, we are cognizant of unique challenges of student subpopulations in online learning, where completion rates are historically lower compared to face-to-face instruction (Jaggars, 2011; Xu and Jaggars, 2011); and, why we apply a set of whole-person strategies to support high-completion rates across and within student groups. We believe that such an approach creates learning conditions where as many students as reasonably possible can perform at high levels and develop 21st century transferrable, technical, and self-management skills.

The Pierce College Applied Business Advisory Committee approved this proposal on November 8, 2018 with an understanding that elements are under development and subject to institutional processes.

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[1] Pierce College updates our desired program name from Bachelor of Applied Science in Applied Management (MNGT) as stated in our 2018 Statement of Need (SoN) to Bachelor in Applied Science in Applied Business Management (BAS-ABM). We believe that this distinction better communicates the business-preparatory nature of the degree and clarifies its value on resumes, professional networks (LinkedIn, etc.), and other venues where professional credentials may appear.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

> "Minimize the barriers. Maximize the learning."
> – Universal Design for Learning

Programmatic Framework

Intentional Design. The Pierce College BAS-ABM program is a mixed-modality and cohort-based model. It operates from a holistic and systems-based framework to deliver rigorous applied learning experiences where as many students as reasonably possible can succeed at high levels. See Figure 1. At the course level, instruction achieves rigor via a three-pronged strategy: setting high expectations against industry-based outcomes; providing appropriate student support; as well as aligning outcomes, content, and assessments. Moreover, the BAS-ABM promotes academic achievement and sustained development well after program completion by applying neuro-science principles and evidence-based practices around how people learn (Bransfod, Brown, & Cocking, 2000): (a) engaging student preconceptions and integrating new concepts; (b) providing, inquiry/project-based learning to apply, test, and evaluate principles; and (c) developing subject-specific metacognitive practices to promote critical thinking and lifelong-learning habits.

Figure 1 Pierce College BAS-ABM Program Framework
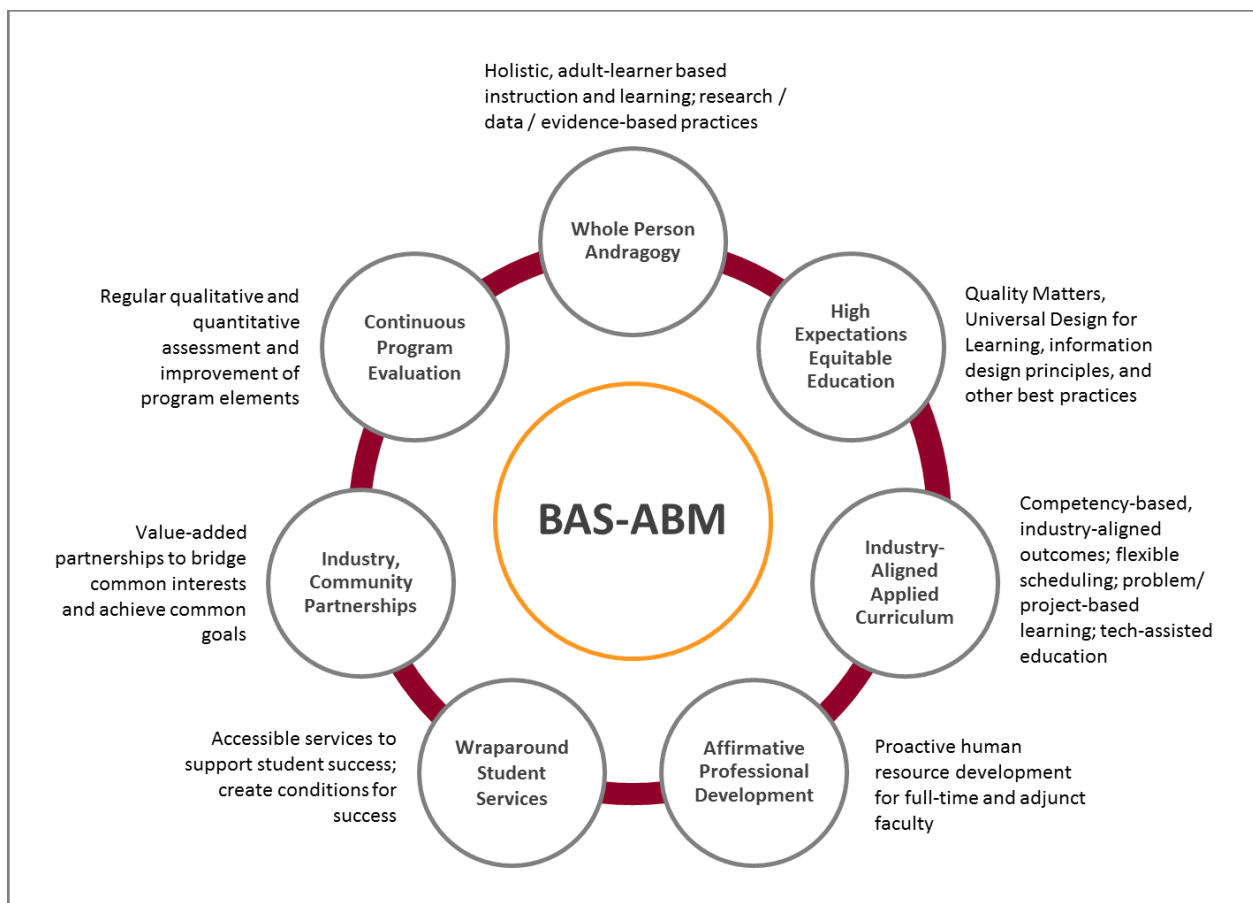
Whole Person Andragogic Orientation

Nontraditional Students. Pierce College expects that by the nature of the BAS-ABM program, prospective degree seekers are likely professional-technical business students. To deliver against our proposed programmatic framework, the College accounts for unique needs and interests of this student subpopulation. Data from the College's Institutional Research show that professional-technical business students have important distinctions relative to the general student population. See Table 1. They tend to be first-generation college students, older, and have dependents. There are more Pell Grant and veteran benefit recipients. There are more females in both groups. In the current tight labor market, this may suggest that more males relative to females have reentered the workforce.

Table 1 Pierce College 2017-2018 Enrollments, All Students vs Professional-Technical Business (EPC 502)

Characteristic	All Students	Professional-Technical Business (EPC 502)
23 years and under	52%	26%
Gender	61% (F); 38% (M)	63% (F); 37% (M)
With Dependents (reporting)	29%	40%
Enrollment Status	49% (FT)	55% (FT)
Pell Grant Recipients	23%	49%
First-Generation College Student	62%	72%
Students of Color (reported)	39%	40%
Veterans (receiving benefits)	7%	18%

Source: Pierce College Institutional Research, Tableau Dashboards, 2018

Studies show that students from nontraditional backgrounds[2] are especially vulnerable to work/school/life challenges (Giancola, Grawitch, & Borchert, 2009). They are at a higher risk of not completing a degree relative to other students. The risk increases when taking online courses. For example, studies across the U.S., including those in Washington state, show that online learning completion rates tend to be lower than those in face-to-face courses (Jaggars, 2011; Xu & Jaggars, 2011); and, lower still for subpopulations like part-time students, students of color, and students with disabilities (Johnson & Mejia, 2015). Pierce College's mission, to "Create quality educational opportunities for a diverse community of learners to thrive in an evolving world," compels us to anticipate challenges and create equitable conditions for student success no matter the modality.

Adult Learner in Nontraditional Settings. Adult learning (andragogy) theory in the context of increasingly diverse student populations in nontraditional pathways, of which online learning is one, calls for a thoughtful analysis of the BAS-ABM program. An adult learner analysis (ALA) (see Appendix A), suggests the need for transparent course design that equitably presents, applies, and supports subject matter which may be unfamiliar, challenging, and/or threatening to nontraditional students. See Appendix B for a sample research-based equitable practices designed to facilitate high orders of learning as well as high completion rates across and within student groups.

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[2] The National Center for Education Statistics (NCES) defines a nontraditional student as one who meets at least one of seven characteristics: delayed enrollment into postsecondary education (proxy for older student); attends college part-time; works full time; is financially independent for financial aid purposes; has dependents other than a spouse; is a single parent; or does not have a high school diploma.

Industry-Aligned, Applied Curricular Design and Delivery

On the one hand, students seek practical solutions to complex problems in the real world. They expect the classroom to be a safe experiential setting to understand multifaceted problems. They also want to be in a supportive learning environment where they can create, test, and evaluate possible solutions. On the other hand, employers want job-ready applicants who have the skills, knowledge, and attitudes (SKAs) necessary to add value to the organization as soon as possible. These skills are very different from those required of workers in the 20th century, where manual labor played a key role in our economy. Today, employers expect higher education to stay abreast and prepare an agile workforce with 21st century competencies – where higher-cognitive functions and a mix of transferrable, technical, and self-management skills are key to remain globally competitive.

Skill Shift and the 21st Century Business Professional

According to a 2018 report by McKinsey & Company, *Skills Shift: Automation and the Future of the Workforce*, automation and artificial intelligence (AI) are changing the nature of work. Rapid technological advances accelerate the shift in workforce skills – from physical and manual to intellectual, socio-emotional, and technical – for workers in our society to thrive. See Figure 2.

Figure 2 Skills Shift in U.S. and 14 Western European Countries
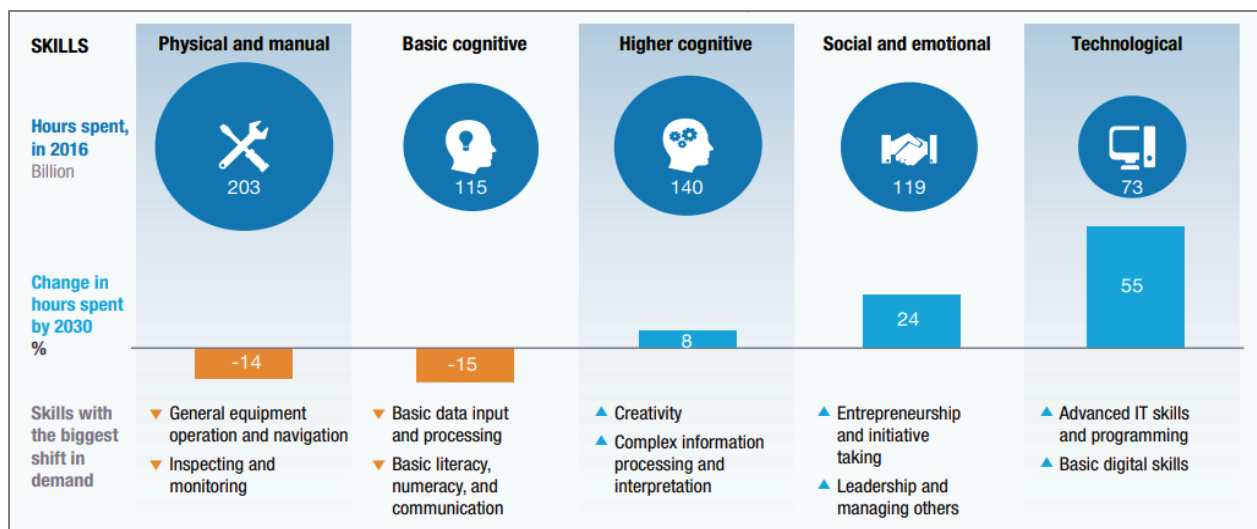
Source: Skills Shift: Automation and the Future of the Workforce by McKinsey & Company (2018)

Higher-cognitive functions on the rise. In the U.S., where the digital revolution is in full swing, physical and manual labor skills as well as basic cognitive skills like data processing are less sought. Rising in demand are higher-cognitive, socio-emotional, and technical skills. Given that 80 percent of the nation's total employment in 2016 is in the service sector – and projected to increase in the next ten years (U.S. Bureau of Labor Statistics, 2017), the demand for strong interpersonal skills and other transferable skills (active listening, active learning, time management, etc.) continues to looms large. See Appendix F.

This skills shift is evident in the high-demand, middle-wage entry positions discussed in the 2018 Pierce College Statement of Need – where occupations in marketing, sales, human resource, and project management require a mix of transferable, technical, and self-management skills. The U.S. economy in general and trade-dependent Washington state in particular require workers with advanced skills in these areas, precisely because our stance in the global marketplace requires our industries to harness emergent opportunities around the globe, serve the varying needs of a diverse and digitally-responsive consumer base, and adapt to continuous market disruptions.

Highly-skilled workers to replace aging workforce. The need for advanced skills is happening in the context of a large and aging population, where baby boomers are readying to retire *en masse*. In fact, the U.S. Census (2018) projects that by 2030, all baby boomers will be older than 65. In this wake are jobs that need to be performed by experienced, highly-adaptable older workers (mostly Generation X) or filled by highly-skilled new workers (mostly Generation Y) – who are collectively more diverse than older generations. The gap left by retiring baby boomers and concurrent need for new skills motivate organizations to make significant investments in human resource development in their current ranks, seek to add new workers from the existing workforce pool, and hire them away from competitors (Bughin et al, 2018).

High-Demand, Middle-Wage Skills

Existing and prospective workers need to update their skills and adopt a continuous learning cycle to keep up and thrive in ever changing conditions. Such skills demand highlights the need for programs like the proposed BAS-ABM to offer industry-aligned credentialing options that maximize learning so that as many students as reasonably possible can gain the skills to access high-demand, middle-wage jobs. Indeed, the success of programs like the BAS-ABM contributes to a robust and highly-skilled workforce, the stability of our economy, and by extension, the endurance of our democratic society.

BAS-ABM: Valuable Degree for the 21st Century. This massive skills shift poses challenges and opportunities in the preparation of workers through the applied sciences. Pierce College believes that by adopting research- and evidence-based equitable education practices, we create conditions for high performance across and within *all* student groups. We also believe that by adopting industry-aligned learning outcomes and consistently using high-quality, project-based experiences to promote deep and sustained learning, the proposed BAS-ABM is of lasting value to both students and employers.

What follows are programmatic learning outcomes informed by industry expectations and aligned with the College's mission and core abilities. See Appendix H. The BAS-ABM outcomes prepare students to perform at high levels though the achievement of 21st century transferrable, technical, and self-management skills and knowledge.

Standard 1. Program Learning Outcomes

Given the present skills shift and industry demands, the Pierce College BAS-ABM adopts program outcomes that represent a mix of transferrable, technical, and self-management skills.

A. **21st Century Competencies** – Mastery on the four Cs[3]:

1. *Communication* - Effectively communicate within groups, across organizational levels, and with diverse stakeholders. Actively listen and apply appropriate inter- and intrapersonal skills to effectively interact across perspectives and contexts.

2. *Collaboration and Teamwork* - Work responsibly, respectfully, and inclusively within and across diverse groups/teams to achieve common goals.

3. *Critical Thinking* - Use systems theory to understand and analyze trends and organizational problems as well as to construct and evaluate evidence-based solution options.

4. *Creativity and Innovation* - Maintain an open, adaptive, and innovative mindset to analyze and evaluate merits of ideas, learn from mistakes, and continuously create value.

B. **Core Business Competencies:** Economics, operations, marketing, accounting/finance, ethics/legal

1. *Strategic Thinking* – Use quantitative and qualitative business principles to analyze and solve business problems in order to meet organizational goals.

2. *Legal and Ethical Practice* – Use ethical and legal practices in planning, organizing, leading, and controlling organizational processes and products.

3. *Digital and Information Competency* – Use relevant technology and analytical tools to understand and solve problems; create and evaluate ideas; and find and assess quality information for responsible applications.

C. **Business Model Orientation:** Sustainability, entrepreneurship

1. *Sustainable Business Model* – Use systems theory, business principles, and an adaptive mindset to analyze and make short- and long-term business decisions in context of the greater environment and society.

D. **Self-Management and Professional Development:** General management, professionalism

1. Apply effective time management, delegation, and organization principles to meet personal and organizational goals.

2. Apply inclusive problem-solving, decision-making, and negotiation practices to promote professional and organizational success in diverse settings.

3. Apply high professionalism standards to demonstrate integrity, responsibility, and continuous growth.

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[3] The Four Cs described in this BAS-ABM program proposal are adapted from the Four C's as discussed in the Partnership of 21st Century Skills – a coalition of business, education, and policy leaders with the aim to prepare students with essential skills for success across content areas and disciplines in and out of the classroom.

Standard 2. Program Evaluation Criteria and Process

Upon SBCTC approval and successful NWCCU accreditation, the BAS-ABM will formally integrate into established Pierce College evaluation processes including but not limited to following the instructional policies and practices of the Learning Council; using the streamlining processes of Guided Pathways; and leveraging College opportunities such as the Annual Assessment Day and Summer Institute to work on course and programmatic refinement. We also plan to evaluate all programmatic components across varying timelines: quarterly, annually, and biannually. See Table 2 and the following discussion.

Table 2 Program Evaluation Elements

Occurrence	Program Element	Metrics
Quarterly Biannually	Whole Person Andragogy High-Expectations, Equitable Education Industry-Aligned, Applied Curriculum	Student perceptions Persistence, retention, completion rates
Annually	Affirmative Professional Development	Professional development course evaluation Persistence, retention, completion rates
Annually	Wraparound Student Services	Student perceptions
Biannually	Industry, Community Partnerships	Number of partners Number and quality of internships
Biannually	Continuous Program Evaluation	Hours / cost to complete evaluation Faculty involvement Previous evaluation recommendations Student baselines vs end-of-cohort data

- *Student baselines:* At the start of the program, we conduct as student survey to capture baseline data (demographics, program perceptions, etc.) to help with longitudinal studies.

- *Student evaluations of all courses:* Student perceptions make up an important component in understanding course relevance, course design, instructional effectiveness, and other considerations. They help inform our continuous quality improvement process.

- *Student success rates at course and program levels:* With the help of the College's Institutional Research, regularly evaluate student persistence, retention, and completion rates across and within student demographics.

- *Annual Course Assessment Review:* The BAS-ABM examines outcomes-content-assessment alignment at the course level. See examples discussed in Standard 5 later in this proposal.

- *Quarterly Report to Applied Business Advisory Board:* The Applied Business department presents a semi-annual report to our Business Advisory Board. The report includes, but not limited to, evaluation findings and recommendations. We proceed with Board directives. See Appendix C for a list of the advisory board members.

- *Two-year, programmatic self-review:* At the end of each cohort cycle, the program conducts a self-evaluation against Pierce College core abilities and BAS-ABM program elements. We review industry expectations and market trends to ensure relevance and currency.

Standard 3. Course Preparation Needed by Students Transferring with Technical Associate Degree

The Pierce College AAS-T prepares students for competitive employment in business-related occupations requiring at least an associate degree, while including enough relevant GER credits and other pre-requisites to transfer to the Pierce College BAS-ABM as well as other BAS in business programs across the state. Students fulfilling this degree and meeting other minimum requirements have priority transfer standing into the proposed BAS-ABM. See Table 3. All other interested students meeting the minimum requirements as detailed in Criteria 3 are encouraged to apply for admission into the program.

Table 3 Proposed AAS-T in Applied Business (Fall 2019)

GENERAL REQUIREMENTS (13 credits)		**Credit**
COLL 110	College Success	3
ENGL& 101	English Composition I (GER-COM)	5
MATH& 146	Statistics (GER-QR)	5
BUSINESS CORE (55 credits)		
BUS& 101	Introduction to Business (GER-SS)	5
BUS& 201	Business Law (GER-SS)	5
BUS 240	Human Relations in the Work Place	5
BUS 260	Project Management I	5
BUS 261	Project Management II	5
MNGT 186	Professional Development	3
MNGT 282	Principles of Marketing	5
MNGT 283	Principles of Management	5
MNGT 284	Small Business Planning	5
MNGT 294	Leading Teams Through Innovation and Change	5
MNGT 295	Human Resource Management	5
MNGT 298	Work-Based Learning	2
TECHNOLOGY (5 credits)		
CIS 130	Microcomputer Applications	5
ECONOMICS (10 credits)		
ECON& 201	Microeconomics (GER-SS)	5
ECON& 202	Macroeconomics (GER-SS)	5
ACCOUNTING (10 credits)		
ACCT& 201	Principles of Accounting I	5
ACCT& 202	Principles of Accounting II	5
	Total Minimum Credits Required =	93

Automatic Certifications:

Business Certificate

Project Management Short Certificate

Standard 4. General Education Component

To support programmatic and course-level outcomes, students are required to have at least 60 GER credits upon completion of the BAS-ABM degree. See Table 4. Thirty of these credits are at the associate level, with the balance earned at the BAS-ABM program. To support achievement of problem-solving, systems thinking, and sustainability outcomes, GER in the natural sciences focus on environmental science, geology, and other courses designed to promote such mindsets. All lower-division GER courses are regularly offered courses at Pierce College.

Table 4 General Education Requirements for BAS-ABM

GER Category	Credits	Courses
Communications	10	• ENGL& 101 – English Composition 1 or above (5) • ENGL& 235 – Technical Writing (5)
Quantitative	5	• MATH& 146 – Statistics
Humanities	10	• CMST 330 – Organizational Communication (5) *Plus one from below:* • PHIL& 115 – Critical Thinking (5) • CMST 105 – Intercultural Communication (5) • HUM 106 – Ethnic Thought and Culture (5) • HUM 240 – World Religions (5)
Natural Science	10 (5 credits in Lab)	• ENVS& 100 – Survey of Environmental Science (5) *Plus one from below:* • GEOG 210 – Physical Geography (5) • GEOL& 110 - Environmental Geology (5) • GEOL& 208 - Geology of Pacific Northwest (5) • OCEA& 101 - Intro to Oceanography (5)
Social Science	25	• BUS& 101 – Introduction to Business (5) • BUS& 201 – Business Law (5) • GEOG 207 – Economic Geography (5) • ECON& 201 – Microeconomics (5) • ECON& 202 – Macroeconomics (5)

Standard 5. BAS Courses at the Junior and Senior Levels

Upper-division BAS-ABM courses (Table 5) align with program outcomes and industry expectations. They are scoped, grouped, and sequenced to promote progressive development and mastery of specific competencies. Courses operate within a mixed-modality model using blended and online formats. Blended courses (face-to-face and hybrid) are taught once or twice a week during the evening hours to accommodate busy professionals. See Appendix D for course descriptions and outcomes.

Table 5 BAS-ABM Two-Year Schedule

Course #	Description	Credit	Rationale
Quarter 1 - Fall			
ENVS& 100	Survey of Environmental Science	5	GER-NS; supports systems thinking
MNGT 310	Systems Theory and Applied Business Management	5	BAS-ABM – foundation
MNGT 330	Leadership and Organizational Behavior	5	BAS-ABM – foundation
Quarter 2 - Winter			
ENGL& 235	Technical Writing	5	GER-COM – foundation
MNGT 350	Applied Human Resource Development	5	BAS-ABM – foundation
GEOG 207	Economic Geography	5	GER-SS – foundation
Quarter 3 - Spring			
PHIL& 115	Critical Thinking (or CMST 105, HUM 106, HUM 240)	5	GER-HM; promotes critical thinking
BUS 380	Project Management – Feasibility and Life Cycle	5	BAS-ABM – intermediate
CIS 211	Applied Business Analysis	5	BAS-ABM – foundation; technology
CIS 137	Spreadsheet Applications I	2	Phase 1 - Excel Core Certification
Quarter 4 - Fall			
GEOG 210	Physical Geography (or GEOL& 110, GEOL& 208, OCEA& 101)	5	GER-NS with lab; supports systems thinking
MNGT 420	Marketing for Managers	5	BAS-ABM – intermediate
MNGT 430	Applied Accounting for Managers	5	BAS-ABM – intermediate
CIS 138	Spreadsheet Applications II	2	Phase 2 – Excel Master Certification
Quarter 5 - Winter			
MNGT 410	Business Strategy and Decision Making	5	BAS-ABM – intermediate
MNGT 450	Applied Operations and Logistics	5	BAS-ABM – advanced
MNGT 460	Applied Financial Management	5	BAS-ABM – advanced
CIS 274	Applied Business Analytics I	2	BAS-ABM – intermediate
Quarter 6 - Spring			
CMST 330	Organizational Communication	5	GER-HM – intermediate
MNGT 470	Business Development and Negotiations	5	BAS-ABM – advanced
MNGT 490	Strategic Management Capstone + Internship	5	BAS-ABM – advanced
Credit Distribution			
Total MNGT Program Credits		96	
Upper-Division Credits		60	
Technology GTE Credits		11	
GER-COM		5	
GER-HM		10	
GER-NS		10	
GER-SS		5	
Total Pathway Credits (63 GTE + 30 GER, total 93 credits at AAS-T)		**189**	

Special Subject Matter Considerations

Systems-Theory Orientation. The Pierce College BAS-ABM program uses systems theory, where interrelated parts make up a whole, as a foundation for critically thinking and solving today's complex organizational problems. Students learn that businesses operate as open systems, where organizations constantly adjust and adapt with the larger environment to survive and thrive. Such a perspective challenges students to see beyond simple cause and effect. Instead, they learn to appreciate the importance of context, regard business functions as interrelated, and critically examine complex business phenomenon from multiple perspectives. Such an orientation prepares BAS-ABM graduates to engage in thoughtful, deliberative processes where creative solutions to multidimensional problems may rise. They are able to make meaningful connections and project implications between short- and long-term business decisions within a context of multiple interests, limited resources, and rapid change.

To widen our students' decision-making aperture and deepen their skill sets, the BAS-ABM curriculum scopes and sequences courses to apply systems theory and its applications over time. For example, the first quarter orients students to systems theory and applies it via multi-staged, project-based learning in BAS-ABM 310 - Systems Theory and Applied Business Management course. The class sets the tone and prepares students to apply systems- and critical-thinking in subsequent courses.

Reading, Writing, and Quantitative Competencies. The ALA (Appendix A) suggests that students have varying degrees of competencies in reading, writing, and math. Arguably, this is a challenge across pathways – traditional or nontraditional. Business industry leaders consistently place these skills at the top of their list of highly-sought abilities in high-demand occupations. See Appendix F. Conversations with university admissions officers in transfer baccalaureate and graduate programs note that students struggle academically *because* of deficiencies in these foundational areas. Given this persistent challenge, the Applied Business department integrates discipline specific, college-level skills in reading comprehension, business writing, and applied math skills at both the lower- and upper-division levels.

Business Research Skills. The BAS-ABM integrates business research skills contextually by applying them in specific inquiry/problem-based projects. For example, students learn specific search, collection, assessment, and validation processes in order to (a) understand value, appropriateness, and application of certain types of qualitative and quantitative research; (b) define the purpose, scope, methodologies, and limitations of research; (c) prepare and structure research questions; (d) collect qualitative and quantitative data; (e) assess and validate data reliability and integrity; and (f) analyze findings within the context of applied business functions (i.e., operations, marketing, finance).

Outcomes, Content, and Assessment Alignment

As stated in Criteria 1, the BAS-ABM program delivers rigor at the course level via a three-pronged approach: (a) setting high expectations against industry-based outcomes (see Criteria 1, Standard 1. Program Learning Outcomes and Appendix D); (b) providing appropriate student support (in part provided by services discussed in Criteria 4); as well as (c) aligning outcomes, content, and assessments (OCA). The third of these, alignment, is particularly important as suggested in Knowles' (1998) adult learning (andragogy) theory, which explains the need for adults to know what, why, and how they are

learning. Indeed, the adult learner analysis (ALA) discussed earlier in this proposal supports the need for instructional transparency around alignment in order to maintain learner motivation.

There is also another fundamental driver for explicit OCA alignment: *the program needs to know that students have learned the outcomes*. Table 6 provides conceptual examples of how the BAS-ABM achieves such alignments. In this illustration, outcomes are in terms of Bloom's hierarchy of learning objectives. Content include materials and learning strategies used to teach objectives. Assessments are ways to measure what students learn. Although the BAS-ABM program assess students at all levels, we focus our teaching and learning efforts at the upper levels of Bloom's taxonomy (greyed areas) to ensure baccalaureate-level rigor. For example, students achieve higher-order thinking skills by applying systems theory to analyze interconnected business functions such as operations, marketing, and finance. They use these and other skills to develop and evaluate solutions that address major organizational problems or capture compelling market opportunities.

Table 6 Examples of Aligned Outcomes, Content, and Assessments

Outcomes (Bloom's terms)	Content (Materials and strategies)	Assessments (Measures of what is learned)
Recall Remember Define	• Reading assignments • Video tutorials • Lectures	Multiple choice, fill-in-the blank tests, adaptive learning exercises, learning-based games
Describe Discuss Explain	• Business research • Informational interviews • Marketing surveys	Papers, concept maps, online discussions, online polling, think-pair-share where students summarize concepts
Apply Solve Use	• Ethical dilemmas • Marketing simulations, scenarios • Demonstrations	Interactive sessions where students use established procedures or experiment with new ones to solve organizational problems
Analyze Differentiate Examine	• Project management • Business case studies • Accounting simulations	Papers, projects, discussions, concept maps, labs where students determine how parts are related in a given phenomenon
Evaluate Defend Support	• Marketing flop debates • Data analytics • Operations and logistics • Negotiation simulations	Papers, presentations where students critique ideas and performances using data and established criteria or standards; defend conclusions; advance alternatives
Create Design Construct	• Marketing strategy research • Sustainable business model cases • Financial statement development • Capstone	Students develop business plans, marketing strategies, and financial statements to capture market opportunity or solve complex organizational problems

Criteria 2: Qualified Faculty

> "People educate each other through the mediation of the world."
> — Paulo Freire

Knowledgeable, Experienced, and Equity-Centric Faculty

Central to the BAS-ABM program's ability to deliver a successful equity-centric model is its own human resource. We are proud to have a high caliber of experienced instructors who teach our AAS and AAS-T in Applied Business degrees and certifications. See Table 7. Three of these are full-time Applied Business faculty members, whose profiles are in Appendix E. All instructors in the lower-division courses have at least a master's degree in the subject area or related field. Faculty with doctorates teach the majority of upper-division BAS-ABM courses. Faculty with doctoral or equivalent degrees in the field or related area teach all general education coursework at the 300 and 400 levels. If we need more instructors to fill classes, we will add highly-qualified adjuncts or full-time teachers. Where appropriate, we work with Tacoma Community College and Clover Park Technical College to leverage their instructional resources.

Table 7 Pierce College Full-Time and Adjunct Faculty Pool for AAS, AAS-T, and BAS-ABM

Full -Time Faculty	
Miebeth Bustillo-Booth	• Doctor of Education (EdD) in Educational Leadership, University of Washington Tacoma, candidate • MBA, Foster School of Business, University of Washington • MA in Education, School Education, Pacific Lutheran University • MPA in Education and Social Policy, Daniel J. Evans School of Public Policy, University of Washington • BA in Comparative History of Ideas, University of Washington Subject Areas: Leadership, Management, Marketing, Entrepreneurship, Strategic Decision Making, Instructional Design, Public Policy
Paul Gerhardt, PhD	• PhD, Capella University School of Business and Technology, Management & Organizational Behavior • MA, Chapman University, Organizational Leadership • Certificate of Human Resource Management, Chapman University • BA, Business, Leadership, & System Thinking, The Evergreen State College Subject Areas: Human Resources, Management, Leadership, Entrepreneurship
Myung Lae Park, EdD	• EdD, Doctor of Education, Seattle University • MBA, City University of Seattle Subject Areas: Economics, Finance, International Relations, Management, Leadership
Suzanne Lozano, CPA	• MBA (Finance), City University of Seattle • Bachelor of Science in Business (Accounting) Subject Areas: Accounting, Finance
Linda Saarela	• MBA, University of Colorado • Bachelor of Business Administration, Pacific Lutheran University Subject Areas: Finance, Management, Leadership, Human Resources, Professional Development

Adjunct Faculty	
Dan Ashe	• MA in Teaching, The Evergreen State College • BA in Psychology, Salisbury University Subject Areas: Human Relations, Professional Development, Customer Relationship Management, Management, Leadership, Small Business Planning
Betty Boushey, PMP	• BA in Sociology, University of Washington Subject Areas: Project/Program Management, Leadership, Budget Development
Lynn Brogan, EdD, PMP	• EdD, Columbia University in the City of New York • MS in Teaching Special Populations, University of Oregon • Bachelor of Arts Curriculum and Instruction, University of Oregon • Project Management Professional (PMP) Credential; Project Management Institute, Initial Credential Subject Areas: Project Management, How People Learn, Curriculum Development, Budget Development, Data Analysis
Taryn Givenchy	• MS in Human Centered Design and Engineering, University of Washington Subject Areas: Marketing, Graphic Design, Online Interface Design and Usability, Instructional Design for Online Interfaces
Fred Hetter, JD	• JD, University of Puget Sound • BS in Accounting, California State University at San Bernardino Subject Areas: Business Law, Ethics
George Karavitis, JD	• JD, Gonzaga University • MA in History, Duke University • BA in History, Washington State University Subject Areas: Business Law, Ethics
Jeremy Mauck	• MBA in Marketing and Management, Western Washington University • BA in Communications, Washington State University Subject Areas: Marketing, Entrepreneurship, Business Development/Management
Shawn Newman, JD	• JD, University of Notre Dame Law School • BS Labor & Human Resources, Ohio State University Subject Areas: Constitutional/Employment/Commercial Law, Civil Litigation, Appeals
Tammie Pyne	• MBA, Liberty University • Bachelor of Science in Business and Management, University of Maryland • Professional Management Certification, Air University Subject Areas: Human Resources, Management, Supervision, Leadership, Marketing
Ann Stolz	• MA in Education - Adult Education and Training, University of Phoenix • BA in Clothing and Textiles, University of Puget Sound Subject Areas: Professional Development, Retailing, Fashion Merchandising and Textiles, Visual Promotion
Luke Williams	• MBA (Master of Business Administration), Azusa Pacific University • BA in CIS (Computer Information Systems), Azusa Pacific University Subject Areas: Entrepreneurship/Innovation, IT Management, Customer Experience/Sales

Maintaining Curricular Currency and Relevance

All instructors are responsible for maintaining expertise in their field. The College also provides many resources for its faculty to maintain curricular currency and relevance. For example, Employment Learning and Development (ELAD) provides a robust set of professional development services including, but not limited to, instructional design, technology integration, and targeted skills training. It guides discussions around Transparency in Learning and Teaching (TILT) as well as role of highly-intentional teaching (HIT) practices in courses. It also facilitates Quality Matters peer-reviews of online courses. The BAS-ABM intends to leverage ELAD's services.

Additional institutional supports include structured in-service training during fall and winter quarters as well as an optional Summer Institute. Faculty members join communities of practice of their choice to explore educational interests and current trends. A recent addition to these learning communities is Race and Pedagogy, which examines role of equity, diversity, and inclusion (EDI) in education. Applied Business faculty members are active participants in these resources.

Another important College resource is our library department. The BAS-ABM program works closely with our librarians to integrate appropriate library and information resources into our courses. For example, we bring library services closer to the classroom, where instructors and librarians work together to develop appropriate project-based learning activities, embed library supports in assignments, and where librarians directly help students in business research. We believe that such a partnership facilitates current, relevant, and equitable learning experiences.

An oversight committee for instructional currency and relevance is the College's Learning Council (LC), which ensures mission fulfillment and alignment to our core values. It carefully develops, reviews, and evaluates curricular plans and student supports. If approved, the BAS-ABM program and its faculty are accountable through the LC's processes.

Affirmative Professional Development: Course Design and Delivery

The BAS-ABM program plans to launch fully-developed courses at the start of each quarter. Student needs and interests as discussed in the ALA (see Appendix A) inform course development. For example, the ALA suggests that students benefit from whole course transparency. By providing visibility of all class expectations at the outset, students can anticipate course deliverables and plan accordingly given multiple school/work/family obligations; thereby, facilitating their success. In order to deliver on this intent, the program proactively prepares and supports instructors in creating fully-developed courses ahead of academic terms. Among these affirmative strategies are as follows:

- **BAS-ABM program orientation.** In this session and supporting modules, all instructors learn about the program's framework, outcomes, evaluation cycles, instructional support services, etc.

- **Collaborative course development.** BAS-ABM instructors and ELAD instructional designers use a collaborative process in the design and delivery of courses using a research-based matrix of teaching and learning standards.

- **Effective course design, instruction, and use of technology.** We provide online video tutorials, workshops, and other professional development opportunities to ensure effective teaching and learning in all modalities. We also integrate effective strategies in three areas of interactivity as discussed by Moore (1989) – learner-instructor, learner-content, and learner-learner.

Continuous Course Evaluation

In accordance with the college's institutional assessment plan, the Applied Business Program follows a three-year assessment cycle to evaluate student learning. This means that over a three-year period we assess for student achievement of the program outcomes. As evidenced in the course outlines of this project proposal, each course-level outcome feeds into student development and ultimately mastery of the program-level outcomes. As such, in our assessment process we identify course-level assessment tools (e.g., paper, presentation, exam) to examine for student learning at the course- and program-level. As part of our outcomes assessment process, we review as a department both the assessment tool and student work. When evaluating the assessment tool we examine for effectiveness of the tool to measure the targeted outcomes. For student work, we look for trends in student learning. Using this information, we make adjustments to instruction to enhance the learning process and student achievement of outcomes. Annually, we document our instructional continuous improvement efforts in our Annual Review documentation.

Program Leadership

Pierce College leadership recognizes that successful and intentional design, delivery, and continuous improvement are central to the BAS-ABM program's success. The strategic and day-to-day management, coordination, and documentation of resources and processes (human capital, fiscal, programmatic elements, etc.) require a highly-qualified program director with requisite instructional, technical, and management skills. In addition, a demonstrated and deep commitment to both instructor and student success need to be evident. Such functions are likely beyond the scope of a lead faculty and are more appropriately in the purview of an office of a program director with options to teach where appropriate. See budget discussion in Criteria 5 later in this proposal.

Criteria 3: Selection and Admissions Process

> "Someone's sitting in the shade today
> because someone planted a tree a long time ago."
> — Warren Buffett

Cohort-Based Program

The Pierce College BAS-ABM is a full-time, cohort-based, mixed-modality education model. It anticipates a full capacity of 30 students by the third year of the program, 2021-2022. As we near full capacity, we evaluate other options, including part-time.

Application Pool Development

Pierce College is deeply committed to the success of all students. We are laser focused on our mission, to "Create quality educational opportunities for a diverse community of learners to thrive in an evolving world." To this end, the Applied Business department pursues a multi-pronged strategy to (a) build a pathway to the BAS-ABM via internal Guided Pathway efforts, (b) raise broad awareness of the BAS-ABM through marketing efforts (c) develop inter-institutional AAS and AAS-T agreements, and (d) partner with community-based and professional organizations to develop a robust and diverse BAS-ABM application pool. See Table 8.

Table 8. Sample Application Pool Development Strategies

Focus Area	Strategies
Guided Pathways and institutional capacity	• *Exploratory and introductory courses.* All students taking College 110 and BUS& 101 Introduction to Business explore degree pathways, where they learn about business pathway options (AA-DTA/MRP, AAS, AAS-T, and certifications). • *Advising*. Advisors and navigators identify AAS and AAS-T students for possible BAS-ABM transfer and regularly meet with students to facilitate timely completion. • *Subject-matter support.* Student support services such as tutoring and library services are linked directly to classroom activities to help ensure that students struggling with quantitative and writing courses develop college-level skills and pass their courses with at least a 2.0 grade minimum. • *Equity, Diversity and Inclusion (EDI).* Collaborate with the College's EDI department to identify sources of equity gaps and develop strategies to close them. • *Student clubs, student support programs, and specialized programs.* Work with student clubs (Black Student Union, etc.), student support programs (Asian Americans and Pacific Islanders Reaching their Potential through Education (ASPIRE), etc.), specialized programs (International Education, etc.), and other institutional initiatives serving historically-underserved groups to bring awareness to the BAS-ABM pathway.
Marketing	• *Multiple touch points.* Establish multiple touch points (Pierce College website portal, information sessions, social media, community engagements, etc.) to help students learn about the program and facilitate contact with advisors. • *Push and pull marketing*. Work with marketing department and institutional partners to promote the BAS-ABM in local markets and underserved communities and draw prospective students to apply for the BAS-ABM.
Inter-institutional agreements	• **Transfer agreements.** Work with other community and technical institutions to develop AA transfer agreements including but not limited to formal articulations and Memorandum of Understanding (MOU).
Community and industry partnerships	• **Targeted outreach.** Partner with local community and industry stakeholders to promote the BAS-ABM to their memberships – with special attention to raising awareness in underserved populations, professionals with existing AA degrees, as well as incumbent professionals in target business sector occupations.

Admission Requirements

The following entrance requirements facilitate successful completion of 300 and 400 level BAS-ABM courses in a timely fashion. Advisors and program navigators work closely with students at the associate level to develop education plans that meet admission requirements.

1. At least an associate degree from an accredited institution
2. Minimum 2.5 cumulative GPA for all college-level credits
3. 2.0 or above grade equivalent in the following courses:
    a. College-level English composition (5 credits)
    b. College-level math with statistics emphasis: MATH& 146 or its equivalent (5 credits)
    c. Computer literacy class (3 – 5 credits)
    d. Minimum of 30 GER credits in required distribution areas (Communications, Humanities, Natural Science, and Social Science)
    e. Prerequisite classes:
        i. BUS& 101 – Introduction to Business (5 credits)
        ii. BUS& 201 – Business Law (5 credits)
        iii. ECON& 201 & 202 – Microeconomics and Macroeconomics (10 credits)
        iv. ACCT& 201 and & 202 – Principles of Accounting I and II (10 credits)
4. Professional intent, 250 words maximum: Explain professional goals and how these will be served by a BAS-ABM degree.
5. Resume
6. Unofficial transcripts from accredited college-level institution(s). Official transcripts required for admission.
7. Completion of Pierce College application for admission to the BAS-ABM program. A non-refundable program application fee of $75 (with waiver option).

Selection and Admissions Process

The Pierce College BAS-ABM offers two major transfer options. Since the BAS-ABM is built upon the College's AAS-T in Applied Business, students with this degree and who fulfill remaining admissions requirements are positioned to efficiently transfer to the BAS-ABM program. The College's AAS in Applied Business allows a merger onto the AAS-T pathway should students later choose to pursue the BAS-ABM degree. Students on this alternative path need to take additional courses to meet requirements and be ready to succeed in baccalaureate-level work. Advising is key in facilitating an efficient student redirection. Students with other associate degrees and who meet all other requirements are encouraged to apply.

Figure 3 Associate to BAS-ABM Transfer Pathways
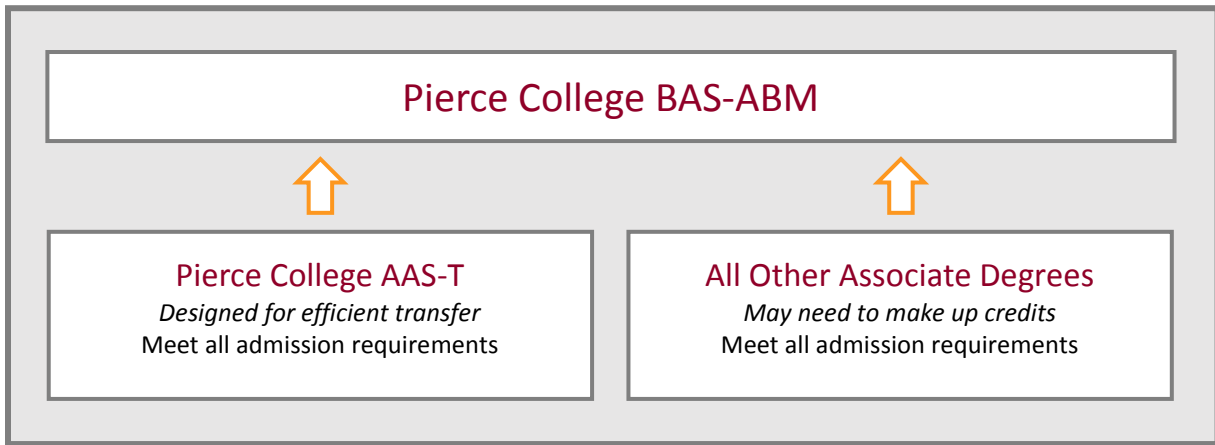
Application and Selection Process

To promote a robust pool of diverse applicants, the BAS-ABM program proposes to have four phases, the first of which is internal to Pierce College. See Figure 4.

Figure 4 Application and Selection Process
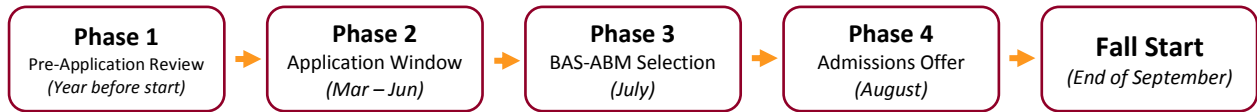
- *Phase 1 – Pre-application review (Fall quarter, 1 year before Fall entry).* All Pierce College AAS-T students receive a notice to assess their education plans toward degree completion. Notice includes resource links and alert to meet with an advisor or program navigator for pre-admission planning purposes. A follow-through process supports this phase. Activate marketing efforts across touchpoints.

- *Phase 2 – Application window (March – June, prior to Fall entry).* Continue marketing efforts. Applicants submit application via a web portal.

- *Phase 3 – BAS-ABM selection (July, prior to Fall entry).* A selection committee made up of BAS-ABM faculty and representatives from the College review application using a weighted schema, where items 1-3 admission requirements above represent the majority of the weighted point assignments. Such a schema helps identify which students receive offers of admissions.

  In the event there are more qualified applicants than capacity, then selection committee reviews alternative options including, but not limited to, raising capacity, opening additional sections, establishing a waitlist, and redirecting students to nearby BAS in business programs in the area.

- ***Phase 4 – Admissions (August, prior to Fall entry).*** Provisionally-qualified students are notified, formal admissions subject to remaining requirements (formal transcripts, admission acceptance, etc.). In the event where students decline an admission offer by a deadline, and there is a waitlist, the next qualified applicant is notified of an admission offer.

Criteria 4. Appropriate Student Services Plan

> "Our prime purpose in this life is to help others.
> And if you can't help them, at least don't hurt them."
> —Dalai Lama

Student Services Plan

Pierce College operates as a district with full academic support services at the Puyallup and Fort Steilacoom campuses and limited-services at Joint-Base Lewis McChord (JBLM). In keeping with Pierce College's core themes and objectives (see Appendix G) and given the adult learner analysis (ALA), the BAS-ABM program leverages the College's robust set of student services as well as offer BAS-ABM strategic support. Together, they make up wraparound services to promote timely completion of the BAS-ABM degree. What follows is a discussion of such resources.

Welcome Admissions Packet

Upon acceptance of an admissions offer, students receive a welcome admissions packet, which includes essential information about the two-year BAS-ABM tenure. Among other essential information, the packet includes the following:

- Welcome letter
- Checklist to complete prior to BAS-ABM orientation (student login, official transcripts, placement tests if necessary, student baselines survey, class schedule, parking permit, etc.)
- Advisor or program navigator assignment
- Information brochures and pamphlets about student services including financial aid
- Next steps with timeline of follow-up activities to complete onboarding processes

BAS-ABM Orientation

BAS-ABM students attend an on-campus orientation where they meet faculty, cohort members, and student services representatives. The intent is to establish a learning community, learn about specific program expectations and structure, onboard to learning management platforms (Canvas, Connect, etc.), and be aware of specific wraparound services intended to promote degree completion. Orientation videos and tutorials are accessible throughout their BAS-ABM tenure. Other course-specific onboarding activities are embedded in each class.

Academic Advising and Student Support Assessment

Upon acceptance of an admission offer, the BAS-ABM program assigns each student an academic advisor and/or program navigator. At the first meeting, assigned advisor/program navigator conducts intake to assess student goals, strengths, and areas of need as well as capture baseline information needed for short- and long-term programmatic evaluation. Another major product of this session is a student academic and student support plan.

Financial Aid and Services

The Northwest Commission on Colleges and Universities (NWCCU) accredited Pierce College a baccalaureate granting institution in 2015. This allows the College to assist bachelor-seeking students in accessing federal, state, and institutional financial aid options such as the Washington State Need Grant and Work Study and Pell Grant.

As part of the BAS-ABM admissions process, students receive a welcome packet, which includes financial aid resources, how to use the Pierce College financial aid office and library system to research financial aid, and how to navigate application complexities. Throughout the year, the program notifies students of possible financial aid opportunities. We also work with the Pierce College Foundation to establish BAS-ABM specific scholarship processes for tuition, fees, and book purchase support.

Library Services

The mission of the College's award-winning library[4] is "to be a dynamic, high-quality teaching library through active and effective participation in the instructional and community service processes of Pierce College." Our librarians are active faculty members who regularly teach students information competency skills online and in the classroom. If approved, the BAS-ABM will the fourth BAS degree at the College, in which case our librarians are ready to meet the NWCCU standards on libraries for BAS programs. See Table 9. The College expects than a new BAS program requires additional library resources. Therefore, we propose added library support, the equivalent of 0.25 FTE, in the budget. See Table 11 later in this proposal.

Table 9 NWCCU BAS Degrees Library Services Rubric and Pierce College BAS-ABM

Standard	Joint Library and BAS-ABM Strategies
NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.	BAS-ABM faculty work with librarians to identify, integrate, and scaffold appropriate library information resources in project-based learning assignments and other outcomes-based learning activities.
NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes,	Our libraries house approximately 98,000 print volumes and more than 200 serial subscriptions, and offer over 80 online databases that feature ebooks, articles, and streaming media. As well, BAS-ABM instructors work with librarians to identify and secure

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[4] Pierce College Library received the Excellence in Academic Libraries Award in 2005 from the Association of College and Research Libraries

programs, and services, wherever offered and however delivered.	appropriate information resources to support upper division courses that are accessible by our mixed-modality model. See Table 10 for a sample of resources.
NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.	Librarians regularly engage in data-driven review of our library materials to provide current, secure, relevant, and accessible information resources that support appropriate levels of rigor across programs. It integrates the new BAS-ABM in its processes.
NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.	Our librarians support the BAS-ABM program via scheduled-direct instruction and real-time support of effective, efficient, and responsible use of library and information resources. As with other established BAS programs, our librarians work closely with BAS-ABM instructors to select key databases to support bachelor-level curriculum as well as develop specialized Library Research Guides that provide relevant industry specific information. Table 10 provides a sample of resources that are available 24/7. Also, students can chat with a librarian after hours via a web portal.
NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.	As good stewards of state funds, the library faculty regularly review cost and use statistics for all subscription services. The library faculty work with subject faculty such as those in the BAS-ABM to determine when to retire or add a new subscription. In addition, our systems librarian and library technical services staff work in tandem with IT on the secure delivery of these subscription services. Non-subscription print materials are reviewed in a similar data-driven way to determine their value to the collection based on accuracy, age, and use.

Table 10 Sample of Online-Accessible Library Resources

Key Databases
• ProQuest Research Library or Academic Search Complete for newspaper, magazine and scholarly journal articles.   • CQ Researcher or Gale Opposing Viewpoints in Context for controversial issues or current events.   • Gale Virtual Reference Library for encyclopedia entries.   • WOIS for career research and planning.   • Films on Demand for educational videos   • Ebook Central or EBSCO eBook for ebooks you can read on your computer or mobile device.
Research and Help Guides
• Library research guides by subject, class, or area of research need   • Alphabetical list of more than 80 databases on a variety of subjects.   • Find a specific article, journal, or magazine   • Cite sources in MLA or APA   • Finding and evaluating scholarly journals   • Help connecting to library databases.

Source: Pierce College Library Home Page

Academic Support Services: Tutoring

Pierce College has a full complement of tutoring services. The Academic Support Services include tutors, writing consultants, and supplemental instruction leaders. Collectively, the intent is to support students to be independent, self-directed learners. Students may make an appointment or drop in to access services.

Supplemental instruction (SI) is a peer-assisted study program for select courses where students have historically struggled. Where appropriate, the BAS-ABM program leverages the SI in reading, writing, quantitative, and other business courses (math, economics, accounting, operations and logistics, etc.) to promote student success.

Computer Labs and Technology Support

The BAS-ABM delivery model leverages online and educational technology, necessitating technology support for students while on and off campus. Fortunately, technology-assisted instruction is not new to the College. We have a full complement of resources committed to the integration of technology in learning: free Internet access, free WiFi, laptops on loan from the library, computer labs throughout campus and in the libraries, Student Technology Assistant Teams, eLearning office, and tech support via email and phone. BAS-ABM students access these resources across the district. To facilitate efficient integration of technology in the program, faculty and appropriate support teams onboard students to educational technology used during their two-year tenure with ongoing support throughout.

Counseling Services

Pierce College has a Department of Counseling staffed with faculty counselors to help students, including those in the BAS-ABM, through challenging times. The counselors are licensed mental health

counselors for the state of Washington. They are trained to provide a wide array of services, including, but not limited to, short-term personal counseling, crisis intervention, and referrals to community agencies. The faculty counselors are accessible in person, phone, and email. Pierce College also includes various counseling-related information on its website.

Access and Disability Services (ADS)

Pierce College's Access and Disability Services Department (ADS) offers students a range of resources and services to support students with disabilities. Once students are registered, they can engage via an online portal or in person to request appropriate accommodations. The online request system is new in 2018 and intends to facilitate continuing requests without repeating past application steps. An ADS representative is part of the BAS-ABM onboarding session discussed above. Our goal is to promote equitable learning by all of our students by having access to needed support.

Office of Diversity, Equity, and Inclusion (EDI)

In 2017, Pierce College established and Office of Equity, Diversity, and Inclusion. EDI is laser focused on student success by promoting strategies to close equity gaps. It also aims to promote a culture of civility, dignity, and respect. It helps integrate various services and resources (ADS, Campus Safety, Multicultural Student Services, etc.) in the college to promote a climate of inclusion. An EDI representative is at the BAS-ABM orientation to discuss how students can access EDI resources.

Veterans Services

Pierce College is honored to serve military veterans and their families and is committed to delivering quality education throughout their tenure here. The BAS-ABM program works closely with Veterans Services Offices to comply with and monitor eligibility requirements. The program takes special effort to understand, anticipate, and accommodate the unique needs of students receiving veteran benefits.

Other Services

As a fully accredited institution, Pierce College has a full complement of services. Among others not yet discussed above are career counseling services, multicultural services, writing services, food services, degree evaluation services, and the Health Education Center. BAS-ABM students like other students have equal access to these resources.

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

> "An investment in knowledge pays the best interest."
>
> —Benjamin Franklin

Pierce College is committed to building and sustaining a strong, equity-based BAS-ABM, built upon the foundation of the College's AAS-T in Applied Business degree. The BAS-ABM is further supported by

internal institutional processes including, but not limited to, the review and advice of its Applied Business Advisory Board, integration with the college-wide implementation of Guided Pathways, and other instructional and student support processes discussed earlier in this proposal.

Standard 1: Funds to be Used

If approved, the BAS-ABM falls under the state-supported funding mechanism, which uses a combination of legislative appropriation of state funds plus student tuition. The difference between state funding and tuition is funded by state taxes and other sources inclusive of the College's own resources. Additional tuition revenue from upper division tuition rates covers additional expenses. As with all other programs, if adopted, the College sustains the BAS-ABM program as part of the general fund budget unless enrollments do not support continued programming, in which case an exit strategy assists students with a teach-out, as per NWCCU and other regulatory standards.

Table 11 projects revenues and expenses for the first five years. For revenue, it assumes operating fees only. As per our projections, we expect to breakeven in year 5 of the program. As we near full capacity of 30 full-time students, we will make plans to offer a three-year, cohort-based, part-time option. Below highlights major budgetary assumptions.

Revenues

- **Enrollments.** We estimate an initial enrollment of 20 students with an increase of five students per cohort year. We assume a conservative attrition rate of about 10 percent to account for students who may exit the program for various reasons.

- **Tuition and inflation rates.** We use SBCTC tuition 2019-2020 projected tuition as revenue guidance and 2 percent inflation rates.

Expenses

- **Instruction.** We assume an instructional rate of $4035 per class.

- **Support staff.** We allocate a 0.5 FTE support staff to help the BAS-ABM director in program administration, including activities discussed in Table 8.

- **Advising and admittance support.** We allocate a 0.5 FTE advising and admittance support due to new enrollments.

- **Library support.** If approved, the BAS-ABM will be the College's fourth baccalaureate offer. Present BAS programs each have a 0.25 library support allocation. The BAS-ABM adds another 0.25, resulting in a 1 FTE across the BAS programs.

- **Other.** Other expenses represent operating costs as a result of the new program.

Standards 2 and 5: Projected Program Revenues and Expenses

Table 11 Projected BAS-ABM Revenues & Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2024-25
Number of Year 3 Students	20	25	30	40	40
Number of Year 4 Students		18	23	27	36
Revenue					
Tuition					
Tuition Year 3 Students	$112,440	$143,361	$172,033	$229,378	$229,378
Tuition Year 4 Students	$0	$106,341	$135,880	$159,512	$212,682
Total Tuition	$112,440	$249,702	$307,914	$388,889	$442,060
Other Revenue					
Consumables Fee	$0	$0	$0	$0	$0
Perkins Grant	$0	$0	$0	$0	$0
Other Misc Revenue	$0	$0	$0	$0	$0
Total Other Revenue	$0	$0	$0	$0	$0
Total Revenue	*$112,440*	*$249,702*	*$307,914*	*$388,889*	*$442,060*
Expenditures					
Operating Costs					
Instruction	$24,210	$57,620	$58,772	$85,639	$87,352
Support Staff (.5 FTE)	$39,572	$40,363	$41,171	$41,994	$42,834
Program Director	$90,000	$91,800	$93,636	$95,509	$97,419
Advising and Admittance Support (.5)	$20,500	$20,500	$20,500	$20,500	$20,500
Curriculum Development	$10,000	$10,000		$10,000	
Library Support (.25)	$12,500	$12,750	$13,005	$13,265	$13,530
Benefits	$64,516	$72,614	$71,684	$82,777	$82,101
Goods and Services--Marketing	$5,000	$5,000	$1,000	$1,000	$1,000
Goods and Services - NonLab	$5,610	$5,722	$5,837	$5,953	$6,072
Student Consumable Expenses	$0	$0	$0	$0	$0
Accreditation	$5,000				
Professional Development/Conferences	$2,000	$2,000	$2,000	$2,000	$2,000
Travel--CCBA, ADEA, ADHA, etc.	$10,000	$20,000	$20,000	$20,000	$20,000
Library Material/data bases	$10,000	$10,000	$10,000	$10,000	$10,000
Total Operating Costs	$298,908	$348,369	$337,604	$388,638	$382,809
Non Operating Costs					
Indirect Costs (10%)	$29,891	$34,837	$33,760	$38,864	$38,281
Total Non Operating Costs	$29,891	$34,837	$33,760	$38,864	$38,281
Total Expenditures	*$328,799*	*$383,206*	*$371,365*	*$427,501*	*$421,090*
Net Income (Loss)	**($216,359)**	**($133,504)**	**($63,451)**	**($38,612)**	**$20,970**

Tuition Projections assume 2% annual Inflation, and are Operating Fee only

Salary and Benefit Projections assume 2% annual inflation

Upper division sections per year: Yr1, 6; yr2, 14; yr3, 14; yr4, 20; yr5, 20

Standard 3. Facilities to be Used

The BAS-ABM program uses existing classrooms and facilities in the Fort Steilacoom and Puyallup campuses. Each has a library, computer labs, tutoring services, and other wraparound services. The main site for the BAS-ABM is in the Fort Steilacoom campus, which has classroom and parking capacity. Our annual scheduling process makes room assignments for BAS-ABM courses on the fifth floor of the Cascade Building, which houses our student support services.

Standard 4. Equipment, Technology, and Instructional Resources

To ensure equitable technology access during the face-to-face sessions, the BAS-ABM program will invest in laptops for student use. To enrich business research, we subscribe to business-specific databases such as IBISWorld, Bloomberg, and/or eMarketer. To deepen and broaden student technical skills, we subscribe to leading business technological tools designed to aid informed decision-making processes like MarkStrat, a strategic marketing simulation software; and Qualtrics, an online survey software with advanced data analytics capabilities. Students strengthen their Excel skill sets by completing two Excel certification classes (Core and Master). The program also has two business analytics courses to strengthen skill sets in this area. We leverage applications like Skype and Zoom to enhance virtual meetings and class sessions as well as develop digital collaboration skills.

Criteria 6: Program Specific Accreditation

In August 2015, the Northwest Commission on Colleges and Universities (NWCCU) awarded Pierce College accreditation to offer baccalaureate degrees. The College will pursue substantive change process with the addition of the BAS-ABM. Dr. Debra Gilchrist leads this effort. Pierce College does not plan to seek program specific accreditation at this time.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

> "A journey of a thousand miles begins with a single step."
> — Lao-tzu

Graduate Pathways

Graduate admissions offices at Pacific Lutheran University, Central Washington University, University of Washington-Tacoma, and Western Governor University stated that as long as BAS-ABM students met their admissions requirements, they would be included in the selection process.

The BAS-ABM program understands that graduate schools use a selective admissions process, where strong competencies in writing, reading, and quantitative skills are differential advantages. We believe that our rigorous BAS-ABM program design and its commitment to delivering high-expectations position our graduates to be competitive applicants in graduate pathways.

Criteria 8: External Expert Evaluation of Program

> "The proposal…lays good ground for a 4-year degree by showing how Pierce College can fill the gap left behind by traditional higher education institutions."
>
> — Dr. Narasimha Rao Kowtha
> *Associate Dean and Professor, School of Business, Pacific Lutheran University*
>
> "The courses offered in this BAS-ABM degree support the needs of today's business. Project-based experiences, an emphasis on developing student research skills and industry identified program outcomes, are strong supporting developments to the program."
>
> — Dr. Gregory Price
> *Associate Dean, Associate Professor, School of Applied Leadership, City University of Seattle*

Critical Review

Two external experts reviewed the Pierce College BAS-ABM: Dr. Narasimha R. Kowtha, Associate Dean and Professor, School of Business, Pacific Lutheran University; and Dr. Gregory Price, Associate Dean and Associate Professor, School of Applied Leadership, City University of Seattle. Drs. Kowtha and Price provided us with insightful feedback, which are in Appendix I.

We are grateful to both experts and their commitment to student success. This subsequent edition reflects a number of their recommendations, namely around course descriptions and outcomes, refinement in course sequencing, and clarity around library and professional development. Other recommendations are under advisement as we carefully consider our programmatic intent.

In response to Dr. Price's observation about challenges in competency-based programming, we offer a clarification. We acknowledge that definitions for competency-based education are currently in flux. What Pierce College recommends is an outcomes-based model, where our central concern is that students learn industry competencies as articulated in our industry-aligned program and course outcomes. We deliver on these outcomes via a mix of blended and online courses, where we scaffold applied learning activities to facilitate knowledge integration and sustained competencies well after course completion. These learning activities (project-based, case studies, virtual simulations, etc.) are informed by an adult learner analysis (ALA) previously discussed in this proposal and outlined in Appendix A. The ALA suggests that students likely benefit from an array of front- and back-end support in blended and online learning modalities throughout their BAS-ABM tenure. These support strategies target mastery of competencies over time. They also help develop students as lifelong learners.

Closing Remarks

> "Education is the key to unlock the golden door of freedom."
> — George Washington Carver

Higher education stands at the juncture of possibilities. Fundamental questions are for *whom* and for *how many*?

As globalization and automation restructure the American economy, physical and basic-cognitive skills traditionally sought during the industrial revolution give way to higher-cognitive, socio-emotional, and technical skills required in the digital age. As a result of this historic skills shift, more highly-skilled workers with baccalaureate credentials are needed to meet the workforce demands of the 21st century. This is happening as people of color are projected to be the majority of the working class in the U.S. by 2032 (Wilson, 2016) and to make half the U.S. population by 2043 (Census, 2012).

Such a change in skills and demographics challenges educational leaders to answer important questions about how workforce preparation programs are designed to tap into our nation's diverse and vast human resource – a significant proportion of which has not historically benefitted from higher education. Replicating traditional educational models are not likely to correct structural inequities that contribute to opportunity gaps. Such gaps are costly at the individual level to be sure. They are costly for educational institutions with large capital and operational investments in programs. They are also costly for organizations in need of highly-skilled workers to compete in a rapidly-changing global economy. Ultimately, it is costly for our democratic society, where a robust middle class is critical to its stability and prosperity.

Higher education needs new methods informed by research, evidence, and data that account for high-quality learning of all student groups. We need equitable education that prepares as many highly-skilled workers as reasonably possible to have the required credentials to access and succeed in middle-wage jobs. We need our diverse student population to realize their full potential; and, thereby, contribute to the broad prosperity of our nation. It is with this challenge in mind that Pierce College is proud to offer a rigorous Bachelor of Applied Science in Applied Business Management (BAS-ABM) degree – based on a holistic adult-learner framework where *all* student groups can perform at high levels. Pierce College stands ready to offer the BAS-ABM as a "key to unlock the golden door of freedom" and help students realize their American Dream.

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Appendixes

A. Adult Learner Analysis (ALA)

Andragogical principle	Expected influence of					
	Individual and situational differences			Goals and purposes for learning		
	Subject matter	*Individual learner*	*Situational*	*Individual*	*Institutional*	*Societal*
1. Adults need to know why, what, and how they learn something before learning it	Systems theory is new; industry skill shifts and focus areas are new	Self-advocacy skills may differ; desire safe conditions to voice uncertainty	May need writing, reading, and math support that are integrated into courses	Develop skills to access middle-wage jobs, financial security	Applied sciences meet industry skill shift needs	Access to middle-wage jobs in order to strengthen middle class; meet WA state goals
2. The self-concept of adults is heavily dependent upon a move toward self-direction	Team-based projects need preparation / sustained guidance in developing effective teamwork skills	Varying confidence and skills in e-learning, team-based projects; may need additional support	Likely to need scheduling flexibility; personal tech skills is different from ed tech skills; need onboarding	Adaptive, independent learner habits promote lifelong learning; highly-sought skills across industries	Independent learning habits are key to scaling online learning and increasing completion rates	Need more agile, self-directed works who can work effectively in flat org. structures
3. Prior experiences of the learner provide a rich resource for learning.	Connect relevant work / personal experience to tasks	Need for real-world application is high; may need more explicit connections	First-gens may not have ready access to context to apply objectives	Important skills: ability to apply practical solutions to real-world problems	Dynamic community learning environment makes for richer learner setting	Companies need work-ready workers able to apply solutions immediately
4. Adults typically become ready to learn when they experience a need to cope with a life situation or perform a task.	Subject matter relevance, currency need to be clear and of immediate value	On average, students are older; highly motivated or focused to complete on time	Likely in low-wage jobs; need higher credentials to access higher wage, promotions	Need bacca-laureate credential to access mid-wage jobs; increase professional confidence	Open access orientation requires student-ready orientation	Industries need workers to upskill to compete globally
5. Adults' orientation to learning is life-centered; education is a process of developing increased competency levels to achieve their full potential	Courses may be complex and unfamiliar; learners may feel threatened	May not have family models or network to guide or support education success	May be first-generation student; likely to need more support	Financial security, professional mobility	Completion rates in outcomes-based program tied to programmatic credibility	21st century skills, lifelong learning, critical to lifelong success
6. The motivation for adult learners is internal rather than external	Outcomes-based learning promotes skills clarity, self-confidence	Balance of autonomy and social learning is important	High motivation to learn due to economic and social needs	Rewards are external (job placement); lean on intrinsic rewards	College want to promote and support lifelong learning	Globalized economy need internally motivated, agile workers

Source: Analytical grid adopted from Knowles et al. (2015)

B. Sample Equitable Education Strategies to Support Rigor

Element	Strategy
BAS-ABM orientation	Onboard all new students to logic, organization, and structure of BAS-ABM program, learning management systems, learning strategies, wraparound services, etc.
Curricular transparency	Develop and continuously review transparent course design by applying Quality Matters (QM) standards, information design principles, and other research-based practices across all classes.
Minimize learning barriers	Optimize learning opportunities through the adoption of Universal Design for Learning (UDL) principles and application of neuro-science principles as well as other research-based adult learning theory.
High expectations with appropriate scaffolding	Engage students in challenging, inquiry-based exercises – while supporting them through direct coaching, targeted scaffolding, substantive feedback, embedded supports, and deep learning strategies.
Flexible schedule with built-in supports:	Offer a mix of blended and online formats with built-in supports (webinars, in-person coaching/tutoring, virtual coaching, etc.).
Real-world applications	Promote knowledge integration via experiential learning (problem-based inquiry, project-based learning, applied exercises, case analysis, scenario plays, tech-assisted simulations, etc.); promote hypothesis testing and controlled risk-taking to develop critical-thinking, problem-solving, and entrepreneurial/innovation skills.
Affirmative and integrated support	Proactively assess student success via regular data analytics (e.g., Tableau); provide targeted, embedded, and sustained support (advising, in-course tutoring, peer-tutors, and other wraparound services) throughout the cohort tenure.
Proactive professional development	Affirmatively support faculty with professional development opportunities that promote research- and evidence-based equitable practices; promote program-based collaboration versus individual/disconnected-course development.

C. Applied Business Advisory Board

Board Member, Title	Company	Industry
Sarah Edison, HR Business Partner	LifeNet Health Northwest	Healthcare
John Gibson, Principal	John Gibson Construction	Commercial
Greg Marks, President	Right Now Today	Entertainment
Jim Murphy, Executive Vice President, International	Costco Wholesale Corporation	Retail
Therese Pasquier, Leader	Healthcare Management Administrators	Healthcare
Taryn Russo, Labor Management Partnership Program Manager	King County	Local Government
Randy Simpson, Account Representative	State Farm Insurance	Insurance
Nicole Tunkara, Entrepreneur and Marketing Director	NT Designs, CEO World Trade Center, Marketing Director NT Bridal Design's & Alterations, CEO	Marketing Apparel Services

D. BAS – ABM Course Descriptions and Outcomes

Upper-Division Courses

Course Name

BUS 380 - Project Management – Feasibility and Life Cycle (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program

Course Description

Today's businesses are increasingly project-based in their operations. This course orients students to a project management life-cycle framework. It helps students understand the importance of coordinating the planning, management, organization, and communication of assets to meet organizational goals.

Student Outcomes

1. Explain the fundamentals of project management within a systems framework.

2. Apply project management fundamentals to project-related activities such as selecting projects, prioritizing tasks, managing budgets, managing teams, planning and allocating resources, and resolving project issues quickly.

3. Explain the role of strategic leadership and decision-making in the success of project management.

4. Analyze types of decisions a project manager typically makes and how these affect cross-functional teams.

5. Analyze effective project manager characteristics with special attention to diverse teams, groups, and stakeholders and evaluate how these impact project performance.

6. Apply leadership, strategic business management, and project management tools to a real-world project.

7. Create a budget for a project and provide a schedule for the project phases.

8. Create a project-management evaluation rubric to assess project outcomes and improve future processes.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation	
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration	X	**D. General Management / Professional Development**	
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency	X			

Course Name

CMST 330 - Organizational Communication (5 credits, GER-HUM)

Prerequisite: At least a junior standing in a baccalaureate program.

Course Description

Organizational Communication seeks to analyze communication practices such as management, strategic planning, marketing, and public relations used in both internally and externally in contemporary organizations. This analysis includes use of theories such as bureaucracy, rationality, and power systems in order to understand the effects of internal and external organizational relationships, culture, conflict, race, gender, technology, and globalization on the organization in a variety of contexts in resolving corporate dilemmas.

Student Outcomes

1. Conduct a communication audit.

2. Design plans for internal and external communication practices based on audit results.

3. Facilitate interpersonal and small group communication by using effective, organizationally appropriate strategies.

4. Explain and apply key theoretical frameworks through which organizations function.

5. Analyze various global (multicultural) communication contexts that may impact organizational practices and standard, traditional, lines of communication.

6. Analyze how effective and ineffective communication strategies impact organizational efficiency.

7. Demonstrate knowledge of field specific theories such as Weber's Classic Organizational Theory of Fixed Structures and Tompkins and Cheney's Organizational Control theory, and their application to the daily workplace environment.

8. Acquire strategies to communicate productively in diverse and rapidly changing contexts.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	X
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

MNGT 310 – Systems Theory and Applied Business Management

Prerequisite: At least a junior standing in a baccalaureate program

Course Description

This course explores systems theory and its multidisciplinary applications in modern-day management, leadership, and organizational processes and contrasts these to other theoretical orientations. Students will learn the interrelated nature of planning, organizing, directing, and controlling functions of management.

Student Outcomes

1. Apply systems theory in management functions.

2. Analyze the strengths and weaknesses of systems theory in creating a more inclusive decision-making environment.

3. Compare and contrast systems theory and other theories across various management styles and to day-to-day operational decision making.

4. Identify a persistent management problem related to issues (such as ethics, law, demographics, automation, or globalization) and apply systems theory to solve the problem.

5. Using systems theory, evaluate an organization's hiring, customer service, or marketing practice; and, provide a framework for integrating systems and critical thinking into a managerial decision-making processes.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

MNGT 330 - Leadership and Organizational Behavior (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program

Course Description

This course examines the role of leadership in affecting organizational behavior. It explores effective leadership strategies to mobilize and support diverse teams to work collaboratively, inclusively, and respectfully in order to bring about genuine trust in the processes and products of their work. Students will learn how to lead with integrity, manage conflict, and steer organizations during times of change and meet goals. This course uses the reflective practice to strengthen inter- and intra-personal skills to ground effective leadership habits.

Student Outcomes

1. Analyze management and leadership styles and how these impact organizational behavior and effectiveness.

2. Compare and contrast the differences between effective managers and leaders.

3. Evaluate ethical issues in organizational behavior especially as it relates to perception-based decision making.

4. Analyze the role of socio-emotional intelligence and cultural awareness in effective leadership.

5. Analyze challenges of effective organizational communication – especially as sources of conflict and resolution.

6. Compare and contrast leadership, power, and management and the role of influence in meeting organizational goals.

7. Using systems theory, analyze the role of an organization's structure, design, and culture and how these impact organizational behavior.

8. Create a leadership development plan to strengthen inter- and intrapersonal skills, with special attention to active listening, conflict management, coaching and mentoring, team building, and socio-emotional intelligence.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	X
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

MNGT 350 – Applied Human Resource Development (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program

Course Description

This course provides students with fundamentals of human resource development, especially in the context of industry trends and demographic shifts. It examines the strategic role of the human resource department and the development of organizational strategic planning as well as day-to-day operations. Topics are discussed in the context of legal, ethical, political, and cultural considerations.

Student Outcomes

1. Explain national and international labor movements and their impact on business operations.

2. Describe various human behaviors in organizations and explain the role of management strategies, including motivational theory, to influence individual and organization behavior.

3. Explain factors for effective and ineffective human resource management practices, especially in the context of cultural complexity.

4. Apply effective teamwork, leadership, and motivational strategies to diverse organizational settings and evaluate results.

5. Apply systems theory and economic concepts to analyze managerial considerations in human resource development – especially as they relate to the global economy.

6. Use analytical tools to assess and evaluate employee benefits concepts and plans in the context of administrative and compliance considerations.

7. Identify a training need for a local organization of substantial size; design a training program using systems theory and human resource development theory; evaluate strengths and weaknesses.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	X
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

MNGT 410 – Business Strategy and Decision-Making (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program, college-level math with 2.0 grade or better

Course Description

Businesses face complex problems in our globalized, digital, and diverse world. Some have short-term implications, while others have long-term impacts. It is often difficult to ascertain the degree to which a decision today will determine outcomes long after the decision was made. This course uses systems theory as a framework through which business decisions and strategies are understood. Students will then learn to apply systems thinking and analytical tools to diagnose strategic positions from multiple vantage points, evaluate alternative courses of action, and make criteria-based decisions.

Student Outcomes

1. Use systems theory to analyze organizational decisions with multiple objectives and uncertainties.

2. Analyze business models and how these affect business functions.

3. Analyze ethical and legal problems within business situations, choose a resolution, and defend that ethical choice.

4. Analyze corporate strategies within global, digital, and cultural contexts.

5. Analyze and evaluate strategic objectives, evaluate trade-offs, uncertainties, and risks.

6. Evaluate business performance and choose high-value strategic options against known criteria.

7. Use mathematical and analytical tools to compute decision-making factors.

8. Explain the role of systematic cognitive biases and traps that operate on individuals and groups and adopt strategies to overcome them.

9. Create and evaluate a decision-making process to solve a problem that is difficult to solve due to lack of time or data, limited resources, or level of complexity.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

MNGT 420 - Marketing for Managers (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program, ECON& 201 and & 202, ACCT& 201 & 202, college-level math.

Course Description

This course prepares marketers to have the skills and knowledge to create marketing plans and deploy marketing communication strategies to effectively communicate, create, and capture value for their organization. It uses systems theory and analytical tools to capture patterns, understand relationships among market variables, and ensure customer-centric performance. A special section on social media explores ethics in modern-day marketing. Students will use a simulation software to explore dynamism of domestic and global markets as well as to examine complexities of capturing value within and across markets.

Student Outcomes

1. Apply systems theory in describing the dynamic nature of a marketing phenomenon.

2. Analyze legal and ethical considerations and expectations in the marketplace with special considerations of manifestations in social media platforms.

3. Apply various analytical tools to assess marketing variables that inform marketing decisions.

4. Evaluate marketing concepts in the context of changing environmental conditions, consumer preferences, market opportunities, and changing demographics.

5. Compute various marketing costs and returns on investment, lifetime customer value, and other marketing metrics and evaluate viability of marketing proposals.

6. Create a marketing plan that communicates, captures, and creates value for a target market.

7. Evaluate successful and failed marketing plans and analyze contributing factors.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency	X			

Course Name

MNGT 430 - Applied Accounting for Managers (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program, ACCT& 201, & 202, college-level math with 2.0 grade or better

Course Description

This course examines accounting practices and how they are used to help managers make good business decisions.

Student Outcomes

1. Develop current and prospective managerial financial statements.

2. Analyze managerial financial results and provide recommendations for planning and improvement.

3. Demonstrate costing and cost-analysis techniques in both manufacturing and service industries.

4. Analyze relationship between financial and non-financial information in managerial decision-making.

5. Analyze and evaluate significance of capital investment decisions in order to determine their long-term profitability.

6. Clearly and concisely communicate relevant financial and non-financial information so that decision makers can make informed decisions.

7. Identify ethical accounting issues and apply principles of ethics and civic responsibility to maintain professional and organizational integrity as well as legal compliance.

8. Apply managerial accounting techniques and analytical tools in the business decision-making process with attention to short- and long-term financial planning and controlling implications.

9. Conduct a financial analysis of a publicly traded company.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	X
B1	Strategic Thinking				
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

MNGT 450 - Operations and Logistics for Managers (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program, college-level math with 2.0 grade or better.

Course Description

This course surveys the fundamentals of the movement, storage, and management of goods. It integrates strategic leadership, project management, financial management concepts, and analytical tools for decision-making purposes.

Student Outcomes

1. Using systems theory, explain the role of operations and logistics for an organization.

2. Identify and resolve ethical dilemmas that might occur in operations and logistics.

3. Apply tools and techniques to plan, execute, and improve the supply chain.

4. Analyze the manufacturing operations of a firm and their effect on managerial decision-making.

5. Using systems theory, apply quality management tools for process improvement.

6. Apply logistics and purchasing concepts to improve supply chain operations.

7. Explain and analyze control systems used in operations management in various contexts.

8. Apply mathematical concepts and analytical tools to calculate metrics for efficient operations and supply chain management.

9. Apply quantitative and qualitative methods to solve typical make/buy and outsourcing problems.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	X
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

MNGT 460 - Applied Financial Management (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program, college-level math, and ACCT& 202

Course Description

This course covers topics in investments and the role of financial decisions at the organizational level. It demystifies financial markets and provides practical knowledge for solving problems and making financial decisions. Case studies, financial documents, and scenarios are primary sources for examining financial management problems and their solutions.

Student Outcomes

1. Using systems theory, explain financial markets and the role of financial institutions within and across economic systems.

2. Describe investments and securities markets (e.g., bonds, equities, derivatives, portfolio theory and risks) and their role in organizational finance.

3. Explain time value of money, sustainable finance, municipal markets, and quantitative risk management.

4. Use mathematical, statistical, and other analytical tools to assess business activities and solve financial problems.

5. Use systems theory to explain complexities of financial decisions and long-term financial commitments – critical components of business success or failure.

6. Analyze role of competition, technological changes, inflation, interest rates, taxation, foreign exchange rates, global economic uncertainty, and other factors on organizational decision-making.

7. Apply basic financial management principles in risk management to make sound financial decisions.

8. Analyze financial scenarios and evaluate possible outcomes.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency				

Course Name

MNGT 470 - Business Development and Negotiations (5 credits, GTE)

Prerequisite: At least a junior standing in a baccalaureate program

Course Description

This course prepares students to adopt an innovative mindset; to recognize, refine, and define value; to find the right partners; and to sell their ideas. Students will develop ethical negotiation and influence-based skills to help progress their ideas and careers.

Student Outcomes

1. Identify and analyze problems worth solving.

2. Apply marketability strategies (oral, written, visual, etc.) and tools (analytics, applications, social media, etc.) to sell ideas.

3. Apply ethical communication strategies to mobilize people and resources.

4. Assess market opportunities for the purpose of creating, communicating, and capturing value across diverse stakeholders.

5. Use ethical negotiation and persuasion principles to achieve personal and organizational objectives.

6. Demonstrate how and when to make concessions and to avoid self-inflicted negotiation mistakes.

7. Analyze the role collaborative negotiations play in business relationships.

8. Develop and evaluate strategies to build endurance, foster authentic confidence, and sustain partnerships over time.

9. Use creativity and value-based negotiations and ethics-based influence to achieve successful closure and maintain productive, trust-based business and organizational relationships.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency				

Course Name

MNGT 490 - Strategic Management Capstone + Internship (5 credits, GTE)

Prerequisite: 2.0 grade or better in BUS 380; ENGL& 235; ECON 320; and MNGT 310, 330, 420, 430, 410, 450, and 460.

Course Description

This course brings major principles learned in the last two years together. It gives students an opportunity to synthesize learning into a major project where they will solve a major organizational problem or capture a compelling market opportunity (entrepreneurship) against a framework provided by BAS-ABM instructors. Students are encouraged to work in teams to manage the demands of the comprehensive project.

Student Outcomes

1. Use systems theory, quantitative and qualitative methods, as well as analytical tools to identify and analyze an organizational problem or entrepreneurial initiative of substantial scope (operations, marketing, or finance).

2. Measure the cost of this problem (talent, money, customers, products, etc.) using economic and accounting principles. Identify stakeholders and specific and generalized impacts.

3. Describe a current decision-making process that is used in solving the problem in the chosen organization. Describe strengths and weaknesses of this current process.

4. Use systems-theory and apply strategic decision-making processes to solve the problem. Explain trade-offs in this process.

5. Approximate decision outcomes and their projected value. Defend these estimations in a cost-benefit analysis using analytical tools.

6. Using systems theory and analytical tools, measure costs savings and value captured as a result of proposed decision-making processes and/or business plan.

7. Prepare a business model, a budget, and execution plan to implement proposed solution.

8. Sell and defend your idea before a panel of judges.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	X
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	X
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Lower-Division Courses

Course Name

CIS 137 – Spreadsheet Applications I (2 credits)

Course Description

Microsoft Excel is an integral part of most business organizations. It is a robust data tracking, analytical, and decision-making tool used by for-profit and non-profit organizations around the world. It is commonly applied for operational, marketing, and financial computations decision-making. Business professionals who hold Excel certifications demonstrate facility with this powerful software and ability to add value to an organization.

This is a beginning spreadsheet course in Microsoft Excel that ties to the first level Microsoft Office Specialist (MOS) certification exam.

Student Outcomes

1. Create, customize, and manage worksheets and workbooks for distribution.

2. Summarize, organize and format data cells and ranges.

3. Create, format, filter, and sort Excel tables.

4. Use Excel functions to perform calculations on data, perform conditional operations, and modify text data.

5. Create and format charts and objects (such as text boxes, images, and shapes).

6. Demonstrate basic computer usage skills such as saving files, backups, file management, security, and virus checking.

7. Translate technical information into user-appropriate format.

8. Validate and manage data integrity.

9. Design spreadsheets to meet accessibility requirements.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

CIS 138 – Spreadsheet Applications II (Advanced Microsoft Excel) (2 credits)

Course Description

Microsoft Excel is an integral part of most business organizations. It is a robust data tracking, analytical, and decision-making tool used by for-profit and non-profit organizations around the world. It is commonly applied for operational, marketing, and financial computations decision-making. Business professionals who hold Excel certifications demonstrate facility with this powerful software and ability to add value to an organization.

This course covers the advanced topics in Microsoft Excel and ties to the second level Microsoft Office Specialist (MOS) certification exam.

Student Outcomes

1. Manage workbook options and settings such as templates, ribbons, macros, protection, and versions.

2. Apply custom number, conditional, filtering, color, style, theme, and international formats and layouts.

3. Create and use advanced date, time, logical, statistical, financial, and lookup formulas/functions.

4. Create advanced charts and tables to include trendlines, dual-axis, chart templates, PivotTables, PivotCharts, and Slicers.

5. Maintain safe, secure, and valid data and spreadsheet files according to business and legal requirements.

6. Solve business problems in such fields as accounting, finance, operations, and marketing using spreadsheet capabilities.

7. Provide legal, owner, and user spreadsheet documentation.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

CIS 211 – Applied Business Analysis

Course Description

This course studies the Business Analyst profession and its generally accepted best practices. This course addresses analysis of the business environment, definition of stakeholder needs, and recommendation for solutions that enable the organization to achieve its goals.

Student Outcomes

1. Utilize Business Analysis best practices, tools, techniques and methodologies to meet stakeholder needs.

2. Identify stakeholders, activities and techniques, management and assessment processes needed to complete the required deliverables.

3. Develop feasibility studies for development versus acquisition decisions.

4. Develop testing and implementation methodology and document all processes and solutions.

5. Use appropriate interview and/or survey techniques to determine stakeholder needs and concerns.

6. Create comprehensive solutions to business needs that can be delivered within scope.

7. Use effective communication and negotiation skills to mediate and/or resolve conflicts among stakeholders.

8. Validate and communicate scope definition, changes, and limitations with stakeholders.

9. Identify gaps between proposed, and deployed, solutions versus the original needs and determine necessary changes to meet the required deliverables.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

CIS 274 – Applied Business Management Analytics (2 credits, GTE)

Course Description

This course supports business management decision-making by developing practical application business intelligence (BI) solutions using advanced spreadsheet functionality. Dashboards and KPIs will be designed and created to meet end user requirements. Connecting spreadsheets to third-party BI tools will also be discussed.

Student Outcomes

1. Discuss solving business problems and end user experience using Business Analytics and Business Intelligence.

2. Identify, import, integrate, cleanse, and validate data for use in decision making.

3. Analyze end user requirements and model with appropriate test data

4. Develop presentation layer with dashboards and KPIs using advanced Excel functionality such as PivotTables, PivotCharts, PowerPivot, Slicers Develop analytical reports including the use of filters and parameters.

5. Analyze appropriate data connection to various third party tools such as QlikView, Tableau, or PowerBI.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice	X			
B2	Digital Competency	X			

Course Name

CMST 105 – Intercultural Communication (5 credits, GER-HM)

Course Description

The examination of the effects of culture upon the process of communication. Using theory and skill development, students are prepared to communicate effectively both within and across cultures. The course gives students the opportunity to analyze their own and others intercultural communication through experiential and interviewing formats. The course emphasis includes the influence of culture on nonverbal communication, language, perception, intercultural relationship development and conflict management.

Student Outcomes

1. Define culture.

2. Explain the importance of cultural study.

3. Identify characteristics and components of world views.

4. Identify characteristics of culture communication patterns (low or high context).

5. Identify phases of culture shock.

6. Define "world view".

7. Explain how cultural world views shape cultural value systems and priorities.

8. Explain how world views serve as predictors of cultural perceptions and actions.

9. List the four rules of language.

10. List the four uses of language

11. Define language.

12. Identify the factors which shape translation and interpretation issues.

13. Identify uses of nonverbal communication.

14. Identify the role of culture in determining nonverbal behavior.

15. Define proxemics.

16. Explain how the use of space and touch is culturally conditioned.

17. Define chronemics.

18. Explain how the use of time is culturally conditioned.

19. Identify various family structures.

20. Explain how culture influences family structure.

21. Define exogamy and endogamy.

22. Define and identify co-cultures.

23. Understand how cultural rules define the appropriateness of the relationships we form

24. Identify factors regarding how business etiquette is culturally oriented.

25. Identify factors regarding cultural perceptions of health care.

26. Identify factors regarding cultural perceptions of education.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

ENGL& 235 - Technical Writing (5 credits, GER-COM)

Prerequisite: ENGL& 101 with grade of 2.0 or better

Course Description

Learn the principles of organizing, developing and expressing technical information. Study rhetorical patterns common to scientific and technical disciplines. Also understand technical writing conventions as they apply to students during their academic careers.

Student Outcomes

1. Identify the purpose of, gather appropriate and accurate information for, and write technical reports for specific audiences (resume, claim letter, instructions assignment, investigative report, proposal, feasibility report).

2. Acquire the skills of Information Competency: be able to access, evaluate, and apply information appropriately (investigative report, proposal, feasibility report, essay tests, objectives tests).

3. Transform instructions into informational units set down in a numbered sequence that is in logical order, in both writing and illustrations (instructions assignment).

4. Analyze the accuracy of and use appropriately graphics in technical documents (graphics assignment, instructions assignment, objective test, investigative report, proposal, feasibility report).

5. Write at least three different analytical reports implementing the appropriate content and format for each (investigative report, proposal, feasibility report).

6. Participate actively in collaborative assignments (classroom assignments, feasibility report).

7. Complete a collaborative team report, such as a real-life feasibility report (feasibility report).

8. Identify and articulate ethical and multicultural issues in technical writing (classroom assignment, essay test, objective test).

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

GEOG 207 – Economic Geography (5 credits, GER-SS)

Prerequisite: None

Course Description

The changing locations and spatial patterns of economic activity, including: production in agriculture, manufacturing, and services; spatial economic principles of trade, transportation, communications, and corporate organization; regional economic development, and the diffusion of technological innovation. Topics include international trade, colonialism, industrial capitalism, advanced capitalism, and the globalization of labor markets.

Student Outcomes

1. Recognize the need for sharply defined concepts and concisely articulated conceptualizations in the pursuits of topics and issues in the social sciences, in general, and economic geography

2. Account for different ways in which time is an important dependent or independent variable in economic-geographic analyses and be able to articulate instances where time and space interact and constrain each other.

3. Recognizes different kinds and levels of "complexities" in a regional economy and in the spatial facets of the economic composition of, and interdependencies within such an economy.

4. Describe the effects of geographic scale on spatial processes: Is able to provide examples for principles and dynamic processes which apply (with or without modifications) at different geographic levels.

5. Articulate some of the relationships between an economic actor and her/his decision environment which may be relatively simple or complex, certain or uncertain, local or global, placid or turbulent..

6. Appreciate the diversity and complexity of the economies of cities and has some understanding of the way in which general principles of economic geography can be applied to urban economies, their functions and spatial structure.

7. Recognize the importance of (access to) information sources and the need to evaluate critically the quality and reliability of such sources in light of the research question(s), the costs (including limitations) and benefits of that information and the information from alternative sources and (last not least) the possible availability of alternative conceptual frameworks and analytical methods with different information needs.

8. Express how society and its economic actors organize themselves in space, how spatial, economic, institutional and other variables interact in the evolution of such organizational structures, and how organizational configurations in space have, in turn important implications for the economic and social well-being of affected groups and societies.

9. Describe the relationships between technological change (including change in information technologies) and regional economic development.

10. Characterize the complexity of economic development processes anywhere in the world, the difficulty of describing such processes and the impossibility of ever reaching a total agreement on how to explain such processes satisfactorily and fully.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, entrepreneurship	X
A2	Collaboration		**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking	X			
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

GEOG 210 – Physical Geography (5 credits, GER-NS w/ Lab)

Prerequisites: None

Course Description

A study of the interaction of humans and the Earth, with emphasis on geologic hazards such as earthquakes, volcanic activity, landslides, and flooding; resources such as energy, water, and minerals; disposal of wastes and pollution. Appropriate for non-science and science majors. Field trip required. Labs included.

Student Outcomes

1. "Articulate" some fundamental relationships between the physical and cultural aspects of geography;

2. Determine the reasons for the spatial variation of solar radiation and how Earth's climate is affected;

3. Use and appraise some of the tools and methods geographers use, e.g., computer software that links component disciplines in data collection, analysis, and interpretation;

4. Construct an atmospheric pressure pattern map of the world from existing data sets and explain how these patterns are generated and in turn affect other patterns related to climate, distribution of precipitation, plants, animals, and people;

5. Describe significant fundamental relationships between climate, plate tectonics, rocks, and landforms as manifested in Earth's stream patterns;

6. Examine significant relationships between land, water, air, and ice as components of biogeochemical cycling on Earth;

7. Identify sets of processes that govern Earth's fundamental surface morphology;

8. Identify the spatial distribution of geohazards, e.g., earthquakes, groundwater pollution, flooding, landslides, both spatially and temporally and the role of people's activities.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**C. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

GEOL& 110 – Environmental Geology (5 credits, GER-NS)

Prerequisites: None

Course Description

A study of the interaction of humans and the Earth, with emphasis on geologic hazards such as earthquakes, volcanic activity, landslides, and flooding; resources such as energy, water, and minerals; disposal of wastes and pollution. Appropriate for non-science and science majors. Field trip required. Labs included.

Student Outcomes

1. Describe the basic relationships between the solid earth, water, atmosphere, and life on Earth through geologic time.

2. Analyze the impact of population growth and human activities on the Earth's systems (e.g. soil loss, water use, coastal development, natural resources)

3. Apply the scientific method and relate basic scientific concepts to geologic processes (e.g. plate tectonics or other examples.

4. Identify common rock-forming and ore minerals, and describe their importance to environmental geology.

5. Explain the rock cycle and identify important igneous, sedimentary, and metamorphic rocks; describe the importance of rocks to environmental geology.

6. Discuss important plate tectonic processes and explain how they relate to geologic hazards and resources.

7. Describe the origin, occurrence, and hazards of earthquakes; describe the difficulties in predicting earthquakes; evaluate the mitigation of earthquake hazards.

8. Analyze the relationship between magmas, volcanic styles, plate tectonics, and the occurrence of volcanic hazards; evaluate the prediction and mitigation of volcanic hazards.

9. Draw and describe the hydrologic cycle; relate stream dynamics and human land use to flood hazards; evaluate the prediction and mitigation of flooding hazards.

10. Analyze the effects of coastal processes and human development on coastal hazards and erosion; evaluate mitigation strategies.

11. Relate slope processes and human development to hazards from mass movement; evaluate preventive measures.

12. Discuss groundwater and surface water resources.

13. Relate weathering and soil formation to soil use and erosion problems.

14. Explain the geographic origin, supply, extraction techniques, impacts of extraction, and mitigation of impacts of mineral resources.

15. Discuss the geologic origin, supply, extraction techniques, impacts of extraction and use, and mitigation of impacts of energy resources. Compare the potential benefits of alternative energy sources.

16. Assess the geologic and political aspects of solid, liquid, hazardous, and radioactive waste disposal.

17. Evaluate human responsibility for sources and mitigation of water pollution.

18. Discuss the main concepts of other relevant special topics in environmental geology as determined by the instructor (such as global climate change, air pollution, medical geology, environmental law, land-use planning and engineering geology, meteorite impacts).

19. Interpret topographic maps, geologic maps, aerial photographs, and satellite imagery to understand geologic processes and solve geologic problems.

20. Critical Thinking: Integrate and analyze quantitative data and qualitative information and ideas in several contexts. Examines assumptions; integrates experience, reason, and information to draw scientific conclusions. Examples: map and photo interpretation, or evaluation of mitigation strategies for geologic hazards.

21. Effective Communication: Can appropriately communicate geologic or environmental data to an audience through reports or presentations.

22. Information Competency: Evaluate and selectively use appropriate tools and sources in order to access and manipulate geologic and environmental information including library research, the Internet, and field research.

23. Responsibility: Examine the relationship between self and the environment, evaluate potential impacts of actions, and make choices based on that examination and evaluation.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**C. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name
GEOL& 208 - Geology of Pacific Northwest (5 credits, GER-NS w/ Lab)

Prerequisites: None

Course Description
A study of the development of the Pacific Northwest, including pertinent rock formations, structures, mineral resources, environmental issues, and fossils. Appropriate for non-science and science majors. Field trips required. Labs included.

Student Outcomes
1. Label on a map the important geographic localities pertinent to the geology of the Pacific Northwest (PNW).

2. Apply principles of sequence stratigraphy to the geologic development of PNW and its major rock sequences.

3. Decipher the origin of Archean crystalline basement rocks of the North American craton and related mineral resources.

4. Relate the origin of the Belt/Purcell/Deer Trail Supergroups and associated mineral resources to the tectonic regime of North America in the Proterozoic.

5. Interpret the depositional setting and assess the economic importance of the Phanerozoic cratonic sequences of North America within the PNW.

6. Compare and contrast the timing and style of deformation associated with Antler, Sevier, and Laramide Orogenies.

7. Describe and assess the economic importance of massive sulfide deposits and ophiolites as distinctive accreted rocks.

8. Relate the accretion of exotic terranes in the Mesozoic to the break-up of Pangaea and the developing collisional tectonic regime of the PNW.

9. Assess the current theories on the origin of Challis synthem arkoses and volcanics.

10. Interpret the origin of the metamorphic core complexes of the early Tertiary.

11. Discuss the deformation that affected the PNW in the early Tertiary.

12. Relate the origin of arc volcanics and granitic plutons of the Kittitas synthem to the Oligocene/early Miocene tectonic regime.

13. Describe the Miocene basalts and related strata of the Walpapi synthem and debate their origin; assess the environmental hazards of nuclear waste disposal in the Columbia River Basalt Group at the Hanford Nuclear Reservation.

14. Interpret the age progression of calderas from southeastern Oregon to northwestern Wyoming with respect to the Yellowstone hot spot.

15. Describe the properties of the Basin and Range Province (physical, geophysical, structural, volcanic, sedimentary) and assess its development with respect to other salient tectonic features of the North American Cordillera (San Andreas Fault, Yellowstone hot spot).

16. Describe deformational features of the late Tertiary and Quaternary Periods, and discuss current tectonic models of the PNW, and assess seismic hazards affecting the region.

17. Relate arc volcanics of the High Cascades synthem to the tectonic regime of the Quaternary, and assess volcanic hazards of the region.

18. Describe and interpret glacial features and processes of the High Cascades synthem.

19. Critical, Creative, and Reflective Thinking: Integrate and analyze quantitative data and qualitative information in several contexts. Examine assumptions; integrates experience, reason, and to draw scientific conclusions. Examples: map and photo interpretation, determining rock types, relative age, and origin of rock units in the field.

20. Information Competency: Evaluates Sources and Uses Tools. Evaluate and selectively use most appropriate tools and sources in order to access and manipulate geologic information, including library research, the Internet, and field research.

21. Effective Communication: Can appropriately communicate geologic data to an audience through reports or presentations.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**C. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name

GEOL& 110 – Environmental Geology (5 credits, GER-NS)

Prerequisites: None

Course Description

A study of the interaction of humans and the Earth, with emphasis on geologic hazards such as earthquakes, volcanic activity, landslides, and flooding; resources such as energy, water, and minerals; disposal of wastes and pollution. Appropriate for non-science and science majors. Field trip required.

Student Outcomes

1. Describe the basic relationships between the solid earth, water, atmosphere, and life on Earth through geologic time.

2. Analyze the impact of population growth and human activities on the Earth's systems (e.g. soil loss, water use, coastal development, natural resources)

3. Apply the scientific method and relate basic scientific concepts to geologic processes (e.g. plate tectonics or other examples.

4. Identify common rock-forming and ore minerals, and describe their importance to environmental geology.

5. Explain the rock cycle and identify important igneous, sedimentary, and metamorphic rocks; describe the importance of rocks to environmental geology.

6. Discuss important plate tectonic processes and explain how they relate to geologic hazards and resources.

7. Describe the origin, occurrence, and hazards of earthquakes; describe the difficulties in predicting earthquakes; evaluate the mitigation of earthquake hazards.

8. Analyze the relationship between magmas, volcanic styles, plate tectonics, and the occurrence of volcanic hazards; evaluate the prediction and mitigation of volcanic hazards.

9. Draw and describe the hydrologic cycle; relate stream dynamics and human land use to flood hazards; evaluate the prediction and mitigation of flooding hazards.

10. Analyze the effects of coastal processes and human development on coastal hazards and erosion; evaluate mitigation strategies.

11. Relate slope processes and human development to hazards from mass movement; evaluate preventive measures.

12. Discuss groundwater and surface water resources.

13. Relate weathering and soil formation to soil use and erosion problems.

14. Explain the geographic origin, supply, extraction techniques, impacts of extraction, and mitigation of impacts of mineral resources.

15. Discuss the geologic origin, supply, extraction techniques, impacts of extraction and use, and mitigation of impacts of energy resources. Compare the potential benefits of alternative energy sources.

16. Assess the geologic and political aspects of solid, liquid, hazardous, and radioactive waste disposal.

17. Evaluate human responsibility for sources and mitigation of water pollution.

18. Discuss the main concepts of other relevant special topics in environmental geology as determined by the instructor (such as global climate change, air pollution, medical geology, environmental law, land-use planning and engineering geology, meteorite impacts).

19. Interpret topographic maps, geologic maps, aerial photographs, and satellite imagery to understand geologic processes and solve geologic problems.

20. Critical Thinking: Integrate and analyze quantitative data and qualitative information and ideas in several contexts. Examines assumptions; integrates experience, reason, and information to draw scientific conclusions. Examples: map and photo interpretation, or evaluation of mitigation strategies for geologic hazards.

21. Effective Communication: Can appropriately communicate geologic or environmental data to an audience through reports or presentations.

22. Information Competency: Evaluate and selectively use appropriate tools and sources in order to access and manipulate geologic and environmental information including library research, the Internet, and field research.

23. Responsibility: Examine the relationship between self and the environment, evaluate potential impacts of actions, and make choices based on that examination and evaluation.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

Course Name
PHIL& 115 – Critical Thinking (5 credits, GER-HUM)

Prerequisites: None

Course Description
An informal, non-symbolic introduction to logic and critical thinking emphasizing real-life examples, natural language applications, and the informal logical fallacies.

Student Outcomes
1. Understand and apply accepted standards of rational judgment
2. Examine and solve problems in a systematic manner
3. Detect and overcome personal bias and self-interest, gaining an objective viewpoint
4. Understand how philosophical skepticism can influence thought and judgment
5. Understand how probability can influence judgment
6. Practice consistency and fairness in thought processes
7. Recognize and reconstruct arguments
8. Separate arguments from non-arguments
9. Analyze common and traditional fallacies
10. Separate good arguments from bad arguments
11. Recognize and explicate ambiguity and vagueness in language
12. Recognize structure of argument in language
13. Recognize and supply missing elements in arguments i.e. enthymemes
14. Explain and rebut fallacies
15. Distinguish difference between induction and deduction
16. Distinguish difference between fact and inference.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration		**C. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation		D2	Problem-Solving, Decision-Making, and Negotiations	X
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	X
B1	Strategic Thinking				
B2	Legal and Ethical Practice	X			
B2	Digital Competency				

Course Name

OCEAN 101 – Intro to Oceanography (5 credits, GER-NS w/ Lab)

Prerequisites: None

Course Description

Oceanography is the exploration and investigation of all aspects of the marine environment. Topics include the geology of the sea floor and coastlines, the dynamics of waves, currents, and tides, the diversity of life in the ocean, salinity, and human impacts on the marine environment. Appropriate for non-science and science majors. Field trips required. Labs included.

Student Outcomes

1. Describe the role the oceans play in the Earth system.

2. Apply the scientific method and relate basic scientific concepts to marine processes (e.g. plate tectonics, convection currents, etc.).

3. Explain how technological advances have historically increased human knowledge of the oceans.

4. Describe the origin of renewable and non-renewable marine resources.

5. Discuss the relationship between human activity, marine resource extraction, and marine pollution. Recommend solutions to global marine pollution.

6. Explain the plate tectonic processes and the evidence supporting the plate tectonic theory. Relate the tectonic process to physical features of the ocean floor.

7. Relate geological and biological processes to the origin and distribution of marine sediments.

8. Explain the various geological and ecological processes of coastal environments and evaluate the impact of human activities on the coastal zone.

9. Analyze various physical and chemical parameters of seawater and relate their effects to marine processes.

10. Illustrate the global atmospheric and oceanic circulation systems and their interrelationships.

11. Explain the formation and movement of waves.

12. Analyze the mechanics of tides and interpret tide tables.

13. Summarize the main types of marine life and marine lifestyles and relate marine life to marine processes.

14. Describe marine communities and discuss the impacts of human activities on them.

15. Responsibility: Recognizes Interconnectedness. See self as part of more extended humankind and global community. Describe self and others in relation to environment, animal kingdom (biotic & abiotic), society, etc.

16. Critical, Creative, and Reflective Thinking: Conclusions and Judgments. Combine some aspects of experience, reason, and information to make conclusions and judgments with some success, such as using field trip experience and field data to determine stratification of nutrients in the water column, marine species in a selected habitat, or the impact of pollution to specific marine habitats.

17. Information Competency: Evaluates Sources and Uses Tools. Evaluate and selectively use most appropriate tools and sources in order to access and manipulate oceanographic information, including library research, the Internet, and field research.

Major Program Outcomes Covered

A. 21st Century Skills: 4 Cs			C. Business Model Orientation		
A1	Communication	X	C1	Sustainability, Entrepreneurship	X
A2	Collaboration	X	**D. General Management / Professional Development**		
A3	Critical Thinking	X	D1	Time management, Delegation, and Coordination	
A4	Creativity and Innovation	X	D2	Problem-Solving, Decision-Making, and Negotiations	
B. Core Business Principles			D3	Integrity, Accountability, Continuous Growth	
B1	Strategic Thinking				
B2	Legal and Ethical Practice				
B2	Digital Competency				

E. Faculty Profiles

Full-time faculty listed in alphabetical order.

Miebeth Bustillo-Booth	
Education	• Doctor of Education in Educational Leadership, University of Washington – Tacoma, candidate • MBA, University of Washington Foster School of Business, 2015 • MA in Education, Pacific Lutheran University School Education, 2003 • MPA in Education and Social Policy, Daniel J. Evans School of Public Policy, University of Washington, 1996 • BA in Comparative History of Ideas, University of Washington, 1994
Industry Experience	• Chief Executive Officer, ChildTrek LLC, 2007-2016 • Chief Marketing Officer, Digital TechBox LLC, 2015 • Director of Public Policy, Washington Education Association, 2004-2007 • Executive Director, WA State Commission on Asian American Affairs, 1998-2001 • Lead Policy Analyst, House Democratic Caucus Higher Education and Capital Budget Committees, Washington State House of Representatives, 1996-1998 • Onsite Consultant, Microsoft Inc., 1994-1996
Teaching Experience	• Assistant Professor, Applied Business Department, Pierce College, 2016 - present • Teacher, Lincoln High School, Tacoma Public Schools, 2003-2004 • Adjunct Instructor, College of Education, Pacific Lutheran University, 2003
Accomplishments	• Quality Matters Lite Certified, 2018 • Academic Scholarship, Foster School of Business, University of Washington, 2014 • Best Toy Store, ChildTrek, King 5 Best of Western Washington, 2008 and 2009 • Full Academic Scholarship, Pacific Lutheran University, 2002-2003 • Washington Mutual Minority Teacher Award, 2002 • Washington State Multi-Ethnic Think Tank Recognition of Contribution, 2001
Affiliations / Committees / Memberships	• Chair, Pierce College Outcomes Committee – Policies and Procedures, 2018– present • Member, Cross-Institutional Faculty of Color, 2016 – present • President, Lakewood Toastmaster, 2013-2014 • Co-Lead, Multi-Ethnic Think Tank, 1999-2001 • Secretary, Alpha Kappa Psi Business Fraternity, 1990-1991
Paul Gerhardt, PhD	
Education	• PhD, Capella University School of Business and Technology, Management & Organizational Behaviors, 2006 • MA, Chapman University, Organizational Leadership 2001 • Certificate of Human Resource Management, Chapman University, 2001 • BA, Business, Leadership, & System Thinking, The Evergreen State College, 2000 • AA, Highline College, Business and Technology, 1998
Industry Experience	• Program Chair, Business Department Pierce College, 2006-Present • Doctoral Dissertation Chair, City University, 2013-present • Doctoral mentor, Brandman University Organizational Leadership, 2013- 2017 • Principal OD Consultant, Leadership Success Company, 2001-2015 • Market Manager, District Trainer, Safeway, 1991-2006

Teaching Experience	• Management Professor, Applied Business, Pierce College, 2006 - Present • Adjunct Faculty, City University, Applied Leadership and Business Doctoral Programs, 2013 – Present • Brandman University, Adjunct Professor, School of Business and Professional Studies
Accomplishments	• President's Teaching Award, City University, 2016 • Educator of the Year, WAVA, 2008 • All Washington Academic Leadership Award, 1998 • The Evergreen State College Diversity Full-ride Scholarships, 1997 and 1998 • International Department Business Seminar planner/facilitator with Samyung University Emerging Student Leadership Facilitator 2006-present • Business Club Co-advisor 2015 - Present • 50th Anniversary Planning Committee • Phi Theta Kappa Advisor (2008-2012)
Affiliations / Committees / Memberships	• MBTI Certified Practitioner (2010); Certified DiSC (2012) Practitioner; Certified Cultural Competence Facilitator (2016) • Business Management and Marketing Department; Master Teacher Certified • Phi Theta Kappa International Honor Society Advisor (2008-2012) • Quality Matters Certified online instructor • eLearning Advisory Committee (eLAC) (2018) • Pierce College Foundation Scholarship Award Committee (2016-Present)

Linda Saarela

Education	• MBA, University of Colorado, 1986 • Bachelor of Business Administration, Pacific Lutheran University, 1976

Industry Experience	• Senior Consultant - Lighthouse Institute – 2004 to 2013
	  o Integral part of a high-functioning team representing a company active in the organizational development and corporate training industry.
	• Challenge Course Facilitator – Camp Arnold – 1998 – 2006
	• Co-owner – The Raymond Company – 1995 to 1998
	• Vice President – GMA Research Corporation – 1976 to 1980
	  o Full responsibility for market research projects including selling of research, client contact and reporting of research results, and project profitability. Direct implementation including questionnaire design, data gathering and tabulating, and reporting research results.

Teaching Experience	• Professor, Applied Business Department, Pierce College, 1994 to 2006 and 2011 – Present • Adjunct Faculty, Business Department, Pierce College, 1989 – 1994 and 2009 - 2011
Accomplishments	• Business, Management, Marketing Program Coordinator 2002 – 2006 and 2017-present • Outstanding Faculty Award – Puyallup 2012 – 2013 • Distinguished Faculty Award – Pierce College District 2005 • TRIO Outstanding Faculty Award 2004 – Student facilitated • National Institute for Staff and Organizational Development (NISOD) Excellence in Education Award 2006, 2000, 1998 • Vocational Educator of the Year 1999 – Washington Association of Vocational Education • Faculty Achievement Award – Pierce College 1997 • Black Student Union – Recognition of Support Certificate1997 • Outstanding Faculty Award – Pierce College District 1995

F. Highly-Sought Skills

Skills most highly valued in high-wage, high-growth, high-demand jobs (2010)*	Abilities most high valued throughout the economy (2010)
Active listening	Oral comprehension
Speaking	Oral expression
Reading comprehension	Written comprehension
Critical thinking	Problem-sensitivity
Writing	Deductive reasoning
Monitoring	Written expression
Coordination	Speech clarity
Social perceptiveness	Near vision
Judgment and decision-making	Inductive reasoning
Complex problem solving	Speech recognition
Active learning	Fluency of ideas
Time management	Information ordering
Mathematics	Mathematical reasoning
Negotiation	Originality
Science	

Source: Carnevale et al. (2013)

Source: National Research Council. (2012). Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century. Washington, DC: National Academies Press.

Abilities most highly valued throughout the economy—2010

Intensity of use	Abilities	
1	Oral comprehension	Listen to and understand information and ideas presented through spoken words and sentences.
2	Oral expression	Communicate information and ideas so others will understand.
3	Written comprehension	Read and understand information and ideas presented in writing.
4	Problem-sensitivity	Recognize when something is wrong or likely to go wrong. Does not involve solving the problem,.
5	Deductive reasoning	Apply general rules to specific problems
6	Written expression	Communicate information and ideas in writing so others will understand.
7	Speech clarity	Speak clearly so others can understand.
8	Near vision	See under low light conditions.
9	Inductive reasoning	Combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
10	Speech Recognition	The ability to identify and understand the speech of another person.
High-wage, high-growth and high-demand occupations	Fluency of ideas	Generate a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
	Information ordering	Arrange things or actions (patterns of numbers, letters, words, pictures, mathematical operations) in a certain order or pattern according to a specific rule or set of rules.
	Mathematical reasoning	Choose the right mathematical methods or formulas to solve a problem.
	Originality	Generate unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Source: Carnevale et al. (2013)

Skills most highly valued in high-wage, high-growth, high-demand jobs—2010

Intensity of use	Skills	
1	Active listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
2	Speaking	Talking to others to convey information effectively.
3	Reading comprehension	Understanding written sentences and paragraphs in work-related docu ments.
4	Critical thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
5	Writing	Communicating effectively in writing appropriate for the needs of the audience.
6	Monitoring	Monitoring or assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action.
7	Coordination	Adjusting actions in relation to others' actions.
8	Social perceptiveness	Recognizing others' reactions and understanding why they react as they do.
9	Judgment and decision-making	Considering the relative costs and benefits of potential actions to choose the most appropriate one.
10	Complex problem-solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
11	Active learning	Understanding the implications of new information for both current and future problem-solving and decision-making.
12	Time management	Managing one's own time and the time of others.
High-wage, high-growth and high-demand occupations	Mathematics	Using mathematics to solve problems.
	Negotiation	Bringing others together and trying to reconcile differences.
	Science	Using scientific rules and methods to solve problems.

Source: Carnevale et al. (2013)

G. Pierce College 2017 - 2024 Strategic Plan and Core Theme Objectives

CORE THEMES AND OBJECTIVES

Access
The community Pierce College serves will have access to comprehensive educational offerings and support services.

1. Learning opportunities will align with students' educational and career goals, and will be consistent with workforce needs.
2. Students will have timely access to the support services they need to accomplish their educational and career goals.
3. We will engage with, and equitably serve, our diverse communities.

Excellence
Pierce College will assure quality and continuous improvement in all endeavors.

1. Departments and programs will meet or exceed their stated outcomes.
2. We will meet the requirements for accreditations, fiscal viability, compliance measures, and other elements necessary to sustain our work.
3. We will provide, and employees will engage in, learning and development opportunities that contribute to mission fulfillment.

Contribution to Community
Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.

1. We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community.
2. Our community will recognize Pierce College's value and impact.
3. We will foster economic equity and development within our community.

Equity, Diversity, and Inclusion
Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.

1. Our infrastructure will foster positive teaching, learning, and working opportunities.
2. Employees and students will be engaged in, and support, shared governance.
3. We will engage students, employees, and community members in ways that respect human dignity and lead to equitable, inclusive experiences.

Student Learning and Success
Students will experience quality, relevant learning that maximizes their potential for success.

1. Students will make timely progress toward their educational and career goals.
2. Students will achieve institutional and programmatic learning outcomes.
3. Students will be successful when they transfer for further education or move directly into the workforce.

H. Pierce College Core Abilities

1. **Critical, Creative, and Reflective Thinking**: Graduates will be able to question, search for answers and meaning, and develop ideas that lead to action.

2. **Effective Communication:** Graduates will be able to exchange messages in a variety of contexts using multiple methods.

3. **Information Competency:** Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

4. **Multiculturalism:** Graduates will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves.

5. **Responsibility:** Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems.

I. External Review Documents

College Name:	Pierce College	BAS Degree Title:	Bachelor of Applied Science in Applied Management
Reviewer Name/ Team Name:	Kowtha, Narasimha Rao	Institutional or Professional Affiliation:	Pacific Lutheran University, School of Business
Professional License or Qualification, if any:	PhD	Relationship to Program, if any:	None

Please evaluate the following Specific Elements	
1. Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?
	Comment Yes, the need for establishing a BAS-AM is well argued with evidence. The proposal also lays good ground for a 4-year degree by showing how Pierce College can fill the gap left behind by traditional higher education institutions. Many non-traditional adult students seek to upgrade their skills and education but many times these are not readily available. This gap is not very healthy, and Colleges such as Pierce College should be welcomed to step in. However, I would suggest that they use more recent data to assess the labor force supply-demand gaps. The current document uses 2013 data, and one might question if many of these administrative and clerical positions will vanish by 2022 thanks to AI. While the case for AI is always overstated, there is a distinct possibility that the gap will narrow down. In a related vein, the proposal recognizes the need for IT but there is no specific focus on IT. It is good that they seek to collaborate with CWU in this regard, and more comments on this will be offered later. Another point pertains to consistency between the documents. SoN terms it as BAS-AM, and the program proposal terms it as BAS_ABM. I wonder if this was intentional but it could be confusing to some of the readers who might latch on to those finer distinctions. If necessary, I suggest this be made consistent.

2. Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?	
	Comment Yes, they are current and relevant	
3. Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?	
	Comment The curriculum largely aligns with the program's SoN and the stated program outcomes. As a reviewer, I have a few very specific suggestions. I would like the college to consider these, subject to their own circumstances and constraints: 1. Referring to the program outcome of "Information Competency", there is very little by way of CS proficiency. Many business schools are stepping in to offer coding as elective while others are making it part of required GE. I expect the trend to increase. The Economist recently pointed out that Python (and I have seen that) is becoming the beginner's language. These trends should be kept in focus 2. A minor point is about Business research skills (under Special Subject Matter Considerations, p.7 of the Program proposal). While interviews and focus groups are very important for practising professionals, a significant concern pertains to the use of archived data that is abundantly available online today. The ability to assess and validate data reliability and integrity is one key skill for any business graduate. This is consistent with your stated outcome of information competency but does not find any room in any of the course descriptions made available to me. I suggest the inclusion of search-collect-assess-validate processes if feasible in one of the courses. 3. As you noted in the SoN document, the proposed collaboration with CWU is highly commendable, and if you are able to provide a pathway to interested students to seek degrees in IT, cyber security (you already have a Homeland related degree) and related businesses, it will be good. I wish you the best in that regard. 4. Two courses (MNGT370 & MNGT490) apparently deal with the issues of Business Models and Plans. This is commendable. I would also suggest to include entrepreneurial initiatives as part of the MNGT490 project where student teams have the option to develop their own start-up business plan (or buying an existing business, including financing in their reports). I expect a good chunk of these adult learners to be enthusiastic about having their own business. Including this component can be helpful.	

5. Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
	Comment The core and electives are carefully designed to meet program outcomes and employer expectations for such graduates. The comments I offer below are more for incremental improvement than a criticism: 1. Soft skills are important but so are hard skills. At the moment there is only one finance course, and the course description can be augmented with the explicit inclusion of DCF, elementary valuation and related material such as the trades-off between IRR, EVA and ROI etc. In my experience, if a graduate claims to know some finance, employers expect her to fully understand the meaning of time value of money. It is tough but I believe, needed. 2. The Managerial and Global Economics (BASM390) – strictly in my subjective opinion- can be dispensed with. Global perspective is essential but that can be afforded in Macro-Economics (using discussions of international trade, global institutions such as IMF, WTO, regional blocks etc.), and in Gened courses HUM106 and HUM 240 if carefully designed (the cultural aspects). As it stands, the description of BASM390 at 5 credits does not seem to add much to this particular cohort of students who may not use this knowledge in their jobs or businesses extensively on their own. Elimination of this course can make room for an analytical skill-based course, in my view. 3. The new course could pertain to IT-related decision-making deploying both finance and accounting. If the current excel modules already address that, you might wish to include other analytical and/or other skill-based courses. 4. If possible, please include marketing strategy and marketing communications in the course description for BASM420. Marketing communication is a skill that could be particularly useful for the target student. 5. Course sequencing: I believe that course sequencing could benefit from some re-ordering. For example BASM370 should follow Finance, Accounting and Operations to remain true to its description. *A query:* Referring to Table 7 of the Program Proposal (Pierce College BAS-ABM – 14), I wonder if the GER-HM credits should be 5, and that of GER-NS should be 15 (including Lab). This note is for clarification, and has nothing to do with the program & curricula content or quality.
	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
6. General Education Requirements	**Comment** Yes

7. Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?	
	Comment Yes, with the current program design, graduates will have adequate preparation for a master's program.	
8. Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?	
	Comment Yes, many of the faculty hold doctoral degrees with several years of experience in teaching business and related subjects. Others including adjuncts have vast practical experience and continue to be practitioners, and they can impart valuable skills to students. They are current and experienced in teaching.	
9. Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	
	Comment Yes, But I would recommend the following: 1. Increasing the budget for equipment purchase although the college already has some infrastructure in place. Current projections are conservative, and a slight increase in equipment expense (say from $10000 to $15000) may not impact the ultimate goal of breaking even by year 5. However, this is being said from a distance; therefore, please treat this an advisory note and no more. 2. Orientation for students: I am not sure how long the orientation will be and should be but if the incoming cohort is largely unfamiliar with online learning, orientation might require three days.	
10. Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?	
	Comment	

	N/A
11. Overall assessment and recommendations	Please summarize your overall assessment of the program.
	Comment The proposed program is well conceived and fills a need in the community. Its stated aims are consonant with contemporary society and business needs and demands. The program is designed well, and with a few modifications should be a success. I wish it all the best.

Reviewer Bio or Resume

Narasimha Rao Kowtha is a professor and associate dean at the Pacific Lutheran University School of Business in Tacoma, WA. Dr. Kowtha obtained his PhD in Management from Texas A&M University. His research deals with strategy implementation and organizational processes.

College Name:	Pierce College	BAS Degree Title:	Bachelor of Applied Science in Applied Management
Reviewer Name/ Team Name:	Gregory Price	Institutional or Professional Affiliation:	City University of Seattle
Professional License or Qualification, if any:	Ed.D. MBA	Relationship to Program, if any:	None

Please evaluate the following Specific Elements

a) Concept and overview	Is the overall concept of the degree program <u>relevant and appropriate to current employer demands</u> as well as to <u>accepted academic standards</u>? Will the program lead to job placement?
	Comment
	Pierce College has created an 'applied' BS program degree concept, aligning theoretical applications to an applied, competency-based, primarily online model designed for non-traditional learners. The program provides students with a platform to gain an education in an age when learning can be derived from numerous channels. Nodine and Johnstone (2015) determined that competency-based learning may support different enrollment pathways resulting in potentially greater student job placements. The opportunity to place students in jobs is due to the College's locally-based business partnerships. The business partners have a strong desire to hire College graduates that are trained in areas of need.
	The courses offered in this BAS-ABM degree support the needs of today's business. Project-based experiences, an emphasis on developing student research skills and industry identified program outcomes, are strong supporting developments to the program.
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

Comment

Overview

The program learning outcomes (PO) in the BAS-ABM program support quality undergraduate degree focus. The program outcomes are versatile, targeted to business needs and can be applied in numerous ways within the curriculum.

However, there is much to know and learn about competency-based education in undergraduate programs. Competency-based education has historically been used in graduate degree programs. To date, limited research has been conducted to more fully understand the impact on undergraduate programs. The most predominant concern regarding competency-based programs, and possibly most concerning to an undergraduate program, would be the face time students receive from faculty (Marcus, 2017).

Face-to-Face Instruction

Providing face-2-face faculty instruction and guidance to undergraduate students is a concern. Historically, Pierce College's dominant mode of instruction has been face-to-face. With the introduction of the BAS-ABM mostly online competency-based program, students may become discouraged by the lack of face-to-face instruction they perceived they would have received at this institution. Consequently, onboarding may be a significant communications risk to overcome. Though there were a couple of paragraphs in the proposal describing how the full day orientation will establish an understanding of student objectives, expectations, and structure, with busy student lives, additional follow-up training and check-ins may be necessary throughout the student's duration in the program. This would be on top of the program evaluations that are regularly scheduled. A suggestion may be to work through the onboarding processes by scheduling additional interval training or focus groups or a mix of the two.

Faculty Training

Within the Program Proposal, there is limited discussion on faculty training. The proposal provides a list of schedules that determine when evaluations will be conducted and what the criteria for the evaluations will cover. However, online instruction is significantly different than face-to-face instruction. To expect face-to-face faculty to develop the course curriculum and assignments and align them to the program outcomes places additional risk on the director to achieve the desired outcomes in program assessment. Alternatively, building out prebuilt courses ensures the program outcomes are consistently met.

Timeline to Completion

	A competency-based program requires students to self-manage their time and progress; an aspect addressed in the Statement of Needs document (page 10). Often, undergraduate students have not mastered this skill of time management and identifying priorities. For a cohort group to move through a program, students may need to be managed to help them move through the program at the pace suggested in the Program Proposal. A cohort-based model is a good idea in a face-to-face mode of instruction but may require more support in an online, competency-based program, especially when the targeted students are non-traditional learners. Non-traditional learners tend to have busy lives themselves and life may get in the way of their personal success in a cohort-based model. Further, as noted on page 4 of the Statement of Need document, completion rates in the online model tend to be lower than in the face-2-face instructional model. The writers of this Program Proposal and Statement of Needs document appear to have addressed these concerns with rubrics and a plan of action to overcome such challenges, however, the concerns are still poignant. Additionally, a competency-based model without students skilled in time management may be challenging for a cohort group of students to move through a course in a timely manner. Consequently, retention may be lower than anticipated; further student check-ins may be necessary. **Course Development** For a competency-based program, success may not come right away for students. In my experience, building success in a competency-based program, where students work at their own pace to complete coursework, suggests that courses will need to be fully developed before students being enrolled.
c) Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
	Comment The data in the Statement of Needs document presents compelling evidence that students are busy, have many life choices, and want a focused and structured program intent on allowing them to pursue. Offering a bachelor's degree that is mostly online with some hybrid classes during the evening hours can deliver this intent. The courses that make up the BAS-ABM degree support the Statement of Needs document. There were no surprises here or things considered out of the ordinary. I particularly thought the Spreadsheet Applications courses I and II will be beneficial to students during the program in that they can analyze and interpret data, apply knowledge, build tactical workplace skills, and develop a professional attitude that

		enables them to present ideas in a constructive and persuasive manner. Once the student has exited the program, they will be confident in joining the work force with the critical thinking skills in demand by employers.
d)	Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper-level courses, in particular, relevant to industry? Do the upper-level courses demonstrate standard academic rigor for baccalaureate degrees?
		Comment Generally, my experience has shown that bachelor's degree programs in business do not focus on developing scholars, but to instead focus on developing a graduate who is ready to enter the workforce. Based on the rigor of the program, the courses offered within the program, I would say students would find many opportunities to advance their academic career and goals by completing this program but only through strict alignment of student outcomes to Program Outcomes with a focus on research and writing.
e)	General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
		Comment N/A
f)	Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
		Comment I did like how the Program Outcomes were relatively simple in their communication. **Course Outcomes** In my review of the courses being offered, I found them to be excellent courses for an undergraduate degree. The student outcomes within the course and how they were displayed presented some challenge for me. The challenge was that the student outcomes were trying to do too much.

	There are four core themes associated with the Program Outcomes and how they were displayed in the course description pages – 4C's, Business Principles, Business Model Orientation, and General/Professional Dev. I found there were too many student outcomes for a single course. The student outcomes were often long sentences, containing two or more outcomes in a single Student Outcome. Additionally, the Blooms verbs used in the Student Outcomes look as if too many verbs across the Bloom's spectrum were used in developing the outcomes. Additionally, aligning Blooms verbs to outcomes, verbs such as evaluating, analyzing, and applying are setting expectations on students who are not yet ready to fully understand how to evaluate, analyze and apply. Specifically, these blooms tend to be higher level Blooms verbs. Additionally, having too many outcomes in a single sentence can make measuring assessments difficult and make it challenging for faculty to incorporate all the outcomes into the developed curriculum to ensure they were addressed in the course – especially in a competency-based program model. The challenge this presents the Program Director, Dean, and Office of Institutional Effectiveness for the College is that measuring the outcomes would be nearly impossible to do effectively. There was also the problem in that every course seemed to cover similar Program Outcomes within the checked boxes matrix. The appearance was that the Program Outcomes were overly emphasized by the number of check marks on each of the Program Outcomes per course. Sometimes I could not find a specific Student Outcome that would align to a corresponding Program Outcome. Again, all this misalignment would make measurements difficult.	
g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?	
	Comment Yes, it may be useful to develop a faculty pool that is more Doctoral qualified to ensure the curriculum are continuously met and measured against program outcomes. Once concern I have defined in the Statement of Need document (page 17) is that faculty are "faculty are responsible for remaining current in their fields of expertise." My question here is what support does the College or program help in developing faculty scholarship support? Also, though the program may support a collaborate faculty discussion aspect to analyze programmatic trends and develop strategies to advance programmatic findings, there was not defined discussion as to how this process was determined, recorded, or scheduled.	
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	

		Comment There is some concern about how the Pierce College library will support student success in the program. Though it was noted that the College's library received recognition, the recognition was recognized in 2005. This is an older acknowledgement with room for advancement in this area. This could be concerning due to the programs emphasis on research within an online program. It was noted that Zoom and Skype will be utilized as a learning tool "to enhance virtual meetings in class sessions" but there was not mention of how this would improve pedagogy, whether these services will be a paid College service or whether the faculty will be required to use their own funding to support the use of these applications.
i)	Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
		Comment N/A
j)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment In summary, the following bulleted items are those areas that are suggested to, 1) address more clearly in the proposal, 2) ensure the program is stronger, 3) build, develop, or introduce systems into this program.

Reviewer Bio or Resume

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Dr. Price has nearly thirty years' experience owning and operating businesses: twenty-two years as VP of a regional publishing company, six-years overseas experience as director of a corporate training organization in Tokyo, Japan, ten-years online and in-class instructional experience in higher education, and five-years higher education administrative experience, most recently as Associate Dean for the School of Applied Leadership.

He has an in-depth understanding of leadership, management, and operations. He applies these skills from acquired knowledge in different industries: fishing, construction, corporate training, publishing, and higher education. He incorporates authentic and servant leadership styles, leads with confidence, manages tight deadlines, and monitors employees to achieve successful results. He is adaptable and flexible, and brings experience to leadership, management, strategy, human development, and customer service.

Today, Dr. Price serves as Associate Dean in the School of Applied Leadership and has taught both in the classroom and online for over ten years in subjects as leadership, marketing, and communication. He has experience in exemplary program design and curriculum alignment. He has served on the Academic Assessment Committee for four years, two of which he was chair.

Dr. Price completed his doctorate in Organizational Leadership in 2018. He completed his BA in Economics from the University of Washington and his MBA from the University of Phoenix. He also has a certificate in Microcomputer Management, a certificate in Software Applications, and a marketing certificate from Promoters University.