



**Applied Baccalaureate Degree  
Program Proposal**

**Bachelor of Applied Science – Applied Management**

**Prepared for:  
Washington State Board for Community and Technical  
Colleges**

**Submitted August 17, 2017**

## Table of Contents

<b>1. Curriculum demonstrates baccalaureate level rigor</b> .....	<b>4</b>
(1.1) <i>Program learning outcomes</i> .....	5
(1.2) <i>Program evaluation process and criteria</i> .....	6
(1.3) <i>Course preparation needed</i> .....	10
(1.4) <i>General education components</i> .....	10
(1.5) <i>Course work needed at junior and senior levels</i> .....	11
<b>2. Qualified faculty</b> .....	<b>15</b>
<b>3. Selective admissions process, if used for the program, consistent with an open-door institution</b> .....	<b>17</b>
(3.1) <i>Admissions Process</i> .....	1817
(3.2) <i>Program Prerequisites</i> .....	19
(3.3) <i>Students applying from other colleges</i> .....	19
<b>4. Appropriate student services plan</b> .....	<b>21</b>
(4.1) <i>Academic Advising</i> .....	23
(4.2) <i>Career Advising</i> .....	23
(4.3) <i>Academic Early Alert Service</i> .....	24
(4.4) <i>Library Services</i> .....	24
(4.5) <i>Writing &amp; Math Centers</i> .....	25
(4.6) <i>Veterans Services</i> .....	25
(4.7) <i>Financial Aid</i> .....	25
(4.8) <i>Campus Community (student programs)</i> .....	26
(4.9) <i>Access Services</i> .....	26
(4.10) <i>Hours of service</i> .....	26
<b>5. Commitment to build and sustain a high-quality program</b> .....	<b>27</b>
(5.1) <i>Funds to be used to support the program</i> .....	27
(5.2) <i>Program Expenses</i> .....	28
(5.3) <i>College facilities</i> .....	29
(5.4) <i>Program Facilities, Equipment, Technology, and Instructional Resources</i> .....	29
<b>6. Program specific accreditation</b> .....	<b>30</b>
<b>7. Pathway options beyond baccalaureate degree</b> .....	<b>31</b>
<b>8. External expert evaluation of program</b> .....	<b>32</b>

**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Program Information**

Institution  
Name: Skagit Valley College

Degree: Bachelor of Applied Science – Applied Management CIP Code: 52.0201

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

Degree: Business Management Technology ATA CIP Code: 52.1401 Year Began: 1985

Degree: Office Administration and Accounting Technologies CIP Code: 52.0204 Year Began: 1977

Planned Implementation Date (i.e. Fall 2014): Fall 2018

As elaborated in Section 1.3, by the 2018-19 academic year, all Skagit Valley College graduates of the above-mentioned degrees will be required to take ENG 101, and CMST 210 or CMST 220, which are the three pre-requisite classes for admission to this Bachelor of Applied Science program. A bridge program will also be offered to support students whose associate degrees did not include these courses.

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

**Contact Information**

Name: Kenneth Lawson, Ph.D.

Title: Vice President for Instruction

Address: 2405 East College Way, Mount Vernon, WA 98273

Telephone: 360-416-7732

Fax: 360-416-7941

Email: Kenneth.Lawson@Skagit.edu

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

August 17, 2017  
Date

## NEW DEGREE PROGRAM PROPOSAL

### 1. Curriculum demonstrates baccalaureate level rigor

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

The proposed Skagit Valley College (SVC) Bachelor of Applied Science – Applied Management (BASAM) degree is a two-year 90 credit program that combines technical and academic courses intended to provide students the relevant knowledge and skills necessary to attain managerial positions in today’s workplace. The program has been designed to fill the gap in the educational needs of the community and to meet affordability requirements for place-bound associate degree holders seeking a bachelor’s degree<sup>1</sup>.

Skagit Valley enjoys a diverse and growing economy with significant and increasing representation from small and Fortune 500 businesses, which in turn is driving heightened demand for employees with technical and managerial qualifications. At present however, employer and community demand for qualified workers with bachelor degrees exceed the current supply of graduates with relevant degrees in the region. Nearly three-quarters of residents in the SVC service district lack a bachelor degree and education attainment level in the SVC service district is lower than the State. Within Northwest Washington too, there are similar trends, with a disproportionate demand for technically skilled people in business. Addressing this educational deficit is vital to attract further investment in our region, to retain the new business and industry that located here and to sustain the viability of those for whom Northwest Washington and more specifically Skagit Valley has been a long-term home.

Student demand for access to a contextualized business and managerial program of study is also high. Surveys of current, past, and potential SVC shows strong evidence of student interest in a BASAM degree. Data also reveals that a significant number of SVC students are place-bound, working adults who need a local and flexible program to accommodate the concurrent requirements of employment and education. Affordability too presents a major barrier to educational attainment. Yet, only one quarter of residents have attained a bachelor degree suggesting that transitioning from SVC to a four-year institution remains out of reach for most. The BAS in Applied Management at SVC would provide a pathway for place bound students who require access to a baccalaureate education in proximity to their home (SBCTC 2010).

The district’s educational attainment challenge is compounded by the increasing heterogeneity of the student population, reflecting the demographic shifts of the community we serve. These

---

<sup>1</sup> Population with a Bachelor’s Degree in District (26.7%) is lower than the State (33.1%). *Source: 2010-2014 American Community Survey*; Demand (411 job openings) exceeds supply (318 degree completions). *Source: WA Employment Security Dept., IPEDS Completions*; 90% of current students likely to pursue a bachelor’s degree at SVC and 63% of students interested in a BASAM. *Source: SVC Surveys Spring 2015 & Winter 2017*

shifts have prompted institution-wide changes that promote inclusivity and a reshape of our approach to equitable learning, access, and outcomes. Our institutional approach to inclusive pedagogy identifies and changes academic structures and practices that exclude students based on their race, gender, gender identity, sexual orientation, class, ability status, and other social identities and addresses these issues through faculty training, curriculum revamp and ongoing equity data and analysis. Inclusivity practices are embedded in every aspect of the SVC BASAM program design from the student selection process and faculty development to course content and outcomes. Graduates from the BASAM program will engage in solving real-world management problems through a lens of inclusion and with an understanding of diversity in an evolving workplace, preparing graduates for the challenges of leading organizations or assuming management roles in an increasingly diverse, complex, and global environment.

The SVC BASAM program has been developed in iterative consultation with an Advisory Committee and two professionally qualified Expert Reviewers and their feedback is embedded throughout the proposal. Summaries of the Expert Reviewer commentary and their biographies are included as Appendix A, which is an attachment to this document.

### ***(1.1) Program learning outcomes***

SVC's Bachelor of Applied Science in Applied Management program is a two-year, 90 credit degree designed for professional-technical students who have completed an associate's degree (AA, AAS-T, AAS, or ATA). The BASAM program combines 300-and 400-level managerial and general education courses to equip technically skilled students with occupationally contextualized business and general knowledge typically necessary for advancement to managerial-level positions or to operate an entrepreneurial venture.

Upon completion of the SVC BASAM program, students will be able to:

#### **Communicate Effectively:**

1. Use written and spoken language, digital skills and tools, concepts, and models of management applicable to the professional-technical discipline to communicate clearly and create an effective message, while demonstrating a professional presence.

#### **Think Critically:**

2. Demonstrate ability to assimilate, evaluate, and synthesize information from varying media and formats, including the ability to assess qualitative and quantitative data and to apply critical thinking and knowledge in an industry and managerial function-specific context, incorporating broader social, economic, and environmental impacts.

#### **Demonstrate Professional and Personal Readiness:**

3. Demonstrate an understanding of management roles, leadership and cultural norms and expectations of leadership, including identification and description of human behavior in an organizational setting, with attention to the dynamics of power and privilege.
4. Prepare and complete cost control processes including the ability to establish a budget, prepare cost reports, and forecast expenditures
5. Acquire, organize, analyze, and interpret information and data to make informed, reasoned, equitable decisions and analyze systems for planning and decision-making

6. Identify and analyze human resource systems for developing diverse human capital, employment, compensation, and training and institute and facilitate inclusive team-based problem-solving environments
7. Analyze, build, and leverage social capital for occupational advancement, which will include the development of materials to structure and support ongoing personal career management
8. Demonstrate a knowledge of the local business environment and community and an awareness of issues and opportunities emerging from the changing socio-economic, technological, and environmental landscape

**Exhibit Cultural Awareness:**

9. Explore, appreciate, and define the opportunities, challenges, and nuances of operating in an increasingly diverse, interconnected, and complex global community
10. Recognize and challenge culture-bound assumptions

***(1.2) Program evaluation process and criteria***

Program review is embedded in the college’s strategic and annual planning process. The planning process uses a program review dashboard to review data related to various program components. The Program Review dashboard includes measures of efficiency, diversity, and effectiveness by reviewing: Course Fill Rates; Program Demographic Breakouts; Course Grade Distributions and Pass/Fail Rates; 200% of Normal Time Completion Rates; Retention Rates; Employment Rates; Transfer Rates; and Student Achievement Initiative Points. Further, to ensure equity and diversity at the program level, the college also reviews ethnic background, gender, and other student characteristics (i.e. first generation, low-income, or Veteran status).

In addition, we will develop BASAM program specific evaluation tools to gauge the effectiveness of the program. The annual cycle begins with each professional/technical department chair reviewing data related to dimensions of program quality, which includes the following:

- **Faculty development**

Faculty are required to maintain a professional development plan and to document completion of professional development and industry certifications.

Faculty teaching in the BASAM program will be required to participate in SVC’s Inclusive Pedagogy Instructional training, referenced in the Introduction (page 5). Faculty will also be required to attend training on applying Reading Apprenticeship methodology in instruction and in the design and the instruction of hybrid classes, which combine classroom time with student-driven online learning. By combining contemporary professional standards with aforementioned high-impact instructional strategies, instructors will be equipped to provide underserved students access to business employment opportunities.

- **Advisory committee makeup and involvement**

Advisory committee composition is monitored to assure state guidelines are met and that committee membership is reflective of the area’s economic needs. Attendance is monitored. The program was reviewed by the SVC Business Management Advisory Committee in August through a formal process and through one-to-one meetings with the BASAM faculty developing the program. The Advisory Committee provided

recommendations to enhance the focus on technological literacy such as social media marketing and on demonstrating professional presence. Feedback specifically commended the emphasis on developing proficiency in multi-disciplinary data analysis and presentation of both qualitative and quantitative data. Their recommendations have been incorporated into the program outcomes, course descriptions and the course curricula, which are currently under development. The proposal has received unanimous support from the Committee and several members. Advisory Committee members expressed interest in participating in the program for example as guest lecturers or as potential internship sites.

- **Learning outcomes and curriculum revision**

Student learning is assessed at various levels, including course outcomes, program outcomes, and general education outcomes. In order to assure that baccalaureate students graduate with appropriate professional competencies, students are required to complete a capstone project and an internship placement. Program learning outcomes are assessed in these courses, including leadership skills. With faculty guidance and direction, the students design the project, complete it, and reflectively assess their work. Faculty members will collect data on student performance in the capstone project to identify program strengths and weaknesses in producing required student learning. Supervisors of student interns will also evaluate performance. Faculty and supervisor input will be gathered and analyzed on a two-year cycle. In cooperation with the BASAM Director and core faculty, the program Advisory Committee will continuously monitor this data to modify and adjust course curriculum to ensure that it provides the current skills and knowledge needed by industry.

- **Articulation and pathways**

Articulations and transfer agreements to/from other colleges and universities are created, reviewed, and maintained.

- **Enrollment**

Actual versus targeted enrollment data is reviewed and strategies developed in response to trends in enrollment.

- **Efficiency**

The student/faculty ratio and cost per FTE data is reviewed and strategies developed in response to trends in efficiency.

- **Access**

Special population and nontraditional composition of cohort data is reviewed and strategies developed in response to trends in access.

- **Retention and completion**

Cohort retention and completion data is reviewed and strategies developed in response to trends in student achievement.

- **Employment results and wages of graduates**

After the graduation of the first cohort of students, a survey will be developed to gauge employer satisfaction with program graduates to see where curriculum can be improved and to track average wages for matriculated students.

- **Labor market data**

SVC staff will also monitor sector-specific economic trends and labor market analyses to ensure that there are internship and employment opportunities for students and graduates and report their findings to the Program Advisory Committee.

- **Innovation/program development**

The program advisory committee and professional development activities completed by faculty will inform qualitative assessment of curriculum and pedagogy for continued program development and innovation.

In addition to these standard data elements, programs may request assessment data for any goal stated in the annual planning process. The director and dean meet to identify goals and activities to address college core themes and strategic priorities and address any concerns or new opportunities identified in data analysis. Advisory committees comprised of industry professionals within the region also review annual plans and provide input. Plans are proposed in December, approved in March, and implemented in the following academic year.

A summary table of the key elements of the evaluation process and criteria follows:

<b>Assessment</b>	<b>Data Collected</b>	<b>Responsibility</b>	<b>Timing</b>
How effective is the program's marketing in reaching the target cohorts and internship sites?	<ul style="list-style-type: none"> <li>• Sources of knowledge about the BASAM</li> </ul>	BASAM Director / Enrollment Services /	At time of entry
How is the program performing against institutional diversity & equity benchmarks?	<ul style="list-style-type: none"> <li>• Program Demographic Breakouts</li> </ul>	Office of Institutional Planning & Effectiveness	Annual, in line with SVC strategic and annual planning cycle
	<ul style="list-style-type: none"> <li>• Ethnic background</li> </ul>		
	<ul style="list-style-type: none"> <li>• Gender</li> </ul>		
	<ul style="list-style-type: none"> <li>• First Generation</li> </ul>		
	<ul style="list-style-type: none"> <li>• Income levels</li> </ul>		
<ul style="list-style-type: none"> <li>• Veteran status</li> </ul>			
How efficient is the program?	<ul style="list-style-type: none"> <li>• Course Fills Rates</li> </ul>		
	<ul style="list-style-type: none"> <li>• Course Grade Distribution</li> </ul>		
	<ul style="list-style-type: none"> <li>• Pass/Fail Rates</li> </ul>		
	<ul style="list-style-type: none"> <li>• 200% of Normal Time Completion Rates</li> </ul>		
	<ul style="list-style-type: none"> <li>• Retention Rates</li> </ul>		
	<ul style="list-style-type: none"> <li>• Employment Rates</li> </ul>		
	<ul style="list-style-type: none"> <li>• Student Achievement Initiative Points</li> </ul>		
	<ul style="list-style-type: none"> <li>• Cost per FTE</li> </ul>		
	<ul style="list-style-type: none"> <li>• Student/faculty ratios</li> </ul>		
	<ul style="list-style-type: none"> <li>• Actual versus Targeted enrollment</li> </ul>	BASAM Director	Annual
What is the program's effectiveness in meeting employer expectations?	<ul style="list-style-type: none"> <li>• Student capstone performance</li> </ul>	BASAM Director	Annual (from Year 2)
	<ul style="list-style-type: none"> <li>• Student Internship performance review</li> </ul>	BASAM Director	Annual (from Year 2)



	<ul style="list-style-type: none"> <li>• Rate of SVC student permanent employment at internship sites</li> </ul>	BASAM Director & Worksite Supervisor	Annual (from Year 3)
What is the program's effectiveness as a pathway for graduate study?	<ul style="list-style-type: none"> <li>• Review of articulation agreements for graduate level study</li> </ul>	BASAM Director	Three-year program review
	<ul style="list-style-type: none"> <li>• Number of students who have entered graduate programs at schools with articulation agreements</li> </ul>	BASAM Director in conjunction with Enrollment Services at relevant graduate schools	Annual year after year two
How is the program meeting the stated learning objectives?	<ul style="list-style-type: none"> <li>• Pre- &amp; Post electronic student surveys in Quarter 1 and Quarter 6 (during Foundations of BASAM and Capstone courses)</li> </ul>	BASAM Director	Annual from Year 2
What curriculum changes are needed to respond to the evolving business landscape?	<ul style="list-style-type: none"> <li>• Full program review with Advisory Committee</li> </ul>	BASAM Director	Three-year
	<ul style="list-style-type: none"> <li>• Pre- &amp; post electronic student surveys to assess student perceptions of actual learning versus stated course outcomes</li> </ul>	BASAM Director	Quarterly
	<ul style="list-style-type: none"> <li>• Review of course adjustments with Advisory Board</li> </ul>	BASAM Director	Annual
	<ul style="list-style-type: none"> <li>• Curriculum adjustments to address ever-evolving business contextualization</li> </ul>	BASAM Director & Faculty	Annual
How is the quality of instructional faculty being maintained and enhanced?	<ul style="list-style-type: none"> <li>• Completion of Professional Development Plan</li> </ul>	Dean of Workforce	Annual
	<ul style="list-style-type: none"> <li>• Documentation of Professional Development &amp; Industry Certification</li> </ul>	Dean of Workforce	Annual
	<ul style="list-style-type: none"> <li>• Documentation of participation in BASAM required Training (Inclusive Pedagogy, Reading Apprenticeship, Hybrid Class Design)</li> </ul>	BASAM Director	Annual

How is the program meeting its overall objectives in providing an accessible and relevant program that prepares students for employment and/ or graduate level study and its program level outcomes?	<ul style="list-style-type: none"> <li>Analysis &amp; Synthesis of Data Collected for Annual and Quarterly Reviews</li> </ul>	BASAM Director, Office of Institutional Effectives & Planning, Dean of Workforce	Three-Year Full Program Review
--	---	--	--------------------------------

***(1.3) Course preparation needed***

To ensure that the BASAM program is accessible, affordable, and inclusive, entry requirements have been kept to the minimum needed for adequate preparation and future success. Any student who has earned an Associate degree (AAS-T, AAS, ATA), which includes ENG&101 and either CMST&210 or CMST&220, is eligible for seamless entry into the BASAM program. These two courses will be required of all SVC professional-technical degrees by the 2018-19 academic year and are intended to facilitate flexibility should students seek a 4-year degree. For students who have completed a 2-year degree without ENGL&101 and CMST&210/CMST&220, a bridge program will be established to facilitate a seamless transition to the BASAM program.

The courses will be offered in a hybrid format, which combines in-class time with self-directed, online study. Given the geographic spread of the district and the high number of students in the district who work or care for dependents, this format allows the greatest flexibility for students enrolled into the BASAM. Hybrid courses take advantage of face-to face instruction and student group work combined with on-line activities. Students are also able to participate in other interactions including fieldtrips and guest speaker sessions. In line with our program outcomes, in-class time gives students an opportunity to develop their professional presence and poise while the online component will build students’ digital literacy comfort and capabilities. It will also give them an opportunity to develop time management skills and to establish agency over their learning and professional development.

Each quarter, SVC plans to run dedicated learning labs for BASAM students. These labs will be staffed by a BASAM faculty member and will be an opportunity for students to receive any additional instructional support they may need. We believe that this extra support will enable strong completion rates.

***(1.4) General education components***

The degree will provide students with the needed knowledge and skills in general education as well as an applied emphasis on topics such as economics, corporate social responsibility, marketing and finance, advanced business writing and communication and leadership development. The curriculum contains applied general education courses specifically geared towards students interested in translating their professional technical training into managerial opportunities. An internship is also required to provide practical knowledge and hands-on experience in the field.

Students graduating with a BASAM degree at SVC will complete a minimum of 60 general education credits in distribution areas that include the social sciences, humanities, communications, natural sciences, and quantitative studies. As mentioned above, SVC's intention to create a seamless pathway for 2-year degree completers will only require that 10 general education credits are completed prior to program entry.

In addition to general education courses, students will also be exposed to general education outcomes embedded throughout the program. All classes will emphasize diversity, professional behavior, technology and digital literacy, and assimilation and synthesis of information. Quantitative thinking will be emphasized in both Introduction to Statistics (Math&146) and Data Driven Decision Making (BUS 430). Writing, presentation, and communication skills are built into all classes but the focus of explicit instruction in Professional and Organizational Communications (CMST410). This class was envisioned as an English class in the original proposal but in the spirit of inclusion, has since been changed to a CMST course, recognizing that professional communication involves more than English language expression. Digital and technological literacy will be embedded into each course with the objectives of building student confidence and capabilities in standard workplace software, such as Excel, PowerPoint, and Word. ***(1.5) Course work needed at junior and senior levels***

The curriculum gives students a foundation in the various functions involved with the operation of a business, contextualized to the student's area of professional interest. The courses also combine and relate ~~academic~~ general education subjects to their business and commercial applications. Most importantly, consistent with SVC's institutional commitment to equity and inclusion summarized in the Introduction (page 6) the curriculum equips under-served students with the acumen, skills, awareness, and knowledge necessary for equitable and meaningful workplace participation. Typically, these soft skills are the implicit and unspoken rules of managerial life and learned through role models, exposure, trial, error and sometimes professional stagnation or failure. For the under-represented students that the SVC BASAM will serve, role models and exposure are limited, the risk of stagnation is real and failure is a luxury. As described in the program outcomes (1.1) and in the course descriptions (**Appendix C**), the SVC BASAM addresses this imbalance through intentional and explicit attention to these areas in a safe environment, where students will experiment with, establish, and refine their professional leadership voice.

The core business functional instruction will include a grounding in Marketing (BASAM 324), Operations (BASAM 330), Human Resources (BASAM 332), Law (BUS 450), Accounting (BASAM 334) and, Finance (BASAM 422). Consistent with the treatment of BUS&201 (Introduction to Business Law) at SVC, BUS 450 will also satisfy a general education requirement. In addition, students will build and apply Project Management skills (BASAM 322). The contextualized general education classes comprise Economics, (ECON 310) Environmental Science (ENV 314), Leadership and Organizational Communications and Leadership and Organization Behavior (CMST 410 and PSYC 412 respectively). Drawing from Knowles' seminal work on the adult learner,<sup>2</sup> to maximize business contextualization opportunities, build critical thinking skills, promote knowledge and skills transfer from the classroom to the workplace and

---

<sup>2</sup> Knowles, M.S., Holton III, E.F., Swanson, R.A. (2005). *The Adult Learner* (6<sup>th</sup> ed.), Burlington, MA: Elsevier.

demonstrate relevance as a way of sustaining student interest and thus drive educational attainment, several of the general education classes will co-taught by BASAM and general education faculty.

The BASAM degree at SVC will concentrate on building skills in data interpretation and analysis within the business world where information on which decisions are based take a myriad of forms and come from a range of disciplines. After students have gained a grounding in quantitative analysis in Statistics (MATH&146), they will apply and extend their knowledge in Data-Driven Decision Making (BUS 430), where they will interpret qualitative and quantitative data to formulate fact-based courses of action. The inclusion of a multi-disciplinary, fact-based course is a core component of the SVC BASAM and was specifically commended by members of the Advisory Board.

Complementing the business and the academic classes are a series of courses designed to develop and strengthen business, leadership, and societal acumen. In their first quarter, students will take Foundations of Applied Management (BASAM 301), an orientation to the student-led cohort learning model of the SVC BASAM program. This stage-setting course will include topics such as business and contemporary landscapes, professional agency, and equitable business practices. This class and the concurrently run Managerial Economics and Environmental Science classes will have integrated curriculums to increase student awareness of the interdisciplinary nature of the BASAM program and to prepare them for course work in future quarters. The first quarter triad of courses will be instrumental in building the cohort and in equipping students with the tools, capabilities, and confidence necessary for success in this program and beyond.

Career Development and Social Capital (SOC 420), which will be taken in the second year, is designed to bridge the education-to-employment gap by providing students with an awareness of the concept of social capital and ways in which it can be built and deployed. Through this course, which will be partnered with Professional and Organizational Communications (ENGL 410), students will identify and secure an internship, to take place in the following quarter (BASAM 453). As described above and as referenced in the Course Descriptions (**Appendix C**), under the guidance of the BASAM director, students will focus on securing their own internships in SOC420 (Career Development and Social Capital) and CMST410 (Professional and Organizational Communications). The self-directed nature of the student-led process has been selected to give students a supported environment in which they work directly with social capital constructs so that they build their agency and develop confidence and the other soft skills referenced in Section 1.5. Employer interest in participating is likely to be high, given that internships represent an opportunity to access and assess future candidates for employment in an environment where as discussed in Section 1.0 and in the Statement of Need, demand for qualified graduates outstrips supply. The internship timing has been sequenced so that learning outcomes in Data Driven Decision Making (BUS 430) and Organization and Leadership Behavior (PSYC 412) can be applied and contextualized to an actual managerial/business setting.

Finally, for students to be successful once they enter the workforce, they must also understand how the various parts of a business come together in a sustainable and cohesive way. This will be the focus of the Strategic Management/Capstone class (BASAM 455). The Capstone class is an important applied component of the degree and provides additional breadth to the knowledge and

skills to be attained by the students. It is also an opportunity for students to provide tangible evidence of their academic and professional development to prospective employers.

QUARTER ONE	QUARTER TWO	QUARTER THREE
<ul style="list-style-type: none"> <li>• BASAM 301 Foundations of Applied Management</li> <li>• ECON 310 Economics for Managers</li> <li>• ENVS 314 Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>• MATH&amp;146 Introduction to Statistics</li> <li>• BASAM 322 Project Management</li> <li>• BASAM 324 Marketing for Managers</li> </ul>	<ul style="list-style-type: none"> <li>• BASAM 330 Operations Management</li> <li>• BASAM 332 Human Resource Management</li> <li>• BASAM 334 Accounting for Managers</li> </ul>
QUARTER FOUR	QUARTER FIVE	QUARTER SIX
<ul style="list-style-type: none"> <li>• SOC 420 Career Devpt &amp; Social Capital</li> <li>• CMST 410 Prof &amp; Organizational Communications</li> <li>• BASAM 422 Principles of Finance</li> </ul>	<ul style="list-style-type: none"> <li>• BASAM 453 Internship</li> <li>• PSYC 412 Leadership &amp; Org Behavior</li> <li>• BUS 430 Data Driven Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>• BUS 450 Legal Environments in Business</li> <li>• PHIL 410 Business Ethics</li> <li>• BASAM 455 Strategic Planning &amp; Capstone</li> </ul>

The program has been designed and integrated in a way that requires students to complete each quarter sequentially. In other words, each quarter is a pre-requisite to the next. As discussed in Section 1.3, SVC will be providing support mechanisms such as learning labs and co-instruction to facilitate student success and educational attainment. SVC will also emphasize building the student cohort in the first quarter of the program so, in addition to the support resources provided by the college, students form a peer network for support and empowerment. While the BASAM has been planned as a full-time two-year program, it can be adapted to accommodate part-time students through a three year path.

BAS in Applied Management Course Requirements		
Core Courses		
BASAM 301	Foundations of Applied Management	5
BASAM 322	Project Management	5
BASAM 324	Marketing for Managers	5
BASAM 330	Operations Management	5
BASAM 332	Human Resources Management	5
BASAM 334	Accounting for Managers	5
BASAM 422	Principles of Finance	5
BASAM 453	Internship	5
BASAM 455	Capstone: Strategic Management	5
<b>Core Credit Total</b>		<b>45</b>

<b>General Education</b>		
<b>Communication (10 Credits)</b>		
ENGL&101*	English Composition	5
CMST 410	Professional & Organizational Communication	5
<b>Quantitative Reasoning (5 Credits)</b>		
MATH&146	Statistics	5
<b>Social Science (10 Credits)</b>		
ECON 310	Economics for Managers	5
PSYC 412	Leadership and Organizational Behavior	5
<b>Humanities (10 Credits)</b>		
CMST&210 /CMST 220 +	Interpersonal Communications / Public Speaking	5
PHIL 440	Business Ethics	5
<b>Natural Sciences (10 Credits)</b>		
	Natural Science distribution course approved by advisor	5
ENVS 314	Environmental Science	5
<b>Additional General Education Credits (15 credits)</b>		
SOC 420	Career Development and Social Capital	5
BUS 430	Data-Driven Decision Making	5
BUS 450	Legal Environments in Business	5
<b>General Education Credit Total</b>		<b>60</b>

\*Program-entry requirement

## 2. Qualified faculty

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

The following SVC faculty will be teaching in the BASAM program:

- 1) Sally Dixon, MBA, MS Business Management Department Chair, tenured (0.2 FTE)
- 2) John Ogden, MBA, CPA, JD, tenured (0.2 FTE)
- 3) Matt Scammell, MBA, tenure-track. (0.1 FTE)
- 4) Sunaina Virendra, MEd, MBA expected December 2017 full-time adjunct, Interim Program Director (1.0 FTE)

We will complement the SVC BASAM faculty resources with appropriately qualified adjunct instructors, ideally with a doctorate but a minimum of a master degree or some other form of relevant, advanced qualification such as a MBA, JD, or a CPA. We will also recruit a cadre of guest speakers from a variety of business and management backgrounds. The total BASAM faculty FTE teaching the degree is 1.5 FTE.

In addition, Gretchen Robertson, tenured SVC Adult Basic Education Instructor, and Kip Zwolenski, (tenure-track Early Childhood Education instructor), who are rapidly becoming acknowledged state-wide as leaders in incorporating inclusive pedagogy in curriculum and programs, are an integral part of SVC's BASAM program design, curriculum development, and instructional implementation.

In addition, we anticipate that the following instructors and staff will teach the upper-level General Education classes in their disciplines:

- 1) Benjamin Fackler-Adams, M.Sc., Ph.D. Inter-disciplinary Science, tenured
- 2) Farhana Loonat, M.A., Ph.D. Philosophy, and Politics, tenured
- 3) Gabriel Mast, M.Sc. M. A.T., Ph.D., Dean of Arts and Sciences
- 4) Ernest Tutt, M.S., E.D.D., Communications, tenured

We will recruit adjunct faculty ideally with a doctorate but with a minimum of a master degree in their relevant field.

All faculty will have a minimum of a master degree but SVC will aim to ensure that all faculty teaching upper division classes have a doctorate in the relevant general education area.

Short bios of BASAM faculty are available in **Appendix A** and General Education faculty in **Appendix D**. A preliminary list of faculty course assignments for the BASAM program by quarter follows:

<b>Course Staffing</b>		
<b>Co-enrolled /co-development classes marked with *</b>		
<b>QUARTER ONE</b>		
BASAM 301	Foundations of Applied Management	Sunaina Virendra, MEd, MBA (Dec'17); Gretchen Robertson, MA
ECON 310	Economics for Managers	Adjunct
ENVS 314	Environmental Science	Ben Fackler-Adams, M. Sc., PhD
<b>QUARTER TWO</b>		
BASAM 322	Project Management	Sally Dixon, MBA, MS
BASAM 324	Marketing for Managers	Matt Scammell, MBA
MATH&146	Statistics	Per existing SVC faculty assignments
<b>QUARTER THREE</b>		
BASAM 330	Operations Management	Adjunct; Ed Jaramillo, PhD, MFA, current SVC VP for Administrative Services
BASAM 332	Human Resources Management	Sally Dixon, MBA, MS
BASAM 334	Accounting for Managers	John Ogden, JD, MBA, CPA
<b>QUARTER FOUR</b>		
SOC 420	Career Development & Social Capital *	Adjunct; Ernest Tutt, MS, EdD
CMST 410	Professional & Organizational Communication *	Adjunct; Ernest Tutt, MS, EdD
BASAM 422	Principles of Finance	John Ogden, JD, MBA, CPA
<b>QUARTER FIVE</b>		
BASAM 453	Internship *	Sunaina Virendra, MEd, MBA (Dec 2017); Internship Site Supervisor
PSYC 412	Leadership & Organizational Behavior*	Adjunct; Sunaina Virendra, MEd, MBA (Dec 2017)
BUS 430	Data-Driven Decision Making	Adjunct; Gabriel Mast, PhD, SVC Dean of Arts & Sciences
<b>QUARTER SIX</b>		
PHIL 440	Business Ethics	Farhana Loonat, MA, PhD; Matt Scammell, MBA
BUS 450	Legal Environments in Business	John Ogden, JD, MBA, CPA
BASAM 455	Capstone: Strategic Management	Sunaina Virendra, MEd, MBA (Dec 2017)



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

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

For the BASAM program, the admission requirement is an associate's degree with ~~an appropriate~~ a GPA of 2.5 or higher. Students must have or be in the process of meeting the Communications and English pre-requisite. As an open-door institution, SVC encourages access for all students to programs and services. The admission process, described below in section 3.1, is intended to ensure BASAM students are prepared academically to be successful at the BAS-level. The admissions process has also been intentionally designed to encourage access and eliminate barriers to program entry, while accounting for academic preparation and space available.

SVC will make a concerted effort to assure that the BASAM program serves a diverse population of students. The vision statement for Skagit Valley College commits to equity and one way this is measured through core themes for "Access" and "Achievement" both of which set a target of student body composition mirroring the demographics of our service area. The college has established five strategic priorities, one of which is Latino Community Engagement in response to the rapidly increasing Latino population in our community. To support this strategic priority, an Executive Director of Equity and Inclusion position has been established, and plans for increasing enrollment, engagement, and achievement of Latino students have been created and funded. Additionally, the college has created the Office of Multicultural Student Services with a full-time director, with the specific mission to create programming and opportunities for student, faculty, and staff engagement and conversations around equity and diversity. The college is focusing on recruitment and retention from area high schools with high percentages of Latino students. The college district also has five Native American tribes within its region. The President is personally establishing relationships with each tribal government and beginning to build plans for increasing the number of Native American students in college programs.

Most of the potential BASAM students are place bound and have little or no opportunity for attending a four-year university. Rural students graduating from high school who are place-bound for economic or social reasons will be afforded an opportunity for a baccalaureate degree. Since many students will come from the SVC service district, it is important to note the diversity of the three-county area. The SVC service district is diverse, and the College actively recruits at local high schools that include significant numbers of students of color. These include Mount Vernon High School (52% Latino), Burlington-Edison High School (33% Latino), Sedro-Woolley High School (16% Latino), and Oak Harbor High School (13% Latino). The Latino population is even higher in lower grades, indicating that the number of Latino students in the high schools will continue to increase, and, therefore, the number of Latino students at SVC will increase.

SVC's Professional Technical programs, including Business Management Technology (BMT) and Office Technology (OFTEC), serve a high percentage of working adults who are returning to

college for a second career; the average age of an SVC student is 29, but the College sees a higher average age in some Professional Technical programs. The proposed BAS in Applied Management will ensure continued learning for place-bound adult students. The hybrid format limits in-class time and encourages independent study and therefore accommodates the needs of most of our students of all ages who need to supplement their income by working part- or fulltime.

### **(3.1) Admissions Process**

Students interested in the BASAM program will be required to attend an orientation during spring quarter at SVC, Mount Vernon Campus. Topics covered in the orientation include: entry requirements, the admission process, costs, application deadlines and services available to students accepted into the program. For students who are unable to come to campus, a phone/Skype meeting will be arranged. Each student will enroll in BASAM 301, which is dedicated to grounding participants in the principles and accountabilities of an Applied Science degree, in equipping students with the tools and skills they will need for success and in providing overall business context to the course of study.

#### **Selection & Waitlist Process:**

Admission date is a Fall Quarter start due to course sequencing requirements and the importance of building the cohort. SVC will balance being an open access institution with a space-limited, academically rigorous program by scoring every application. Rather than using a first-come, first-served admissions model that might create a barrier to typically underserved, underrepresented populations, a minimum of 20 applicants will be selected based on the following steps: determining eligibility; assessing academic readiness; assessing motivation; and then prioritizing selection.

1. Applications are due by June; applications arriving later will be considered if space is available.
2. **Determining eligibility:** Applications will be reviewed by the BASAM director to ensure that minimum requirements and prerequisites have been met.
3. **Assessing academic readiness & motivation:** Applications will then be scored using rubric by the BASAM Admission Committee, comprised of BASAM director, faculty, and Enrollment Services staff.
4. **Prioritizing selection:** Final selection will be based on the applicant's score and space in the program.
5. All students will be notified of admission or placement on the waitlist by July. The BASAM director will work with waitlisted students and their advisers to support them with an application to the next program.

<b>Application Materials</b>	
BAS Application	Completed application for admission with college transcripts.
Statement of Interest	Applicants must submit a two-page essay that addresses why they are interested in the program, their academic and career intent, commitment to succeeding at the baccalaureate level and demonstrated evidence of self-motivation and personal growth.

<b>Admissions Rubric</b>	
<b>Items</b>	<b>Points</b>
Clearly articulated Academic & Career Goals	35
Demonstrated Commitment to Succeeding as shown through a statement that provides narrative evidence of past experience with the behavioral competencies necessary for meaningful participation in a BASAM program (for example, description of a time when they faced a struggle and how the struggle was addressed).	65

A comprehensive application guide for students and a detailed rubric for evaluators is under development. Both items will be explicit in stating that the personal statement and Admissions Committee evaluation is focused on understanding how the student responded to and learned from the struggle and applied the learning to other contexts. Students who do not receive admittance to the program initially will be placed on the waitlist and, as discussed above, will receive support and counselling to facilitate their application and potential admittance to the next cohort,

***(3.2) Program Prerequisites***

As mentioned above, SVC’s BASAM program is intentionally built to increase access by mainlining low barriers to entry. To facilitate a seamless transition to the BAS program for associate’s degree completers, program pre-requisites are limited to college-level courses in English and Communications Studies. Students will be expected to take statistics in the second quarter of the program and will therefore need to complete intermediate algebra (MATH 098) or achieve an equivalent math placement score by that time. A course meeting the natural science distribution requirement will be selected from previous course work or, if not completed prior to program entry, will be built into the student’s educational plan for completion during the first or second summer quarter.

- AA or AAS-T, AAS, or ATA degree in a professional-technical field or in Business Management, Operations Management, Office Administration and Accounting Technologies, or other related fields. Degrees must include 5 college-level credits in English Composition (ENGL&101) and 5 college-level credits in Communications studies (CMST&210 or CMST&220).
- Two years of university or college courses equivalent to an AA, AS, AAS-T, or AAS degree including 5 college-level English Composition, 5 credits of Communications Studies.
- Minimum GPA 2.5

***(3.3) Students applying from other colleges***

Students graduating from other community colleges with an associate’s degree in a profession-technical degree or in areas such as Business Management, Operations Management, Office

Administration, and Accounting Technologies will be encouraged to apply. Most CTCs in the Washington State system offer 2-year degrees in these areas, so SVC will collaborate with all interested institutions in developing articulations agreements, but our primary partners in the Northwest region will be Bellingham Technical College and Whatcom Community College, where we will work to establish clear pathways for business and management students to enter the BASAM program. As mentioned above, program entry requirements are limited to 5-credits of college-level English composition and 5-credits of Communications Studies, in addition to the completion of an associate's degree.

To facilitate student articulation to SVC, we will provide our peer institutions clear guidelines for core course requirements for entry into the BASAM program. This will ensure that students who wish to transfer are well prepared and they can transfer without delay due to additional course requirements.

#### 4. Appropriate student services plan

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

SVC's Guiding Principles, Core Themes, and Objectives emphasize the importance of student success and effective student support services. The College offers a wide range of services in support of student success:

- **Admissions:** An efficient online admissions process supports students getting started.
- **Placement Assessment:** Multiple measures of assessment are used to determine readiness for college-level work in mathematics and English, including traditional placement tests like AccuPlacer, transcripts, and Smarter Balanced Assessment. BASAM students will submit transcripts to determine academic readiness.
- **New Student Advising/Orientation:** New degree- and certificate-seeking students learn about College programs, resources, and policies through a mandatory small-group advising session and a new student orientation. BASAM students will attend a BAS-specific orientation session.
- **Financial Aid:** Financial support including Federal Title IV, state, and institutional need-based aid, including work study opportunities, and private scholarships are available to eligible students. Information is also provided on private student loans.
- **Campus Housing:** Campus View Village, a contemporary dorm for students, is available for all students, including international and domestic students.
- **Counseling and Advising Services:** Students receive support deciding on a career, choosing an area of study, creating quarterly schedules, making an educational plan, accessing online advising, and finding resources to solve personal conflicts. Academic advisors assist students with accurate information of College policies, course, and program requirements. BAS students meet with their program advisor.
- **Disability Access Services:** Students receive counseling and reasonable accommodations to support their learning.
- **Multicultural Student Services:** Traditionally under-represented students achieve academic success support through counseling and programming activities.

Conceptually, our student services plan is shaped around an institutional commitment to integrate our BAS programming fully into our existing governance structures, services, and academic department roles. As part of the network of coordinated services that the director will facilitate for BASAM students, the college has enlisted help from a variety of campus resources to support BASAM student success. The BASAM director will convene quarterly meetings to ensure open and streamlined communications. We anticipate that, at capacity, the BASAM program will have at least 45 students. To support program students and ensure a highly functioning department, the current Department Chair will have an additional five weeks of administrative time similar to our current Division Chairs. Additionally, the Vice President for Instruction is evaluating the reclassification of the current BAS Environmental Conservation program assistant to a program coordinator responsible for both BAS programs, Environmental Conservation, and Applied

Management. This position is already familiar with the challenges and obstacles that BAS students might encounter, and can effectively and efficiently connect BAS applicants and students with advising, financial aid, tutoring center, writing center, and other support services. This position will also support the BASAM director. This reclassification and expansion lays the foundation for the College's vision to build a BAS program model that has a dedicated director, program manager, and navigators with appropriate support staff.

#### ***(4.1) Academic Advising***

Advising availability and accuracy are critical to BASAM student success:

- During the academic year, there will be information sessions for prospective BASAM students. These sessions will cover the admissions requirements for the program, application deadlines, learning format, funding sources, and other pertinent program information. They will be co-hosted by the department chair and an advisor.
- Drawing from what has proven to be a successful strategy with our two-year professional technical programs, BASAM students will be assigned a faculty advisor within the BASAM program. The BASAM director, in coordination with BASAM faculty, review and approve initial applications for graduation. With a faculty advisor, BASAM students will consistently receive the most complete, accurate and current information not only on graduation requirements, but also on industry trends and connections. Further, this faculty-driven advising model leverages classroom relationships between students and their instructors, providing yet another avenue for engagement and retention. The college uses a high-touch advising model where faculty typically meets at least once per quarter with each student, and more often if indicated by Early Alert system (see below). Faculty teaching in the BASAM degree advises those students; this will be an ongoing model.
  - Our BASAM students will also have the seamless support made possible by Counseling and Advising Services. While faculty will handle in-program student advising, Counseling and Advising Services will work closely with the instructional department in order to offer advising to students when faculty are away from campus as well as support students who are seeking admission into the program. The majority of the advising for BASAM students through Counseling and Advising Services will be handled by the Associate Dean for Student Development.

#### ***(4.2) Career Advising***

BASAM students will gain valuable work experience through our internship program. Students will meet with BASAM Director and instructional staff teaching SOC 420 (Career Development and Social Capital) and BASAM 453, the internship class, to review the requirements and process. Students will employ their networking skills and participate in securing the internship, with instructional staff and the Director providing the framework for the experience and support for the student and his/her site supervisor. In order to facilitate networking for students, the program will maintain a list of possible internship sites as well as internship solicitations that the program receives. In cooperation with the site supervisor, students will develop learning objectives. These will be approved by the director, monitored throughout the quarter, and evaluated by the internship team. Finally, instructional faculty will make a minimum of one site visit each quarter and meet with the student and the site supervisor. In the event a student is not able to secure an internship, the BASAM director will work with SVC staff and faculty to develop a relevant and appropriate experience within SVC.

Skagit Valley College is prepared to serve BASAM students with resources and guidance to support their transition:

- The program will identify appropriate resources for BASAM candidates whose intentions are to continue further on their academic path, including bridges to Master's level programs.

Career Services will provide GRE, LSAT and GMAT preparation workshops and specific help in choosing graduate programs and assembling application materials.

- As the local face-to-face MBA option for BASAM, the WWU MBA Program will provide on-site information sessions at least once per year to explain the pathway for earning an MBA upon graduation from the BASAM program.
- SVC's BASAM faculty will develop articulation agreements with specific graduate programs and communicate this to students during advising sessions. As with all of our transfers, the faculty advisors will guide the students in what classes they need to focus on for their chosen career path.
- To successfully assist program graduates with job placement, Counseling, and Advising Services and the BASAM director will acquire resources about placement opportunities relevant to these new career pathways. These resources will be available in individual sessions and in curriculum for career exploration courses. The program will collaborate with advisory councils and business and industry internship site hosts to stay current on new career pathways and job opportunities for graduates. The program will also identify opportunities for students to establish mentoring relationships within the business community.

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

#### ***(4.3) Academic Early Alert Service***

Our program design emphasizes close contact between the students and their lead instructors, who will act as the students' academic advisors. Throughout the quarter, students missing class will get a phone call to check on the reason they are missing school. They will be advised on any resource that may be available to resolve their issues. At the midterm of the first quarter, a grade check will go to each student and primary faculty advisor. Students who have earned below a 2.5 in any of their core classes will be required to meet with their advisor. An appropriate plan for additional support will be developed between student and advisor. In addition, regardless of their GPA, all students will also be required to meet with their advisor at the end of their first quarter, as well as at their 45-credit threshold, to assess their progress. Generally, students are advised to check in with their advisor at least once every quarter.

#### ***(4.4) Library Services***

For library services to students and faculty in the BASAM program, the SVC librarians are tenured faculty with advanced degrees and the practice and skills to work with BASAM students on high-level research projects. In addition to working with individual students and providing classes in



information literacy, librarians routinely assist faculty members on research projects or in their studies for advanced degrees. The SVC Library has a reference librarian on duty whenever it is open as well as a librarian on-line. In addition to the usual services, the Library provides study rooms, interlibrary loan, and a quiet study area. It has over 40 computers available to students, with full search capabilities and Microsoft Office software (Word, Excel, PowerPoint, etc.). Regarding information resources, the library is using additional collection development institutional funds to actively select and acquire monographs directly related to the BASAM program, with the intent to build a collection to support study and research at the undergraduate level. A reference librarian has been appointed to act as a liaison to the BASAM program faculty, collaborating with them to select relevant titles. These selections are based on the curriculum that has been developed for the degree. The SVC library has also received \$6,900 to upgrade their holdings for baccalaureate-level course offerings.

#### ***(4.5) Writing & Math Centers***

SVC's English Department has developed a Writing Center to support writing assignments at all levels in the college. Students can drop in or make appointments. Tutors and faculty will assist students in crafting their writing assignments. The Writing Center helps with writing at all stages of the process: understanding an assignment, generating ideas, drafting, revising, and learning to edit effectively. Similarly, the Math Department offers math tutoring from developmental math courses to advanced calculus and statistics. This level of math tutoring will be appropriate for the BASAM students to succeed in their math assignments (MATH&146).

#### ***(4.6) Veterans Services***

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

#### ***(4.7) Financial Aid***

SVC will provide a comprehensive financial aid package to all admitted and eligible BASAM students. The Financial Aid Office will work to ensure that students have access to as wide a variety of funding options as possible and will consider the unique needs of special populations, such as veterans. Required documents and deadlines will be consistent for all SVC students. Aid will be packaged based on eligibility and availability of funds. Financial Aid staff will be present at BASAM orientations.

The Associate Dean of Financial Aid and her staff are committed to helping students understand the financial aid application process and guidelines. Our Financial Aid office is preparing for the unique needs, experiences, and situations of the BAS student. The Financial Aid Office has already gone through the processes with the Department of Education and Department of Veterans' Affairs to offer financial aid to BAS students when SVC started the BAS Environmental Conservation program. As such, the college is ready to offer financial aid to BASAM students.

#### ***(4.8) Campus Community (student programs)***

The college supports many student organizations and program specific clubs. A BASAM specific club would integrate program students, as well as other campus students, creating a social fabric that reinforces support for students, thereby increasing student success. Clubs meet weekly where they organize fieldtrips, guest speakers, and develop fundraisers for significant fieldtrips, such as attendance at regional or national conferences.

#### ***(4.9) Access Services***

The BASAM department chair will work with the college's Disability Access Services to provide students with counseling and reasonable accommodations to support their learning.

#### ***(4.10) Hours of service***

Generally, SVC operations are available all weekdays from 8 AM to 5 PM. Student services are as follows:

- Enrollment Services: Monday to Friday, 8 AM to 5:30 PM.
- Advising & Counseling: Monday to Friday, 8 AM to 5 PM. Plus, online asynchronous service. Evening and weekend hours available by appointment.
- Financial Aid: Monday to Thursday, 8 AM to 4:30 PM; Closed Friday.
- Library: Monday to Thursday, 8 AM to 8 PM; Friday, 8 AM to 5 PM; Saturday & Sunday, 1 PM to 5 PM.
- Tutoring Centers: Hours vary and are updated online.

## 5. Commitment to build and sustain a high-quality program

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

### *(5.1) Funds to be used to support the program*

The BASAM Program is designed as a self-supporting program sustained by BAS level tuition from Applied Management students and student fees. Skagit Valley College has also committed to fund the costs associated with program launch through funding from College local fund reserves of \$83,990 in 2017-18, \$51,401 in 2018-19, and \$7,061 in 2019-20.

Revenue assumptions include:

- Initial enrollment will be at 16 FTEs and will grow to 35 FTEs by Year 5. See Table 1
- In 2017-18, SVC will provide the seed money to complete program application and development. SVC will also provide additional support in 2018-19
- The program will become self-sufficient starting in year 3
- A new cohort of students will start every fall
- The operating fee portion of tuition and fees is assumed as revenue support to the program and is based on 2017-18 Upper Division rates as published by the SBCTC. Revenue is calculated at \$1,714 per 15-credit student per quarter. A conservative approach has been taken. Currently there is an expected tuition increase of 2% in the **2018-19** year as shown below. For the remaining years, tuition increases are uncertain with the legislature, and are not factored into expected revenues.
- This budget assumes that all students pay resident tuition rates.
- The College is committed to divert the BAS tuition revenue in order to provide necessary support to the BAS degree program. "Full-time" students are defined as taking 45 credits per year; "part-time" students are defined as taking 15 credits per year.

<b>Enrollment and Revenue Projections</b>						
<b>Students Enrolled</b>	<b>Year 0 2017-18</b>	<b>Year 1 2018-19</b>	<b>Year 2 2019-20</b>	<b>Year 3 2020-21</b>	<b>Year 4 2021-22</b>	<b>Year 5 2022-23</b>
<b>Cohort 1:</b>		16	14			
Full time 15 credit						
Part time 5 credit		6	4	4	4	
<b>Cohort 2:</b>			16	14		
Full time 15 credit						
Part Time 5 credit			6	4	4	4
<b>Cohort 3:</b>				19	16	
Full time 15 credit						

Part time 5 credit				6	4	4
<b>Cohort 4:</b> Full time 15 credit					19	16
Part time 5 credit					6	4
<b>Cohort 5:</b> Full time 15 credit						20
Part time 5 credit						6
<b>Tuition revenue</b>	<b>\$0</b>	<b>\$97,732</b>	<b>\$180,033</b>	<b>\$205,752</b>	<b>\$226,328</b>	<b>\$231,471</b>
<b>Initial College Support</b>	<b>\$83,990</b>	<b>\$47,458</b>	<b>\$9,979</b>			
<b>Known tuition increase of 2%</b>		<b>\$3,601</b>				
<b>Total revenue</b>	<b>\$83,990</b>	<b>\$148,791</b>	<b>\$190,012</b>	<b>\$205,752</b>	<b>\$226,328</b>	<b>\$231,471</b>

***(5.2) Program Expenses***

The financial plan assumes the following:

- Pre-program launch costs include a full-time faculty that leads curriculum development, expert evaluators, and library acquisitions. No additional equipment is anticipated for this program.
- Faculty and staff fringe benefits have been separately calculated for each position on the same bases as are used in the college budget. All positions are assumed to be benefited.
- No dean oversight ~~or clerical support~~ will be charged to the program.
- No overhead or indirect charges will be assessed against the program.
- BAS Program Coordinator will be reassigned to support SVC's two BAS programs.
- Projected 2% salary and benefit increases will continue for the next two biennia following the 2017-19 biennium

<b>Table 2 Program Expense Projections</b>						
<b>Category / \$</b>	<b>2017-18</b>	<b>Year 1 2018-19</b>	<b>Year 2 2019-20</b>	<b>Year 3 2020-21</b>	<b>Year 4 2021-22</b>	<b>Year 5 2022-23</b>
Full-time faculty / Director BASAM	\$54,015	\$54,015	\$54,015	\$63,353	\$63,353	\$63,353
Program Adjuncts		\$12,165	\$32,440	\$32,440	\$32,440	\$32,440
Academic Support Sections and Co-Instruction		\$12,976	\$21,897	\$21,897	\$21,897	\$21,897
BASAM Dept. chair stipend		\$4,055	\$4,055	\$4,055	\$4,055	\$4,055
Program Coordinator at 0.5 FTE		\$17,088	\$17,088	\$17,088	\$17,088	\$17,088
<i>Benefits from positions above</i>	\$18,905	\$35,959	\$46,117	\$49,446	\$49,446	\$49,446

Salary and Benefit increases of 2%		\$1,663	\$3,530	\$3,800	\$4,165	\$4,473
Library support	\$6,870	\$6,870	\$6,870	\$6,870	\$6,870	\$6,870
Marketing	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Expert evaluators	\$2,200					
<b>Total expenses</b>	<b>\$83,990</b>	<b>\$148,791</b>	<b>\$190,012</b>	<b>\$202,949</b>	<b>\$203,314</b>	<b>\$203,622</b>
<b>Total revenue from Table 1</b>	<b>\$83,990</b>	<b>\$148,791</b>	<b>\$190,012</b>	<b>\$205,752</b>	<b>\$226,328</b>	<b>\$231,471</b>
<b>Net Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,804</b>	<b>\$23,104</b>	<b>\$27,849</b>

### *(5.3) College facilities*

In support of the above-mentioned curriculum, the BASAM will primarily be housed in Lewis Hall where the Writing Center and Math tutorial support are readily available. Lewis Hall is also the home of SVC's IBEST resource center, with which many BASAM students will be familiar.

### *(5.4) Program Facilities, Equipment, Technology, and Instructional Resources*

Primarily, classroom space for the BASAM program will be housed in Lewis Hall and Angst Hall, both of which offer state-of-the-art instructional and technology resources. Computer labs in both buildings have been recently updated and will provide necessary technological support for students enrolled in classroom and hybrid courses. The college's learning management system, CANVAS, will be utilized by program faculty and supported by SVC's ELearning department. Resources to facilitate online learning, such as Panopto, will be integrated in course shells and utilized to provide additional support for program students.

The Dean of Workforce Education, Darren Greeno, will supervise the BASAM program and BASAM Director. The Workforce Dean's office organizes and schedules faculty evaluations, manages the program's review, and collaborates with the BASAM Director to maintain the program budget.

## 6. Program specific accreditation

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

Program-specific accreditation is not required for BASAM graduates to be employed. The college currently has the authority to offer BAS degrees, demonstrated through the approval and offering of the BAS Environmental Conservation degree. Upon SBCTC approval of the BAS Applied Management degree, SVC will apply to the Northwest Commission on Colleges and Universities (NWCCU) outlining the major substantive change. The application will be submitted to NWCCU in Winter 2018 with an expected response during Spring Quarter. This will allow Spring and Summer quarters for marketing and recruitment. The college will await a response from NWCCU prior to any marketing or recruitment efforts for the BASAM.

## 7. Pathway options beyond baccalaureate degree

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

If students choose to continue their education beyond a baccalaureate degree, BASAM graduates from SVC will have several options.

Initially, as described in Section 4.2, the BASAM program will be built to allow students to matriculate to Western Washington University's (WWU) Masters in Business Administration program housed in the college of Business and Economics. WWU has multiple MBA tracks provided on different timelines that include accelerated, traditional, evenings, and weekends-only. These programs are unique in the students they serve in that there are both full-time and part-time options available, tracks for students with a recent undergraduate degree in business, and those that may prefer a slower-paced two-year option regardless of academic background. Our intent is to formalize the articulation agreement during the 2017-18 academic year to allow our first graduating cohort access to the MBA program in 2019-20.

In addition, SVC will continue to explore graduate program options with other Washington State institutions, and leverage State-wide agreements with online programs such as Western Governor's University to provide students access to Master's level educational opportunities to further their upward career mobility and increase their earnings potential.

## 8. External expert evaluation of program

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

Two external experts were selected to review the program design in its entirety from curriculum construct and admission requirements to student support services and pathways. The advisors were selected on the basis of their in-depth knowledge of the Skagit Valley socio-economic arena and the district SVC serves and their expertise in the relevant BASAM pathways (employment and MBA). Each brings distinct perspectives that have refined and strengthened the program design.

Mr. Miller is actively engaged with the Skagit Valley business community and closely attuned to current and anticipated workforce needs and requirements. Ms. Johnson's in-depth understanding of Western Washington University MBA program, its curriculum and its options (full time, weekend, night) in both its Bellingham and Everett campuses, her associations with WWU MBA faculty with whom she works closely to manage the recruitment and enrollments process, and her understanding of the SVC student population have led to powerful and rich insights, including the active engagement of a potential waitlist and curriculum enhancements in courses such as Data Driven Decision Making (BUS 430) and Leadership & Organizational Behavior (PYSC 412). For reference, the current and immediately preceding Directors of WWU's MBA program are tenured faculty members.

See attached evaluation summaries in **Appendix B**.



## Faculty Bios

### **Sally Dixon, MBA, MS**

*Marketing, Strategy & Project Management Classes*

MS, Systems Management, concentration Management Information Systems - University of Southern California, Los Angeles, CA

MBA - Western Governors University

BA, Business Administration, Western Washington University, Bellingham, WA

Sally Dixon is a tenured Business and Computer Information System instructor at Skagit Valley College. Sally is Department Chair of Business Management and also chairs the SVC Instruction Committee. She is active as a peer reviewer in the Quality Matters program and was past Chair of the Governance Steering Committee. Sally is known for the creative and innovative ways in which she drives the Business curriculum at SVC, ensuring it meets student and employer needs. She is passionate about student advising and about solving access and time to degree issues. Prior to her teaching career, Sally held positions of increasing responsibility as a systems analyst in Finance at Boeing.

### **John Ogden, MBA, JD, CPA (retired)**

*Finance, Accounting & Law Classes*

MBA (Finance concentration), Seattle, University of Washington, Seattle, WA

JD, Gonzaga School of Law, Spokane WA

BA (Business Administration Accounting concentration), University of Washington, Seattle WA

John has 27 years of extensive work experience in business and government prior to becoming a full-time tenured Accounting and Business Law Instructor at Skagit Valley College in 2006. John's work experience includes: Public Accounting (2 years); Utility Controller (8 years); County Finance Director (8 years); State Agency Finance Director (6 years); Newspaper Publishing Business Manager (3 years)

One of John's more interesting positions was as Finance Director of the Spokane Intercollegiate Research and Technology (SIRTI), a State of Washington high-tech business incubator where WSU and EWU science and engineering professors worked with business and finance partners to create new high-tech companies.

John has a strong commitment to student-centered teaching and student success.

**Gretchen Robertson, MA**

Master of Teacher, Western Washington University, Bellingham WA  
 BA English (Honors), University of Washington, Seattle WA

Gretchen Robertson is tenured faculty at Skagit Valley College (SVC) and teaches Basic Education for Adults (BEaA), I-BEST, and integrated transition courses. She also serves as an Inclusive Excellence Coordinator at SVC and is a Washington State Reading Apprenticeship Leader. In her various roles at Skagit Valley College, she has worked for the last thirteen years to close opportunity gaps for underserved students and to ensure that SVC reflects the communities that it serves. Gretchen has done so by completely redesigning the Basic Education for Adults (BEaA) program through contextualizing curriculum, team teaching, training faculty, responding to negative student success data with actionable work plans, leading student success taskforces, building transition pathways for basic Ed and English language acquisition students, assessing instructional outcomes, creating wrap-around support services, and partnering with departments across campus to improve visibility and services for BEaA students. Her work at SVC has resulted in a 33% increase in student achievement points for BEaA students.

Gretchen has also taken on the task of leading and engaging faculty in campus, state, and national initiatives to create more equitable institutions and systems. She has played a key role in the development of guided pathways at SVC and has ensured that equity remains at the center of pathways work. She developed content and approach for a first quarter experience course that is now required for all new degree seeking students and has resulted in a 10% increase in quarter-to-quarter retention. Gretchen has created, implemented, and continues to facilitate an Inclusive Excellence Faculty Learning Community and an Inclusive Excellence Administrator Learning Community. Skagit Valley College is requiring all new faculty to participate in the learning community. Gretchen presents on faculty engagement, pathways, and inclusion at multiple conferences and colleges.

**Matthew Scammell, MBA**

*Finance, Economics & Quantitative Classes*

MBA, Western Washington University, Bellingham, WA

BA in Economics (Magna Cum Laude), Western Washington University, Bellingham, WA

During my seven years at Skagit Valley College, my primary focus has been teaching courses in business, economics, and global issues. Based on a deep commitment to integrative learning, I collaborated with English, Communications Studies, Political Science, and Psychology faculty to develop and teach learning communities that integrated economics with those disciplines. Most recently, Intro to Economics was fully integrated with Intro to Mass Media in a learning community titled "How Much for an Election?", which was offered in Fall 2016. Beyond learning communities, I also developed an integrative business seminar titled "Looking Beyond the Bottom Line" which focuses on the relationship business has with government and politics, employees and their families, global supply chains, local communities, and the natural environment. This course uses materials from Harvard Business Publishing and is designed to provide business majors an

opportunity to wrestle with some very ethical dilemmas in a deeper and more meaningful manner than time allows for in many other courses.

Involvement with learning communities and integrative seminars led to my current as Mount Vernon Integrative Learning Coordinator. In this role, I have worked with the Vice President of Instruction, Dean of Arts & Sciences, as well as numerous faculty and staff on the planning and implementation of our integrative learning schedule each year. Because there has been an integrative learning degree requirement for Arts & Sciences students pursuing a DTA at Skagit since 1993, our integrative learning offerings are much more robust than most institutions, which has led to significant national recognition over time. Beyond my role in integrative learning, I was the district Assessment Liaison for three years and chaired the 20-member workgroup that created the recommendation for the now-required First Quarter Experience at Skagit Valley College.

Prior to teaching, I also worked in the branch system for Washington Trust Bank in Spokane, Washington, and spent time with a few different non-profit organizations in Europe, West Africa, and South America. My experiences abroad included about six weeks in Sarajevo, Bosnia (1997), over four months in Cotonou, Benin (1997-98), and approximately three years in Brazil (2001-2004). During my time in Brazil, I helped to register a new non-profit organization and became a fluent speaker of Brazilian Portuguese.

**Sunaina Virendra, MEd, MBA expected October 2017**

*Interim BASAM Director, Social Sciences, Strategy, Internship Classes*

MBA, Western Governors University expected October 2017

MEd Instruction Design (concentration in Inclusive Pedagogy), Western Governors University

World Class Business Manager, INSEAD France

AB in Geography (minor Asian Studies), Mount Holyoke College, MA

TESOL certification expected March 2018, Arizona State University

Reading Apprenticeship Campus Coach certification expected Spring 2018

Sunaina Virendra entered the adult education instructional world in 2015 following a 25-year career as an international Fortune 500 executive during which she held leadership roles in Public Affairs, Strategy, Finance and M&A, Marketing and Consumer Insights, and Revenue Management. She received her formal education in Asia, Europe and the US and has worked across Latin America, Europe, Asia-Pacific and North America including assignments based in the US, Hong Kong, Malaysia, and New Zealand. In New Zealand, she was one of five women who ran a market in a global company operating in 180+ countries. Sunaina has a working knowledge of eight languages.

Sunaina is recognized for identifying and designing growth opportunities and inspiring organizations and their people to reach for their full potential. Her students frequently express their appreciation for the ways in which Sunaina's instruction draws on her own experiences and stresses real life application and performance context. They also acknowledge the enthusiasm and joy that she brings to her teaching. Sunaina teaches Adult Basic Education, Business, and Economics at Skagit Valley College, and is an IBEST instructor. Sunaina was appointed Interim Director of the SVC BASAM program in June 2017. Sunaina also designs courses and programs

in Women and Leadership for DDI, a global leadership solutions company operating in 93 countries.

Sunaina is an active alumna leader at Mount Holyoke College, currently serving as her Class President. She has lived in Skagit Valley since 2015.

**Kip Zwolenski, MEd**

MEd, Continuing and College Education, Western Washington University, Bellingham WA

BA Education, Goddard College, Seattle, WA

Associates in Arts Early Childhood Education, Whatcom Community College, Bellingham, WA

Kip Zwolenski is in his final year of probationary tenure at Skagit Valley College (SVC) in the role of instructor and chair of the Early Childhood Education and Education Paraprofessional Department. He also serves as the Parent Education Coordinator overseeing parent education programming and partnerships district-wide. Kip comes to SVC with a breadth of experiences ranging from direct service in both early childhood and youth settings to administrative roles in higher education for the basic education of adults, as well as academic programming.

His expertise in program development centers on the inclusion of those being served by the program. Kip's undergraduate studies focused on child literacy in bilingual settings; whereas his graduate research concentration was on adult literacy and teacher preparation. This depth of understanding across developmental stages provides the framework in which he engages in curriculum development and instruction. He has continued his research through a doctoral program in Educational Leadership and Policy at the University of British Columbia.

He has delved into his work at SVC —redesigning the education degrees as a model in SVC's guided pathways work, updating and broadening the parent education program, and leading the Inclusive Excellence initiatives at the college. Serving as Inclusive Excellence Co-Coordinator, Kip has developed both faculty and administrative learning communities that are providing the foundational knowledge for SVC's equity-based Student Achievement Strategy. This knowledge-base also serves to guide the development of the Bachelor in Applied Science in Applied Management.

August 9, 2017

Darren Greeno  
Dean of Workforce Education  
Skagit Valley College  
Mount Vernon, WA 98273

Dear Darren,

Thank you for the opportunity to review the draft program for the Bachelor of Applied Science in Applied Management (BASAM) that Skagit Valley College (SVC) is proposing. Based on the proposal and my conversations with SVC administrators and faculty, I am pleased to provide my support for the program.

During my review, I found the proposal well researched, with significant data to support the Skagit Valley community need for a program of this type. It is also well aligned to the program's Statement of Need. In my experience, there are very real limitations to the career trajectory of someone who has not earned a Bachelor degree. Even those unique individuals that are able to rise to the highest ranks in an organization without their degree, will often reflect that they 'had to learn things the hard way.' The proposed BASAM program has the ability to be a tremendous boon to the career of someone who has strong technical training in their field, but has reached a point where further advancement becomes harder to attain.

The program learning outcomes have an appropriate balance of the qualitative and quantitative skills that demonstrate appropriate baccalaureate degree rigor. The program (BASAM courses and General Education requirements) are well aligned with overall employer needs in the area and will help students in setting the stage for understanding the bigger picture organizational issues, and providing them with career advancement opportunities. Program faculty are actively developing opportunities to capitalize on the skills and work experience that students will bring to the program and are focused on building the cohort through classes such as the Foundations of BASAM and Social Capital and Career Development.

It is my belief that students who successfully complete the program, particularly those with significant work experience, are likely to be strong candidates for an MBA program. The degree concept, learning outcomes, and curriculum do all seem in alignment with the skills and knowledge needed for a graduate degree business program, and match well with the type of students that we hope to attract to the MBA program at WWU.

SVC appears to have pledged both financial and administrative support to the program as it launches, and the budget supplied looked sufficient to support the programming and activities described in the

proposal. Program faculty are well qualified to teach the program and there has been adequate engagement with the Advisory Committee.

In summary, the proposal is impressive in both the depth of the research and quality of the curriculum that is suggested. I expect that this will be a wonderful opportunity for SVC to expand their offering for their students who are smart, place-bound, and looking to take that next step in their careers. I am looking forward to seeing this program come to fruition. Thanks for the opportunity to review this proposal, and please note that I have attached a copy of my biography to this letter below.

Sincerely,

A handwritten signature in black ink that reads "Kati Johnson". The signature is written in a cursive, flowing style.

Kati Johnson  
Assistant Director, MBA Program  
Western Washington University

**Kati Johnson, MBA**

MBA, Western Washington University, Bellingham, WA

BA in Spanish and International Trade, Clemson University, Clemson, SC

Kati began her career in the outdoor industry in Seattle, WA working for six years for Sage Manufacturing, now known as Farbank Enterprises, an industry leader in the design, manufacturing, and distribution of high end fly fishing products. During her time working in the Marketing division at Farbank, the company acquired a number of new brands (Redington, Rio Products) and the Marketing team expanded their efforts to bring these diverse brands into the fold. Kati's role at Farbank during that time grew to include responsibilities such as advertising agency management, brand development, copywriting, management of the Professional Guide Program, and supporting many environmental non-profit organizations through Farbank's Promotional programs. Working for a medium sized company that encompassed everything from product design and engineering to manufacturing and distribution, gave Kati perspective early in her career regarding the complexity of organizations and the many challenges they face as they look to innovate and stay relevant in a competitive environment. She also was able to travel to a lot of nice flyfishing destinations and meet some amazing people during her tenure, all experiences that strengthened her love for the outdoors and for surrounding herself with people that are passionate about their work.

After completing her MBA at Western Washington University, Kati worked in marketing for a supply chain consulting firm called Vitech Business Group for two years where she honed her skills in the Business to Business environment. This experience was quite different from her very brand driven marketing experience at Farbank, but her skills expanded significantly during these years as she learned firsthand the importance of industry partnerships, the complexity of sales channels in the technology industry, and all the while was able to author several whitepapers and initiate Vitech taking part in their first ever series of tradeshow around the country.

In 2014 Kati returned to her alma mater to take on a leadership role as Assistant Director of the MBA Program at Western Washington University. At the heart of her work at WWU is the betterment of students as they take next steps in their careers to earn their MBAs. Kati directly supports students in her role as Assistant Director as she offers both admissions advising to prospective students, and is responsible for the overall student experience as she manages the many day-to-day operations of WWU's four MBA Program tracks. In addition to her administrative role, Kati has taught a Leadership class for MBAs and in the upcoming year will be teaching Entrepreneurship to WWU undergrads in the Management Department.

Kati is also an avid Crossfitter, trail runner, and believes that if something is worth doing, it is worth doing it right. She works daily to instill this in both her family and the students she works with at WWU.



Darren Greeno  
Dean of Workforce Education  
Skagit Valley College  
Mount Vernon, WA 98273

Dear Darren,

Thank you for the opportunity to participate in the review of the Skagit Valley College (SVC) proposed Applied Science in Applied Management (BASAM) program. The program has my full endorsement.

Based on my knowledge of the Skagit Valley business environment and a review of the proposal, the SVC BASAM program will fill a critical need in the entry-level, mid-level manager, small business owner and entrepreneur segment of the workforce in the SVC service area. The increasing competitiveness and complexity of the global business operating system is requiring a higher level of thinking and sharper set of skills that is current programs in this area allow for. This program has the potential to be both a “finishing school” for technical and subject matter experts looking to move into management positions as well as a “launch pad” for students looking to pursue MBAs and/or other graduate programs—both paths of which we know drive economic growth and the creation of locally controlled opportunity and wealth in rural America.

From my perspective, the overall concept of the degree program is both relevant, appropriate, and aligned with current and projected employer demands in SVC’s stated service area and the surrounding region. The industry sectors prevalent in SVC’s service area are continually evolving and the rate of change and subsequent demand to acquire and maintain competitiveness that is and will be placed upon leaders and managers operating in this environment will require skilled managers trained in process and systems thinking and higher order problem solving skill sets this program is organized to provide. We know that companies seeking to establish new businesses or relocate businesses to the North Sound are looking for an “educated” workforce and management pool and this almost exclusively means they are looking for a percentage of the available and projected workforce with “at least a bachelor’s degree.” An increase in the number of bachelor’s degree recipients will be seen as both an indicator of the community and college’s commitment to the workforce of the future. Many area employers require bachelor’s degrees for all management positions in an effort to distinguish potential applicants that have a depth and breadth of education and proven abilities to think critically, capture and convey complex ideas in writing and verbally and demonstrate the intellectual and emotional resilience necessary to complete the prolonged academic experience that is the bachelor’s degree program. Lastly the creation and implementation of this program will facilitate the creation of new jobs



(driving job placement) in the owner-operated businesses of participants that grow their companies through application of the management and leadership practices they learn in the course.

I believe that the rigor demonstrated in the degree learning outcomes is appropriate for the baccalaureate level from an employer perspective in that employers in this region hiring entry-level to mid-level managers are expecting management performance centered on critical thinking, professional readiness in the areas of process and systems analysis, human behavior, a measure of budget and accounting acumen, business law and ethics, environmental and societal awareness and an overall awareness of the challenges and opportunities that are driven by an increasingly more complex, diverse and interconnected economy and society. All of these employer expectations are reflected in the degree learning outcomes. The curriculum is firmly aligned with the program's Statement of Need both strategically and operationally and directly addresses the compelling regional interest in leveraging the competitive economic advantages of our regional economic clusters to create and maintain long-term economic growth as we seek to create and retain diversified economic centers of gravity. A vast majority of the employers in SVC's service region are as place-locked due to geography (maritime, agriculture, energy) or proximity (aerospace, manufacturing) as are the workforce that are attracted to and remain for the quality of life this area offers. Emerging research is suggesting that employers are finding the best employee returns on investment in rural areas from employees that grew up in rural areas (largely due to a lack of retention for urban employees that take jobs in rural areas but do not remain on the job long enough to offset the hiring and training costs). This program will largely eliminate the need for local workforce to either leave the service area for a baccalaureate degree as well as create a much needed tailored and flexible path for those in the service area seeking advancement and placement in companies that require this level of education.

Based on my familiarity of the business world and specifically the local business community, the core and elective courses meet the current and projected entry-level and mid-level management needs of employers in the SVC service area. The core courses meet the minimum level of expectation employers have for budgeting and accounting, process and systems thinking, marketing, program, and operations management. Additionally, employers have an expectation that managers have a depth of training and awareness in professional communication, leadership, and the psychology of organizational behavior as well as professional judgment shaped by the study of business law, ethics, and strategic planning. In addition, local employers have an expectation that management candidates have a general understanding of a breadth of educational topics and furthermore have developed the skills necessary to continue to learn throughout their careers. The expectation that baccalaureate graduates have cultivated intellectual curiosity and the ability to quickly acquire and maximize new concepts or ideas through the study of various topics, issues and interests cannot be overstated as employers transition from legacy "do as your told" management practices to the hyper-competitive and analytically demanding work environment of the future. The range of general education requirements of the BASAM program will drive the expected level of intellectual readiness regional employers are demanding of management candidates and will also help prepare small business owners and entrepreneurs for the current and increasingly rapid rates of change in the local, regional, national, and global economy.

An increasing number of employers in the area are requiring master's degrees in order to acquire and retain global relevance in an increasingly more complex and competitive economic environment. This program creates a pathway to a master's degree for place-locked and currently employed high potential management candidates. The program faculty qualifications meet or exceed any employer expectations for adequacy in either experience or academic standing. SVC has an active dialog with its Advisory Committee and has included and I'm sure will continue to shape program decision based upon input from the committee. The program has prioritized communication with and developed a high level of trust within the Advisory Committee and this will pay dividends throughout the duration of the program but especially in the beginning.

Thank you for the opportunity to participate in the program review process. I look forward to partnering with you and your colleagues at SVC to make this proposal a reality.

A handwritten signature in black ink, appearing to read 'Andrew Miller', with a stylized, cursive script.

Andrew Miller, JD, MBA

Director of Business Retention and Expansion and Chief Strategy Officer EDASC

### Andrew Miller Biography

Andrew Miller is the Director of Business Retention and Expansion and chief strategy officer at the Economic Development Alliance of Skagit County and adjunct professor at Western Washington University's Leadership Institute. Andrew is the regional program manager and primary coordinator for county-wide collaboration across 13 economic industry clusters including manufacturing, maritime, agriculture and food, tourism, outdoor recreation, public health and wellness, construction and real estate and critical infrastructure and information technology. Prior to returning to Skagit Valley Andrew led global teams at Amazon, Expedia, and Weyerhaeuser and had a distinguished military career as an intelligence, counter-terrorism, homeland security and cyber operations officer. A nationally-recognized subject matter expert in strategy and sense making in dynamic environments, Andrew has taught graduate-level courses in strategy, leadership development, organizational effectiveness, communication, and technology integration. Andrew holds a JD from the Seattle University School of Law, an MBA from Pacific Lutheran University, a master's degree in organizational leadership from Gonzaga University, and a master's degree in strategic studies (homeland defense) from the Naval Postgraduate School. He is a distinguished graduate of the US Air Force Officer Training School, Air Command and Staff College and National Defense University Joint Staff College.

## **COURSE DESCRIPTIONS**

### **QUARTER ONE**

#### **BASAM 301 Foundations of Applied Management**

An introductory course providing an orientation to the student-led cohort learning model of the BASAM program. Topics include: business and contemporary landscapes, professional agency, and equitable business practices.

#### **ECON 310 Economics for Managers**

This course provides foundational micro- and macroeconomic understanding related to the management of domestic and international firms. Topics include economic systems, the influence of governments on the economy, market structures and competition, resource allocation, production, pricing, consumer choice, and externalities. Emphasis will be placed on the relationship between economics and politics.

#### **ENVS 314 Environmental Science**

Students will investigate how environmental problems have arisen due to human activities (global warming, air pollution, waste disposal) and their impact on corporate practices, including the corporate mission, competitive strategy, technology choices, production development decisions, production processes, and corporate responsibilities. Regulations and permits will be reviewed from the perspective of local planning departments. Sustainability and changes to the environment by using resources at rates that exceed the system's ability to replenish them will also be covered.

### **QUARTER TWO**

#### **MATH&146 Introduction to Statistics**

This course presents a contextualized introduction to probability and statistics using statistical inference as its theme. Using Excel as a tool, the course covers descriptive statistics, probability distributions, including the binomial and normal distributions, confidence intervals and hypothesis tests, and linear regression and correlation with an emphasis on statistical inference.

#### **BASAM 322 Project Management**

This course provides a framework for understanding and applying the ideas, methods, principles, practices, and knowledge of structured project management. Projects are major ventures that have a limited timeframe and therefore require a unique approach. Students learn to apply the knowledge, skills, tools, and techniques for project activities necessary to meet project requirements through software and approaches modelled on the principles of Project Management Institute Global Standards. Emphasis will be placed on project management application in small and medium size enterprises.

#### **BASAM 324 Marketing for Managers**

This course develops the marketing knowledge and skills necessary for the successful management of a profit or not-for-profit organization, including business start-ups. Topics include understanding and defining marketing concepts, the development and execution of a marketing

strategy, sales and customer management strategy, digital and social media strategy, and measurement of marketing effectiveness.

### **QUARTER THREE**

#### **BASAM 330 Operations Management**

This course explores and applies the concepts, principles, problems, and practices of operations management. Emphasis is on managerial processes for effective operations in both goods-producing and service-rendering organizations. Topics include operations strategy, process design, capacity planning, facilities location and design, forecasting, production scheduling, continual improvement and operational effectiveness, sustainable sourcing, waste management, inventory control, quality assurance, and project management.

#### **BASAM 332 Human Resources Management**

This course explores human resource management to achieve high levels of organizational performance. In this class, we will evaluate the strategic importance, ethical issues, and organizational impact related to the following areas of human resources: talent acquisition and talent management; organizational development; the legal environment of business; global HR; training and development; diversity; and total rewards (compensation and benefits).

#### **BASAM 334 Accounting for Managers**

Through this course, students will master the basic principles of financial and managerial accounting to facilitate successful execution of management responsibilities. The course defines financial statement interrelationships, financial analysis, product costing, budgetary control systems, and information reporting for the planning, coordinating, and, the use of accounting information to monitor the performance of a business and the achievement of organizational goals.

### **QUARTER FOUR**

#### **SOC 420 Career Management and Social Capital**

Through this course, students will explore the concept and construct of social capital as it relates to their professional and vocational aspirations. Using a structured, transferable approach, students will develop a portfolio of career development materials such as resumes, biographies, personal branding, marketing plans and effective social media presence. Students will also execute a plan to identify, build and sustain their personal social capital, with the objective of securing an internship in the following quarter.

#### **CMST 410 Professional and Organization Communications**

This business communications course will involve the creation and communication of documents, such as memos, emails, personal biographies, and oral presentations. Review of business communication styles, including story-telling and non-verbal communication. Specific focus on the value of peer feedback, and on the communication requirements driven by technological advancement and increasing workforce diversity.

#### **BASAM 422 Principles of Finance**

This course is an introduction to the application of financial management principles. It includes the analysis of financial statements for planning and control, cash and capital budgeting, risk and return, capital structure, and financing the short- and long-term requirements of the firm. Students will apply basic tools and techniques used to value a firm and evaluate and fund prospective investment opportunities.

## **QUARTER FIVE**

### **BASAM 453 Internship**

This course is designed to provide students with major-related, supervised, and evaluated practical training work experiences which may be paid or voluntary. Students will be assessed on the basis of the quality of documented learning acquired through hands-on, new experiences in an actual work setting. The individual course-related outcomes will be designed and agreed to by the student, the organization providing the internship, the faculty member teaching this course, and the BASAM director. The internship placement is expected to be an outcome of the Career Management and Social Capital and Business and Professional Communications classes taken in the prior quarter. Students will demonstrate skills and knowledge in the focus area of their internship; effective management; time commitments and responsibilities of managers; the host organization's structure, policies, and practices; and interpersonal skills, including professional presence and leadership qualities.

### **PSYC 412 Leadership & Organizational Behavior**

Focuses on building leadership and inter-personal managerial skills and managing relationships in organizations. Students will gain practical experience in defining their own leadership style, managing teams, resolving conflict, and building professional and effective relationships. Special emphasis will be placed on managing difficult behavioral human situations, whether among employees within the organization or with external stakeholders. In addition, the course will explore the unique leadership challenges facing under-represented populations in business (for example, women, ethnically diverse people, and veterans)

### **BUS 430 Data Driven Decision Making**

This course presents critical problem-solving methodologies, including multi-disciplinary observational and field research and data collection methods enhance organizational performance and the ability to use data to make informed decisions. Topics include qualitative and quantitative analysis, and statistical and quality tools. This course requires integration of business function knowledge acquired in prior BASAM classes and will advance capabilities in PowerPoint, Excel, and data visualization products such as Tableau.

## **QUARTER SIX**

### **BAS 450 Legal Environments in Business**

In this course, we will analyze the origins and development of law and its role in society. We will survey legal rights and remedies, courts and court procedures, torts, contracts, and criminal law as it relates to the business and managerial world. Critical thinking skills are developed by the

required analysis, writing summaries of court rulings and opinions and through an in-depth research paper on current legal issues in business.

**PHIL 440 Business Ethics**

This course examines the role of ethics and social responsibility in business. Theoretical concepts in business ethics will be applied to real-world situations based on challenges managers face. An emphasis on personal outlooks, contemporary trends, and corporate responsibilities with respect to ethical, legal, economic, regulatory conditions, and the needs of stakeholders in the marketplace, will be included. Case studies/simulations will be used to explore real-world ethical and social responsibility situation

**BASAM 455 Capstone: Strategic Management**

A capstone course which focuses on the key aspects that must be addressed for sustained organizational and enterprise success, strategic planning, effective problem solving, and the capture of opportunities from the perspective of a business leader or the entrepreneur.

## General Education Faculty Bios

### **Benjamin Fackler-Adams, Ph.D.**

*Environment classes*

Ph.D. UC Sta. Barbara 1997 – Geology

M.Sc. Western WA Univ. 1988 – Geology

B.Sc./B.A. UC Sta. Cruz 1984 – Geology/Chemistry

Dr. Fackler-Adams is a tenured faculty member at Skagit Valley College. He has published journal articles on geology and best practices in science-by-inquiry pedagogy. His teaching duties include all the Earth Sciences (Geology, Oceanography, Meteorology) as well as introductory chemistry, energy and society and climate change courses and designing and teaching science-by-inquiry classes in physics and geology for pre-service teachers. He also has extensive experience in designing and delivering interdisciplinary learning communities connecting science with art, social science, English and economics. Ben has participated in numerous grants administered through Western Washington University focused on improving K-12 science education in NW Washington. He has also focused on improving knowledge and practice of sustainability in the K-16 education system. Ben was chair of the Sustainability Committee at Skagit Valley College for five years (2008 – 20013), participated in the Sustainability Curriculum for the Bioregion Geosciences Faculty Learning Community at the Washington Center for Improving the Quality of Undergraduate Education (2010 – 2012), and is currently participating in the Education for Sustainability working group of the Next Generation STEM Teach Preparation grant funded by NSF.

### **Farhana Loonat, MA, Ph.D.**

*Ethics Classes*

Ph.D. Political Science, Feminist Theory, Vanderbilt University, USA

MA. Political Science (Political Theory, International Relations), Vanderbilt University, USA

MA. Philosophy (Philosophy of Mind, Ethics), University of Virginia, USA

Graduate Certificate in Women's and Gender Studies, Vanderbilt University, USA

B.Soc.Sc. (Philosophy, Political Science), University of Kwa Zulu-Natal, South Africa

Dr. Farhana Loonat is a former Fulbright Scholar and International Peace Scholar. She is an award-winning teacher with 14 years of national and international teaching experience, serving both elite and academically underprepared students. Dr. Loonat is a tenured faculty member at Skagit Valley College and has published work in both Philosophy and Political Science. She has served on numerous committees at SVC, most notably the Instruction Committee, the Diversity Committee and the Governance Steering Committee, and is the advisor of the Social Justice Club and the Rainbow Alliance at SVC. Dr. Loonat is passionate about student success and puts inclusive pedagogy and critical thinking at the heart of all her courses. Prior to her graduate and teaching career, Dr. Loonat worked as a political analyst for television and as a producer and presenter for a radio station in South Africa.



**Gabriel Mast, MS, MAT, Ph.D.**

Ph.D. Educational Policy, Organizations, and Leadership – University of Washington, WA  
 MS, Biology University of Wisconsin-Madison, WI  
 MAT, Biology, Brown University, RI  
 BA cum laude Anthropology and Environmental Science, Dickinson College, PA

Gabriel Mast Ph.D. is the Dean of Arts and Sciences at Skagit Valley College in Mount Vernon WA. In this role, Dr. Mast is responsible for all academic transfer programs and degrees, which includes responsibly for district wide course building, scheduling and program offerings and supervision of tenured and adjunct faculty. Dr. Mast is a member of the Instruction and Student Services team, a joint team of instructional and student leaders tasked with reviewing, with reviewing, implementing, and managing institutional policies and practices. He is also closely involved with the implementation of Skagit Valley College's institutional wide commitments to Inclusive Pedagogy and Pathways. Dr. Mast was appointed to his current position in 2015.

Prior to his appointment at Skagit Valley College, Dr. Mast held a number of leadership positions at Bellingham Technical College, Bellingham WA, including Dean of Engineering and Advanced Manufacturing, Associate Dean of Academics, Basic Skills and Engineering and Project Director, Healthcare Grants. He has also led recruiting and training at a tech start up in Colorado and has been a member of the Science faculty at Bellingham Technical College, Whatcom Community College, University of Wisconsin-Madison (Neuroscience Instructor) and Bellingham and Mount Vernon high schools. He spent a year teaching English Language Acquisition in Armenia, Colombia.

Dr. Mast holds a PhD from the University of Washington in Educational Policy, Organizations, and Leadership where his dissertation examined institutional effects on community college completion within the Washington State system. Dr. Mast also holds a M.S. and an M.A.T in Biology from the University of Wisconsin-Madison and Brown University, RI and earned his B.A. cum laude in Anthropology and Environmental Science from Dickinson College, PA.

**Ernest Wayne Tutt, Ed.D.**

EdD in communications, Texas A&M University, College Station, Texas  
 MS in communications, Texas A&M University, College Station, Texas  
 BA in political science, University of Texas, Austin, Texas

Dr. Tutt received his Associate of Science Degree from Grayson County Community College in 1980, and completed a Bachelor of Arts in Political Science and Communications from the University of Texas at Austin in 1985. He served as a full-time instructor in Communication Studies at Grayson County Community College in Denison, Texas from 1990 through 2000. Courses taught at GCC were limited to Public Speaking. While teaching full-time at GCC, Dr. Tutt completed graduate coursework in Communications at Southwestern Oklahoma State University.

In 1996, he completed his Master of Science Degree in Education at Texas A&M University-Commerce, with Speech Communications and Sociology as minor degree emphasis. As part of

his graduate degree requirements, Dr. Tutt taught upper division communication courses including Communication Theory, Organizational Communication, Small Group Communication, as well as Public Speaking.

Upon receiving his Masters degree, he enrolled in the Doctoral Program for Education at A&M-Commerce, and accepted the dual position of Special Assistant to the President and part-time Communications faculty. He received his Ed.D. in 2001 and served in this dual capacity until 2003, at which time he moved to Anacortes, Washington.

He currently serves as a full-time, tenured instructor in the Department of Communication Studies, teaching Public Speaking, Small Group Communication, Interpersonal Communication, Professional Communication and Multicultural Communication, as well as courses in Ethnic Studies.