South Seattle Community College
in West Seattle

Prospectus for a Substantive Change

For a

Bachelor's of Applied Science Hospitality Management

Submitted to:
Northwest Commission on Colleges and Universities

Submitted by:
South Seattle Community College
6000 16th Avenue SW
Seattle, Washington 98106
www.southseattle.edu

August 15, 2006

Table of Contents

EXECUTIVE SUMMARY

South Seattle Community College proposes a substantive change to the Northwest Commission on Colleges and Universities in order to offer a bachelor's of applied science (B.A.S.) degree program in Hospitality Management. The prospectus demonstrates that the college meets the broadly accepted accreditation standards of quality in order to offer an outstanding four-year program of education.

The B.A.S. in Hospitality Management at South Seattle Community College will prepare students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The degree will also serve emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly.

Planning and accreditation activities are scheduled for the 2006-2007 academic year, with enrollment of the first class anticipated in the fall of 2007-2008. When full enrollment is achieved the program will accommodate 42 student FTE's and a total head count of about 70.

South Seattle Community College has one of the most diverse student bodies in Washington state. In Fall 2005 almost half of the college's students were the first generation in their family to attend college. An equal percentage were students of color, and 17 percent were immigrants or refugees. The hospitality management degree at South Seattle Community College would create an unparalleled opportunity to offer underserved students a pathway to a four-year college education and high-paying management careers.

There are many reasons to believe that South will be successful in this initiative. The college has a demonstrated record in successfully educating diverse student populations in high-demand fields. South's recent five-year accreditation report resulted in five commendations with no recommendations, a significant achievement that affirms the strength of the college's academic mission and programs. South has made it a priority to achieve excellence in its ability to serve its diverse population, and its efforts have led to success, especially in completion and retention rates. South Seattle Community College has the highest proportion of students of color (50.9%) who graduate with degrees or certificates in Washington State.

The Seattle Community Colleges' Board of Trustees endorsed the proposal unanimously on October 13, 2005. In light of a similar vote by the board of directors of the South Seattle Community College Foundation, the college's curriculum and instruction committee, the college's external President's Advisory Committee, endorsements from the 41-member Advisory Committee for the project and dozens of letters from industry, government and academia, the proposed degree program has been well received and enthusiastically anticipated by community leaders as well as the faculty and staff of the college. The proposal also documents substantial student demand at the Seattle Community Colleges and at other colleges with articulation agreements underway. Industry and community leaders, educators and students strongly support a degree program that provides a gateway to success in one of Washington's most vibrant and growing industry sectors.

With the peer assistance offered by the Northwest Commission on Colleges and Universities, the Hospitality Management Program at South Seattle Community College will provide future generations of students with exceptional opportunities for education, careers and fulfilling lives.

INTRODUCTION

In June 2004 the State Board for Community and Technical Colleges (SBCTC) undertook a baccalaureate capacity study that analyzed statewide and regional demand for upper-division enrollment and reviewed options and costs for expanding baccalaureate capacity in high demand applied fields of study. In commissioning the study, the SBCTC recognized that Washington ranked 49th in the nation in per capita enrollment in four-year degree programs. Moreover, rapidly increasing demand and a demographic surge (the so-called "Baby-boom Echo") was expected to produce record numbers of high school graduates by 2010 in Washington State.[1]

One of the study's findings was a need to expand applied baccalaureate degree pathways for technical associate's degree graduates. Currently, approximately 10 percent of these graduates transfer to a four-year degree program. These include technicians moving from their specialty into management and those planning to work at a more advanced level in their professional or technical specialty. According to the study, fields with high demand for an applied baccalaureate degree included nursing, accounting, engineering, radiology, and information technology, and management of technology, public safety, and food services.

One option used by other states to meet this need is granting authority to community or technical colleges to award baccalaureate degrees. The SBCTC conducted a review of 23 community colleges in other states and concluded that Washington should also consider allowing a limited number of community or technical colleges to develop applied baccalaureate degree programs.

In 2005 the Washington State Legislature authorized Washington's community and technical colleges to offer bachelor's of applied science (B.A.S.) degrees in specific, high-demand technical fields (E2SHB 1794, C258 L05). Following legislative approval of the SBCTC's initiative, South Seattle Community College developed a proposal for a Hospitality Management Program that would offer a B.A.S. degree in Hospitality Management. In March of this year, South was included as one of four community colleges selected in a competitive process by the Washington State Board for Community and Technical Colleges to offer a B.A.S. degree. The Higher Education Coordinating Board approved the college's degree request on July 27, 2006.

With this document, South Seattle Community College (South) is submitting a prospectus for substantive change to seek informal candidacy from the Northwest Commission on Colleges and Universities. The college requests approval of a new program, Bachelor of Applied Science (B.A.S.) in Hospitality Management at the baccalaureate degree level. The prospectus that follows demonstrates that the college meets or exceeds standards of quality and effectiveness necessary to offer an accredited four-year degree. This prospectus builds on a long history at South of positive assessment of performance, integrity, and quality through the NWCCU accreditation process.

For example, NWCCU's most recent five-year accreditation report provided South with five commendations in the areas of commitment to mission, institutional effectiveness and outcomes assessment, community partnerships, commitment to diversity, and outstanding new facilities at our Duwamish site. The report included no recommendations.

---

[1] The report is available online at: http://www.sbctc.ctc.edu/data/rsrchrpts/Resh05-1.doc

South Seattle Community College's commitment to and expertise in accreditation begins with our President Dr. Jill Wakefield, who has served as a member and chair of a number of accreditation teams. She has also presented at several accreditation training sessions.

The decision to offer a B.A.S. in Hospitality Management was initiated in late 2004 and early 2005, when Dr. Wakefield was approached by several representatives of the hospitality industry who reported they were facing great challenges in hiring qualified managers. A hospitality degree or certificate program in the Seattle area was needed to increase the applicant pool. In light of the college's existing strong ties with the hospitality and tourism industries, nationally-recognized culinary arts program, and strong international perspective, the industry leaders recommended that South should provide baccalaureate degree options to respond to industry demand.

To assess this need further, South Seattle Community College conducted extensive community engagement, consultation, research and assessment. Described in detail elsewhere in this document, the decision and planning process included:

- Consultation with Washington State University resulting in an agreement that WSU would be a partner institution and mentor in offering the program;[2]
- Convening a 41-member industry advisory committee;
- Structured interviews with 13 industry leaders;
- Four focus groups involving industry and community leaders;
- Exhaustive review of data on industry economic outlook and employment demand;
- Three scientific surveys of potential student enrollees, incorporating data from over 600 respondents;
- Three focus groups involving target market groups of potential student enrollees;
- Creation of a marketing plan;
- An industry-driven curriculum development process including a learning-outcomes workshop;
- Development of eight agreements on articulation with area colleges;
- Development of formal endorsements by 48 state and local industry associations, educational institutions, government agencies and corporations.

Based on this analysis, South Seattle Community College decided to pursue an applied baccalaureate degree in Hospitality Management.

The B.A.S. in Hospitality Management at South Seattle Community College will prepare students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations and travel. The degree will also serve emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region that cater to the increasing population of retirees and the elderly. The program is unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

---

[2] Although Washington State University will be a partner in the project and will co-teach several courses, South Seattle Community College will be the degree-granting institution for the proposed degree.

The goals of the Hospitality Management Program are to:

1) Remove roadblocks preventing students holding technical associate of arts degrees (such as the A.A.S.-T degree in Culinary Arts or Business Information Technology) from using those credits to complete a bachelor's degree;

2) Increase opportunities for students and incumbent hospitality industry workers in South's service area to attain management-level responsibilities and earn higher lifelong wages through baccalaureate-level training and education;

3) Serve the region's highly diverse population, building on South's demonstrated success in offering outstanding education and economic opportunity to students of color, English as a Second Language/English Language Learner (ESL/ELL) students and students who are first in their families to attend college;

4) Address significant unmet industry demand for skilled and diverse hospitality management personnel in the Seattle-King County metropolitan area and in Washington State;

5) Contribute to the attainment of state higher education and regional economic development goals in one of Washington's leading high-growth industry sectors.

With this program, South Seattle Community College will fill an important higher education niche in Washington State. The only other similar bachelor's degree program, at Washington State University (WSU) in Pullman, is approximately 300 miles from Seattle. The Hospitality Business Management Program at WSU is experiencing increasing demand for students, which had a record-setting 1,000 applications for admission in the fall of 2005. Students at WSU interview with approximately 5.7 companies and typically receive multiple job offers prior to graduation. Nearly all (95%) of the students have job offers before graduation.

Washington State University supports the proposed degree at South and has agreed to serve as a mentor university to help implement the Hospitality Management Program. WSU has participated in multiple forums and meetings designed to help South develop a high quality B.A.S. degree program in Hospitality Management. In addition, WSU, as indicated in their letter of support, will assist in curriculum development activities as well as other processes involved with this program to ensure a successful launch. Moreover, South Seattle Community College and Washington State University plan to co-develop and co-teach four classes in the program. These collaboratively taught classes will form a key part of the core curriculum.

South is well-placed to provide baccalaureate-level education to those who need it most. Reflecting national trends, Seattle's workforce is becoming more diverse, and the racial and ethnic groups that are the least educated are the fastest growing.[3] In south King County, minority populations have increased in number over the last decade at a faster rate than the general population. In the nearby White Center neighborhood, 48 foreign languages are spoken in the public schools. At local Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) more than doubled in the two years from 2001 to 2003, increasing from 13 percent to 28 percent. Students enrolled in ESL classes made up

---

[3] The National Center for Public Policy and Higher Education, *Policy Alert: Income of U.S. Workforce Projected to Decline if Education Doesn't Improve,* retrieved online at:
http://www.highereducation.org/reports/pa_decline/index.shtml

33 percent of South's student body in 2003, and 19 percent were classified as immigrants or refugees.

The composition of South's student body reflects local demographics. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the most diverse community colleges in Washington State. Nearly 50 percent of South's students are first-generation college students; 36 percent are low-income, and five percent are disabled. Over 90 percent of incoming students who took placement tests in 2003 tested below college level in math, over 50 percent in English and nearly 50 percent in ESL. The college has made it a priority to achieve excellence in its ability to serve its diverse population, and out efforts have led to success, especially in the realm of completion and retention. South Seattle Community College has the highest proportion of students of color (50.9%) who graduate with degrees or certificates in Washington State.

The proposed curriculum for the B.A.S. in Hospitality Management at South Seattle Community College addresses three general areas: upper level general education coursework, management courses tailored to the hospitality industry (supervision, management, accounting, finance, cost-control, economics, marketing, ethics, law and leadership), and an industry-specific work experience internship (formulated to be a capstone course that is a bridge to employment upon graduation). The management coursework as well as the internship will emphasize the practical application of theory in a hospitality management environment. The majority of this curriculum will be delivered in a direct instructional environment, with distance learning and internship opportunities.

The degree has been approved by the Higher Education Coordinating Board, the State Board for Community and Technical Colleges, the Board of Trustees for the Seattle Community College District, the SSCC President's Cabinet and the SCCC Curriculum and Instruction Committee.

Planning and accreditation activities are scheduled for the 2006-2007 academic year, with enrollment of the first class anticipated in the fall of 2007-2008. When full enrollment is achieved the program will accommodate 42 student FTE's and a total head count of about 70 students.

A. MISSION AND GOALS

1. CLEAR STATEMENT OF THE NATURE AND PURPOSES OF THE CHANGE IN THE CONTEXT OF INSTITUTIONAL MISSION AND GOALS

The B.A.S. degree in Hospitality Management is a strong fit with South's Seattle Community College's mission, role and program priorities. The following sections address the college's mission, college-wide priorities, the college's role in the community, and how the college ensures access and diversity. South Seattle Community College's recent accreditation report contained a commendation on how well South Seattle Community College supported its mission.

South Seattle Community College's Mission

South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work. The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry. The college commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

College-Wide Priorities

1. Promote student learning and success.
   - Invest in new program development
   - Invest in transition of ESL/ELL students to college-level courses
   - Support programs and services that serve our diverse student population
   - Invest in strategies for increased retention, completion, graduation and transfer rates, enabling students to reach their goals
   - Further develop recruitment and marketing strategies to increase visibility of our programs and services
   - Assess our community's needs in order to develop a long-term vision for programs and services.

2. Ensure the financial health of the college.
   - Provide adequate funding to ensure the sustainability of our program offerings
   - Increase percentage of tuition-paying programs
   - Develop alternative sources of income
   - Build adequate college reserve fund
   - Increase financial accountability at department levels

- Evaluate low demand programs for revision or elimination
- Further develop strategies to create community partnerships
- Assess opportunities to ensure long term fiscal stability for the college.

Fit to the Mission and Priorities

The President's Cabinet and the Board of Trustees considered the relationship of the bachelor's degree program in Hospitality Management to college's existing mission and priorities and concluded the proposed program was not just a fit to the mission and priorities – it would be a singularly powerful way to pursue the college's mission in a way that no other activity could do.

Offering this program to student who otherwise would not be able to pursue a baccalaureate degree would directly advance the following two three of the four mission objectives, which require the college to offer:

- "College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success."

The program also is a close fit to our college-wide priorities. In particular, it would advance our priority to "Promote student learning and success" and would specifically address all six of the objectives listed under that priority:

- "Invest in new program development
- Invest in transition of ESL/ELL students to college-level courses
- Support programs and services that serve our diverse student population
- Invest in strategies for increased retention, completion, graduation and transfer rates, enabling students to reach their goals
- Further develop recruitment and marketing strategies to increase visibility of our programs and services
- Assess our community's needs in order to develop a long-term vision for programs and services."

Particularly salient to the President's Cabinet and the Board of Trustees in making this determination was the fact that the program will not just serve the enrolled students; it will also provide a model of success to all students on campus. South's ESL, adult basic education, certificate and associate's degree students will experience a complete path toward a four-year education illustrated right on campus, and will see students similar to themselves participating and succeeding. This is particularly important for students who are traditionally under-represented at the four year schools.

Role of the College

As one campus of a three-college district that serves the highly urban Seattle area, South Seattle Community College provides classes to approximately 15,000 students a year. South Seattle Community College is known for excellence, innovation and strong community partnerships.

The college's most recent five-year accreditation report provided five "commendations" in the areas of commitment to mission, institutional effectiveness and outcomes assessment, community partnerships, commitment to diversity, and outstanding new facilities at our Duwamish site. The report included no "recommendations" for areas of improvement.

South is well-placed to provide baccalaureate-level education to those who need it most. Reflecting national trends, Seattle's workforce is becoming more diverse and the racial and ethnic groups that are the least educated are the fastest growing. In south King County, minority populations have increased in number over the last decade at a faster rate than the general population. In the nearby White Center neighborhood, 48 foreign languages are spoken in the public schools. At Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) more than doubled in the two years from 2001 to 2003, increasing from 13 percent to 28 percent. Students enrolled in ESL classes made up 33 percent of South's student body in 2003, and 19 percent were classified as immigrants or refugees.

The composition of South's student body reflects local demographics. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the most diverse community colleges in Washington State. Nearly 50 percent of South's students are first-generation college students; 36 percent are low-income, and five percent are disabled. Over 90 percent of incoming students who took placement tests in 2003 demonstrated academic need in math, over 50 percent in English and nearly 50 percent in ESL.

The college has made it a priority to achieve excellence in its ability to serve its diverse population, and these efforts have led to successful outcomes, especially in completion and retention rates. South Seattle Community College has the highest proportion of students of color (50.9%) who graduate with degrees or certificates in Washington State. Improving the retention of African American students is a priority; the retention rate for this population in the 2004-2005 academic year was 63 percent, up from 43 percent in 2003-2004. The college has made outstanding progress in other areas of retention as well, with substantial recent increases in the numbers of general education and ESL students progressing to credit-bearing college programs.

South is strongly engaged with surrounding community and business institutions, and is a leader in regional initiatives associated with education, community improvement and economic development. For example, the college is the convener of the Puget Sound Industrial Excellence Center, an innovative partnership that provides extensive educational and training services for businesses, serves as a small business incubator, and teaches individuals entrepreneurship skills. The college's connections with industry and the community are especially relevant to the proposed B.A.S. degree in Hospitality Management. The institution is poised to draw on its many relationships and its reputation for success to build broad industry and community engagement in support of the B.A.S. degree program. We expect corporate financial sponsorships, internship opportunities and jobs for the graduates, as evidenced by the following corporate and community leadership commitments:

- 41 community and industry leaders actively participate in the B.A.S. advisory committee;
- 13 industry executives participated in structured interviews;
- 48 community and industry leaders submitted formal letters of endorsement;

- Eight colleges and universities are entering into articulation agreements in support of the B.A.S. in Hospitality Management.

Ensuring Access for Diverse Students

A hospitality management degree is a particularly appropriate choice for a college that serves a diverse population. The hospitality industry is known as a field that offers fewer barriers to persons of color and those whose first language is not English. Hospitality executives that participated in focus groups and structured interviews stressed that skills such as a second language and an international perspective are positive workplace attributes that could very well work to the advantage of diverse students.

As described in the Seattle Community College's *2005-2010 Strategic Plan*, nearly 17 percent of Seattle's population was born abroad and close to 100 different first languages are spoken in area homes. With a projected increase of 12 percent, persons of color are expected to increase at twice the rate of the general population by 2009.

The B.A.S. in Hospitality Management degree is targeted at students who might not otherwise have the opportunity to attend a four-year college. Barriers to a four-year education are common to place-bound community college students. Community college students frequently have jobs that provide limited flexibility for educational advancement, and they may face family circumstances or transportation challenges that limit their educational options. These factors create a unique need for this program in King County, an urban metropolitan area that serves the majority of Washington State's hospitality industry needs.

Providing a Career Ladder

Another unique characteristic of the hospitality industry documented in the industry focus groups and structured interviews is that the complete career ladder is available to qualified employees. Workers can start out as a housekeeper and end up as the senior executive in the business. The so-called "glass-ceiling," common in other industries for women, minorities and employees who start out in non-management positions, is much less prevalent in the hospitality industry. As one hospitality executive stated:

> *"This is an industry where the complete career ladder is there. You can go from server to floor manager, general manager, and then into larger organizations. Therefore you can progress from a customer-facing staff person into high level leadership if the education, experience and skills are there."*

Capitalizing on this opportunity, South's proposed B.A.S. in Hospitality Management will provide pathways for non-traditional students to succeed in the hospitality industry, with strong prospects for high wage, high-demand jobs. For students interested in further career advancement, the college has developed agreements with universities that will allow students completing the Hospitality Management degree to go on to a Master's degree in Business Administration (M.B.A.).

B. AUTHORIZATION

On April 18, 2005 the Washington State Legislature authorized Washington's community and technical colleges to offer bachelor's of applied science (B.A.S.) degrees in specific, high-demand technical fields (E2SHB 1794, C258 L05). The Legislature authorized four applied baccalaureate degrees at community and technical colleges. The 2006 Supplemental Budget passed by the Legislature provided funding for these programs. Future funding is included in the State Board's carry forward budget for the 2007-09 biennium. The State Board regards the allocation of the on-going funds to the four pilot colleges as permanent.

On October 13, 2005, the Board of Trustees of the Seattle Community College District unanimously approved South Seattle Community College's proposal to pursue a Bachelor of Applied Science degree. A copy of the meeting minutes showing this approval is provided as Appendix Item 1.

On January 17, 2006, six colleges submitted proposals for the four pilot community and technical college bachelor's degrees. Based on the review of criteria and given the legislative limitation for four pilots, the evaluation committee unanimously identified four proposals as the strongest among the six submitted. On April 5, 2006 the Washington State Board for Community and Technical Colleges unanimously approved the winning four pilots—including the Bachelor's of Applied Science in Hospitality Management at South Seattle Community College.

Prior to submitting the proposals for review, applicants were required to file a Notice of Intent in November 2005 to the Higher Education Coordinating Board to develop a new degree program offering. In May 2006 the Higher Education Coordinating Board's Education Committee reviewed the four proposals and recommended to the full board that the programs be approved. On July 27, 2006 the Higher Education Coordinating Board unanimously approved the four pilot programs. Resolution 06-18 approving South's Hospitality Management Program and the Higher Education Coordinating Board's July 31 approval letter are included as Appendix Items 2 and 3.

In addition, a 41-member Advisory Committee (composed of senior industry, government and academic leaders), the college's President's Advisory Council (a 30-member body of regional business leaders) and the board of directors for the college's foundation have all reviewed and recommended the program. Finally, two expert academic evaluators from outside the state of Washington (Dr. Carl Riegel, Professor and Chair at Florida Atlantic University and Mr. Thomas Mayburry, Associate Professor at Lewis-Clark State College) provided in-depth evaluations of the programs and have recommended approval (see Appendix 6).

C. EDUCATIONAL OFFERINGS

1. DESCRIPTIVE INFORMATION ON THE EDUCATIONAL OFFERINGS

This section addresses the program credit requirements including general education courses and technical courses, admissions requirements and articulation with Associate of Applied Science-Transfer (A.A.S.-T) programs. Program delivery processes and procedures are also described.

The proposed hospitality management degree curriculum is responsive to industry demand:

> *...Industry professionals expect the hospitality programs to train well-rounded managers by developing curriculums that teach the fundamental theories and principles of hospitality operation and management. They also expect hospitality program graduates to have well-established leadership skills, communication skills and good ethics.*[4]

South will provide an outstanding curriculum in Hospitality Management that will prepare students for successful careers in management, marketing, finance and human resource positions serving all facets of the hospitality industry, including hotels, cruise ships, meeting arts and entertainment facilities, tourist venues, restaurants and other accommodations. The curriculum will also provide the learning basis for management success in emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly. The program will be unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

South's baccalaureate curriculum will compare favorably with instruction at four-year public colleges and universities in the State of Washington, and is designed to meet or exceed the NWCCU accreditation standards. Described below is both the technical curriculum for the B.A.S. and the general education component of the bachelor's degree, including both the portion expected from the applied associate's degree level and the portions at the upper division level.

Proposed Curriculum

The proposed technical curriculum is based on the learning content, standards and rigor associated with the leading national hospitality and hotel management programs[5] as well as the extensive local and regional industry guidance received to from the advisory committee, focus groups, structured interviews and a technical outcomes workshop. This coursework will support the development of skills in thinking, analysis and evaluation, increasing the depth and breadth of the abilities and knowledge gained in the current associate's degree course of study. A critical emphasis in every class will be on developing outstanding communication skills. Students will be required to write research papers and make oral presentations. Instructors will provide appropriate instructional content, assessment and feedback all along the way. As a result, as students' skill in these areas increases, the level of challenge associated with their communications assignments will increase as well.

Pathways for Students

Students entering the program will be expected to have the equivalent of an A.A.S.-T degree in either culinary arts or business. We considered whether other A.A.S.-T degree pathways – such as degrees in automotive, aviation and so forth – might offer appropriate preparation for the B.A.S.

---

[4] Gursoy, D. and Swanger, N. (2005), "An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II," *Journal of Hospitality & Tourism Education,* 17(2): 46.
[5] Ibid.

in Hospitality Management, and concluded that students completing these degrees would not be adequately prepared.

In support of the B.A.S. degree in Hospitality Management, South Seattle Community College has developed pathway partnerships with four major school districts, eight community and technical colleges (including other colleges in the Seattle Community College district) and two state universities. These partnerships will provide pathways for students to enter the program from multiple sources and serve as a next step for B.A.S. program completers seeking postgraduate pathways.

Articulation will be established among all culinary arts and business information technology offerings at the Seattle Community Colleges. This articulation will be extended to the B.A.S. degree program in Hospitality Management, once approved.

In addition to articulation development with programs within the Seattle Community College District, the B.A.S. degree program in Hospitality Management will be articulated with related programs offered by other community and technical colleges in the region. South is currently developing partnerships with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College. Representatives from Highline Community College participated on the advisory committee. Letters confirming these articulation plans are online at www.seattlecolleges.edu/hospitality.

Articulation among community and technical colleges will also be supplemented by the expansion of existing Tech-Prep agreements with Highline Public Schools and Seattle Public Schools, the K-12 school districts within South Seattle Community College's service area. These partnerships will help generate future enrollments for the program and will help students at the K-12 level outline educational and career pathways that include baccalaureate education.

Master's Degree Programs

Additional agreements are in process with Washington State University and The Evergreen State College to allow graduates of South's B.A.S. degree program in Hospitality Management to pursue postgraduate master's level coursework. The letters are online at www.seattlecolleges.edu/hospitality.

Articulation Agreements Underway

Agreements from several higher education institutions developed in the preparation of this proposal will form the foundation for formal articulation agreements once the curriculum for the B.A.S. degree program in Hospitality Management curriculum is finalized. Faculty and administrators will evaluate potential additional agreements on an annual basis. Every three years, faculty members and administrators will evaluate all articulation agreements to ensure students will have appropriate skills to be successful in the program.

Until now, the programs available at South Seattle Community College and partner institutions allowed students who would not normally have access to higher education the opportunity to start in the adult basic education or high school technical program and then go on to earn an A.A.S. degree. The problem was that an A.A.S. degree rarely provided students with a transfer path that would allow them to go on to a four-year education without starting over.

With the proposed new degree and the associated articulations, students can earn an A.A.S. degree, progress to the B.A.S. degree and even have the opportunity to continue on to the master's or professional degree level. In the hospitality industry this provides potential students with a pathway from low skill, entry-level jobs to high skill, high demand, and high paying jobs. Lists of articulation agreements in progress are provided in Appendices 1 and 2.

Credit for Prior Learning

South Seattle Community College will accept up to 25 percent of the degree based on prior work experience. Two methods will be used to assess prior learning. First, students can be given the equivalent of the final exam for courses that students have had prior experience that would have prepared them to successfully pass the final exam. A score of 80% or better will be required for students to receive credit. A second method for granting credit would be the portfolio process. Using the portfolio process, students will provide documentation that they have met both the theoretical and practical applications required for the course the student wishes to receive credit. Faculty members who typically teach the course for which the portfolio has been developed will review the portfolio and determine if the student has demonstrated the level of knowledge required to successfully pass the course. These faculty members will consider the relevance and depth of the experience, quality of the documentation, and grasp of theory and application. Based on the combination of these two assessment processes (portfolio and testing), students may receive up to a maximum 25 percent of the credits required for the degree.

Components at the Associate's Degree Level

The B.A.S. general education requirements will build on the required general education for the applied associate's degree at South Seattle Community College. For example, to enroll in credit-bearing classes leading to the Applied Associate's degree (A.A.S.-T) in Culinary Arts, Pastry & Specialty Baking or Business Information Technology, students must achieve a passing score on the ACT Compass Test; otherwise they must complete developmental classes in English and mathematics. Key coursework for the underlying A.A.S.-T degree will include math, psychology and English.

Program Selection and Admissions Process

In the years since its founding, South has been highly successful in serving a diverse student population, offering access to higher education and opportunity for financial success. South's goal in implementing the B.A.S. in hospitality management will be to create a program enrollment that reflects this vibrantly diverse population while still supporting South's open door policy. By drawing students largely from South's A.A.S.-T degree program and from its service area, the B.A.S. Hospitality Management degree program will also reflect the great diversity of the college community and the community at large. Admission will be available to students who have completed one of the related A.A.S.-T degrees with a 2.5 GPA at one of the Seattle Community Colleges or at another college with which an articulation agreement is in place. To ensure universal access to this program, a waiting list will be developed, and students who want to enter the program will be evaluated and advised of any coursework needed to enter. Students who do not meet the above criteria may petition the faculty and administration for the program and be evaluated on a case-by-case basis for entry to the program.

Components at the Baccalaureate Degree Level

The core curriculum for the Hospitality Management program will meet the same standards of content and rigor as that delivered at leading universities, including our mentor university, Washington State University. Some courses will expand upon existing instruction (adding breadth) or add more detail to the level of instruction (adding depth). This breadth and depth

15

strategy will increase the scope of current disciplines. English composition and mathematics skills will also be reinforced by incorporating education in these areas into the technical instruction.

The degree program will also include technical curriculum in the area of business management. The technical curriculum for the degree is designed to build on the A.A.S.-T degrees in Culinary and Business. Students who have completed these degrees will be able to enter the B.A.S. program and be successful. This level will include coursework designed specifically for the hospitality industry in the disciplines of supervision, management, accounting, finance, cost-control, economics, marketing, ethics, law and leadership. Each of these will have texts and lessons that apply the general theory and application to a hospitality setting or situation in order to provide the students with the necessary learning content and critical-thinking skills needed for future success.

Reflecting the advice of South's industry representatives, the degree will also contain a strong internship component to support experiential learning. Experiential learning "in field" that is more than just a brief job shadowing will be essential to the job satisfaction and tenure of program graduates, thereby addressing industry concerns regarding retention and turnover rates. Meetings between industry employers and South's Office of Internship will be planned to formulate the process. Key faculty and students will be included as will the Curriculum Committee. The internship will require 1,000 hours of industry experience to be documented prior to graduation. We will consider any appropriate work experience after high school graduation toward the 1,000-hour goal. At the culmination of the internship, students will be required to complete a paper or portfolio that documents and analyzes their experiences, makes recommendations for future operations of the business or businesses where they worked, and that demonstrates their ability to relate theory to practice.

South Seattle Community College will make the internship and placement functions core strengths of the proposed B.A.S. in Hospitality Management. Reflecting that emphasis, much of the effort devoted during the summer and fall of 2005 to recruiting a strong advisory committee and influential participants in the structured interviews was undertaken with the goal of recruiting industry partners who would provide exciting, educational internship sites. That effort was successful – the industry participants uniformly committed themselves to offering meaningful internships. Industry executives were unanimous in recommending that internships should be a key part of the educational experience.

Internships and future job placement go hand in hand; experts estimate that 80 percent of graduates from college programs with internship components find work as a result of connections they made during their internship experiences. To ensure successful placement, South will commit to hiring a half-time internship and placement coordinator. This important advisor will meet with the students on a regular basis beginning at the time they first matriculate. Working closely with the faculty advisors and college counselors, the internship and placement coordinator will:

- Help the students identify special interest areas
- Place the students into appropriate internships
- Monitor progress, providing feedback and assistance to both employer and student
- Help the students develop career plans
- Assist with placement.

For students who are not placed into permanent jobs soon after graduation (as a result of internships or by other means), South will provide ongoing placement services. In addition to the efforts of the internship/placement coordinator, South will coordinate placement services closely with the on-campus WorkSource Center.

South will also draw on its well-established relationship with Port Jobs[6], a program through which thousands of job seekers obtain employment with airport-based businesses each year. Many of these employment opportunities are in the hospitality management field. Since a lengthy job search can be financially difficult, the internship/placement coordinator will also build a set of interim industry positions for graduates so they have an income stream during their search for a permanent management position.

South will also hire a second full-time faculty member for the program prior to the second year of operations. In addition to teaching responsibilities, this faculty member will also have leadership responsibility for the internship program and will work closely with the internship/placement coordinator. A critical additional responsibility will be to recruit and cultivate relationships with industry leaders leading to outstanding internship sites and future job placements. In this role the Faculty Member/Industry Relationship Coordinator will work closely with the College President, the Development Office and the program's Dean.

Finally, one of the key approaches to job placement for graduates of the B.A.S. degree program in Hospitality Management will be the "transition" of internship host sites in to job placement sites.

Curriculum Design

A key driver of the curriculum design is local employer need. By making the learning and experiences relevant to real-world demands, South will position its graduates competitively in the marketplace. They will not only obtain high-wage jobs but will also be able to advance rapidly. Much of the necessary input has already been captured through student surveys, in focus groups, and through structured interviews with industry representatives. However, as the curriculum is developed in greater specificity, South will rely on the input and feedback from the Industry Advisory Committee, and other industry reviewers. Supporting information is available at www.seattlecolleges.edu/hospitality.

The curriculum and instruction will also reflect South's commitment to student success and retention. South proposes to design a program that results in an outstanding graduation rate. To do so, South will take advantage of a recent college-wide study and plan for student success, *Start Here, Go Anywhere*, which is available at www.seattlecolleges.edu/hospitality. The resulting curriculum will take advantage of many of the plan's findings and recommendations. It is anticipated that creating learning communities and cohort groups are particular strategies that will be employed.

South's commitment to diversity and opportunity will also be a driving force in the decisions on content and activities. Indeed, based on the survey results, it is anticipated that the majority of participating students will be persons of color and will be the first in their families to pursue a four-year college degree. South's Office of Diversity and Retention will be intimately involved in the design and implementation of the curriculum to ensure that South engages the unique strengths and experiences of its culturally diverse student body.

---

[6] See http://www.portjobs.org/

The B.A.S. program is designed to meet the needs of place-bound students who are working and may have family and other responsibilities. Therefore this program will be set up as a cohort model with students required to commit to at least two core technical courses each quarter. Day classes will be offered along with some distance learning options. For example, students could be required to attend classes on-site Monday and Wednesday for three hours. This schedule is designed to meet the unique needs of students working in the hospitality field where common work hours include nights and weekends. Students who want to attend full-time could also take general education courses simultaneously. Part-time students may choose to delay and complete the general education classes once they have completed the core technical courses.

The upper division core will contain 50 credits of hospitality management technical courses. In addition the program will have five credits of upper division internship and five credits of upper division general education credits for a total of 60 upper division credits.

Approximately 20 credits (four each of five-credit classes) of the upper division core hospitality management program will be delivered using an electronic delivery method. This will further help to support students who are working, have families, or other time constraints. The hybrid format will include both an asynchronous web based delivery element as well as a live-interaction component. These distance-learning classes will be developed and delivered collaboratively with Washington State University. South Seattle Community college has many years of success in delivering distance learning education.

The remaining technical classes will be offered in a face-to-face format, with the exception of the internship where students will be in a workplace.

B.A.S. graduates will have completed 60 credits of general education credits by combining 25 credits at the A.A.S.-T level and 35 credits at the junior and senior levels to meet the requirements of the college's general education learning outcomes. The distribution requirements for the 60 general education credits will be as follows:

- 15 credits in "Basic Requirements"
- 15 credits in "Humanities and Arts"
- 15 credits in "Social Sciences"
- 15 credits "Natural and Physical Sciences, Mathematics."

During the freshman and sophomore years leading to the A.A.S.-T degree, students will be expected to complete 25 credits of general education including English, math, psychology, humanities and arts prior to acceptance to the B.A.S. Hospitality Management degree. Students in the hospitality management program will be subsequently required to complete an additional 35 credits of general education in their junior and senior years. At least five of the 35 credits will be upper-division.

The general education requirements of the B.A.S. degree in Hospitality Management are designed to fulfill a set of desired learning outcomes for the general education of a college undergraduate in the United States in the 21st century. Students completing the B.A.S. in Hospitality Management should possess:

1) College-level knowledge and skills in critical thinking, quantitative analysis and written composition;

2) College-level mastery of information literacy and technology literacy;

3) Effective skills for in-person and media-based interactions with individuals and within groups;

18

4) Understanding of methods and methods of inquiry specific to traditional and contemporary areas of knowledge in the humanities and arts, natural and physical sciences, mathematics, and the social sciences;

5) Understanding of the interdisciplinary nature of knowledge;

6) Understanding of the United States as a multicultural society;

7) Understanding of the global society and process of globalization from mostly, but not exclusively, non-Western and indigenous perspectives.

Tables 1 and 2 describe the general education requirements for the B.A.S. degree program, beginning with the upper-division requirements for the junior and senior years and then showing the general education elements for the A.A.S.-T degree.

Table 1. B.A.S. Upper Division General Education Requirements: 35 Credits

Course	Description
English Composition – 5 Credits	Continuation of the composition sequence with further instruction and practice in the writing process, concentration on critical reading and writing techniques needed for the preparation and completion of documented essays.
Human Nutrition – 5 Credits	Introduction to nutrition, emphasizing relationship of nutrition to growth, development, health, physical and mental functioning.
Effective Presentations – 5 Credits	Covers the process of getting started with confidence; topic selection and research; preparation and delivery.
Macro or Micro Economics – 5 Credits	Micro: Covers resource allocation and income distribution with emphasis on price determination, production costs and market structures. Macro: Analysis of the aggregate economy: GDP, inflation business cycles, unemployment, fiscal and monetary policies, federal deficits, and international trade and finance.
Business and Economic Statistics – 5 Credits	Statistical methods and their application to business and economic data.
Diversity and Culture in Global Travel and Tourism – 5 Credits	Cultural principles and practices in domestic and international travel and tourism and the impact on hospitality businesses, emphasis on diversity.
Lab Science Elective 5 Credits	-

Table 2. General Education A.A.S.-T Requirements: 25 Credits

Course	Description
College Algebra – 5 Credits	Bridges the gap between Intermediate Algebra and Pre-Calculus functions.
English Composition – 5 Credits	Introduction to the writing process, writing assignments focus on major strategies of non-fiction prose, with subject matter drawn from firsthand experience and observation.
General Psychology – 5 Credits	Introduction to the scientific study of human behavior, including learning and thinking, development, perception, motivation, emotion, personality and individual differences, social and abnormal behavior, and research methods.
Humanities Electives – 10 Credits	Students interested in learning a second language may use these electives to take a foreign language class.

B.A.S. Technical Curriculum Development

The following technical core curriculum outline is based on analysis and synthesis of information and advice the college received from several sources. The hospitality industry representatives recommended student outcomes reflecting the knowledge, skills and abilities that they expect from students who graduate from the program. We began the process by gathering information from four industry focus groups and 13 structured interviews with industry representatives. With the resulting input as a starting point, we then convened an in-depth industry-driven outcomes development workshop that was attended by several top hospitality executives.

Washington State University (WSU) has also provided mentoring and advice in the development and implementation of this new program, and representatives of the college have participated in a number of meetings and conversation with the experts at WSU.

A critical step occurred when we met with Dr. Terry Umbreit and Dr. Nancy Swanger of WSU's Hospitality Business Management program following the industry-driven outcomes workshop. Using the information from industry, review of the Hospitality Management programs at Metropolitan State University, Lewis-Clark State College and Washington State University, we jointly developed the proposed curriculum outline provided below. The technical outcomes created at the industry outcomes development meeting will be connected to all course outlines in order to ensure each of the technical outcomes are delivered and met in the program.

Technical Learning Outcomes

The technical core education requirements of the B.A.S. degree in Hospitality Management are designed fulfill a set of desired learning outcomes for the technical education of a hospitality management undergraduate in the United States in the 21st century. Students completing the B.A.S. in Hospitality Management should be able to:

- Read and analyze financial statements and budgets
- Demonstrate specific hospitality industry accounting skills
- Describe a hospitality business philosophy

- Utilize computer technology
- Describe the building of a brand positioning statement
- Demonstrate expertise in hospitality sales and marketing
- Demonstrate confidence in leveraging Internet marketing
- Demonstrate a competency in understanding and executing human resource; policy and practices consistent with organization objectives and third party regulatory entities
- Demonstrate knowledge in personal skills as it pertains to the hospitality industry including professional business etiquette and ethics
- Apply basic principles of management and leadership
- Recognize diversity of cultural influences and values
- Manage and implement daily operations of a hospitality enterprise
- Understand and apply basic principles of business law and ethics.

B.A.S. Curriculum Overview

The curriculum for the B.A.S. degree in Hospitality Management is designed to incorporate four major areas: technical credits from the A.A.S.-T degree, general education core credits (incorporating the requirements for an AA degree), internship credits for 1,000 hours of experience in the hospitality industry, and upper division coursework credits (incorporating the technical outcomes) focusing on hospitality operations and general business.

The general course descriptions at the 300- and 400-levels are shown in Tables 3 and 4.

Table 3. B.A.S. Degree 300-level Requirements

Course	Description
Introduction to Hospitality	Survey course of the various segment of the industry, including a brief history and current issues, with an emphasis on service.
Hospitality Computer Applications	Technology fundamentals and software applications for business functions and management practice.
Hospitality Management	Management theories, functions, methods, and concepts applied to hospitality settings.
Lodging Operations	Breakdown of each hotel department by function and personnel, concept of yield management and revenue management.
Legal Issues in Hospitality	Liability, dram shop laws, contracts, and innkeepers laws to reduce the risk environment for operators.
Entrepreneurship	Concepts and issues related to new business ventures, including small businesses.
Hospitality Marketing	Project-based incorporation of theory and practice for an actual business, includes elements of local store marketing and sales.

Table 4. B.A.S. Degree 400-level Requirements

Course	Description
Cost Controls	Survey course of the various segment of the industry, including a brief history and current issues, with an emphasis on service.
Human Resource Management	Policy and practice in human resource utilization, selecting, training, motivating, evaluating, and compensating employees; labor relations, EEO legislation.
Services Operations Management	Design and management of service systems in hospitality operations; control of customer interaction, personnel activities and inventory.
Hospitality Accounting	Using management tools in creating and analyzing operational effectiveness.
Professional Career Development	Preparation for industry employment, resume writing, interview skills, professional dress, business etiquette.
Internship	Documented 1,000 hours of industry experience.
Ethical Leadership	Nature and sources of ethical conflicts and dilemmas leaders and organizations confront in the hospitality industry.
Hospitality Management Capstone	Project-based course integrating all components of the curriculum.

Table 5 summarizes the required upper-division coursework for the B.A.S. degree program.

2. EVIDENCE OF APPROVAL BY THE APPROPRIATE ACADEMIC POLICY BODY OF THE INSTITUTION

The college's Curriculum and Instruction Committee is the policy body that recommends academic policy to the institution. The committee meets on a regular basis and is made up of faculty members and key instructional leaders from across the campus (see Appendix 4 for bylaws of the committee). The Hospitality Management Program was reviewed and unanimously recommended by the Curriculum and Instruction Committee on August 1, 2006. The recommendation was subsequently approved and adopted by the chief academic officer of the college, Dr. Cheryl Roberts, Vice President for Instruction (see Appendix 5 for approval). Supplementing the general program approval, each new course will be reviewed by the Curriculum and Instruction Committee and approved prior to delivery.

As described in detail in Section B (Authorization), the Hospitality Management Program has been reviewed and approved by Board of Trustees for the Seattle Community Colleges, the state's Higher Education Coordinating Board and the State Board for Community and Technical Colleges.

Table 5. Summary of B.A.S. Upper-Division Required Technical Coursework

Prerequisite Courses*		
Course Number	**Course Title**	**Credits**
MAT 102	College Algebra	5
ENG 101	English Composition	5
	Total Credits	**10**
Program Requirements		
Course Number	**Course Title**	**Credits**
301	Introduction to Hospitality	5
310	Hospitality Computer Applications	3
302	Hospitality Management	5
311	Lodging Operations	3
312	Legal Issues in Hospitality	3
313	Entrepreneurship	3
303	Hospitality Marketing	5
401	Cost Controls	5
411	Human Resource Management	3
412	Services Operations Management	3
402	Hospitality Accounting	3
489	Professional Career Development	3
490	Internship	5
420	Ethical Leadership	3
491	Hospitality Management Capstone	3
ENG 102	English Composition	5
NTR 150	Human Nutrition	5
CMN 135	Effective Presentations	5
ECO 200 or ECO 201	Macro or Micro Economics	5
BUS 210	Business and Economic Statistics	5
314	Diversity and Culture in Global Travel and Tourism	5
	Lab Science Elective	5
	Total Credits	**90**

D. PLANNING

1. PLANS AND DESCRIPTIVE MATERIALS INDICATING EVIDENCE OF NEED FOR THE CHANGE; AND THE STUDENT CLIENT TO BE SERVED

South's proposed degree in Hospitality Management will serve the following industry sectors established by the North American Industry Classification System (NAICS): arts, entertainment and recreation, food services and drinking places, and hotels and other accommodations.[7] These sectors are growing locally, regionally, statewide and nationally, with increasing needs for highly trained managers.

The proposal describes employer and student demand for the hospitality management degree using the following quantitative and qualitative data sources:

- *2005 State and Regional Needs Assessment* prepared by the Higher Education Coordinating Board

- Data analyses from the *Spring 2005 Job Vacancy Survey* prepared by the Washington State Employment Security Department

- *Local Area Demand-Decline Occupations* list prepared by Seattle-King County Workforce Development Council

- *Seattle-King County Occupational Outlook 2002-2012* prepared by the Washington State Employment Security Department

- *Industry data* from the U.S. Census Bureau

- *Survey data of 173 culinary program students* enrolled at the Seattle Community Colleges and Renton Technical College prepared and administered by the Seattle Community Colleges

- *Online survey of more than 441 prospective South Seattle Community College students* to determine potential interest in baccalaureate degree program offerings at South Seattle Community College

- *Survey of 52 hotel managers and staff* prepared by the Seattle Community Colleges and administered through Seattle's Convention and Visitors Bureau

- *Qualitative data* derived from 13 structured interviews with hospitality management leaders and five focus groups conducted with community leaders and industry experts

- *Three focus groups* representing target markets of potential enrollees

- *Guidance* derived from meetings, discussions and interviews with a program advisory committee consisting of 41 industry, association, government and community leaders

- *Other supporting research*, including literature review, hospitality industry economic analyses and other secondary data sources

The following sections describe hospitality industry demand, local employer demand for skilled hospitality industry managers, community demand, and student demand.

Hospitality Industry Demand

South Seattle Community College accumulated primary and secondary evidence from multiple sources demonstrating that hospitality management supervisors and managers are increasingly required to hold baccalaureate degrees or equivalent skills to be successful. Primary research that

---

[7] The North American Industry Classification System (NAICS) has replaced the U.S. Standard Industrial Classification (SIC) system. The hospitality industry includes NAICS 71, 721, and 722. Additional information on NAICS available online at http://www.census.gov/epcd/www/naics.html

South conducted in support of this proposal, as well as supporting literature and occupational demand data, demonstrates strong demand for the higher level baccalaureate training in hospitality management.

National occupational data provide further confirmation of what the industry experts told us, namely that baccalaureate level training is an increasing requirement for supervisory and management positions for those with two-year degrees. The U.S. Department of Labor's *Career Guide to Industries 2006-2007*[8] indicates strong demand for postsecondary training in all three hospitality management subsectors. Hotels and other accommodations require that first-level managers have the following attributes:

> "...good communication skills, a solid educational background, tact, loyalty, and a capacity to endure hard work and long hours...more recently, lodging chains have been hiring persons with four-year college degrees in the liberal arts or other fields and starting them in trainee or junior management positions."

The *Career Guide to Industries* notes that, in the hospitality industry subsector of *arts, entertainment and recreation*:

> "Entry-level supervisory or professional jobs in recreation sometimes require completion of a 2-year associate's degree in parks and recreation at a junior college. Completing a 4-year bachelor's degree in this field is necessary for high-level supervisory positions."

In *food services and drinking places*, the third hospitality management sector, the *Career Guide to Industries* states:

> "Completion of postsecondary training is increasingly important for advancement in the food services and drinking places industry. Whether it is in the form of a bachelor's degree or as specialized training in culinary arts or hospitality management, completion of such programs demonstrates both the maturity and motivation required for work in a hectic fast-paced industry."

Local Employer Demand for Skilled Hospitality Industry Managers

Local employer demand for skilled hospitality industry managers in Seattle-King County is evident in job vacancy survey data prepared by the Washington State Employment Security Department and supporting employer survey data.

To assess incumbent worker demand, South Seattle Community College conducted an online survey of hotel employees with the assistance of Seattle's Convention and Visitors Bureau. The hospitality management employee survey was designed by the college and administered during October of 2005 by Seattle's Convention and Visitors Bureau to approximately 150 hotel general managers in King County, Washington. Hotel general managers were asked to survey employees for potential interest and request that they respond to an online (web-based) survey. A total of 52 employees responded to the online survey. This response rate was considered "outstanding" by Seattle's Convention and Visitors Bureau staff and is consistent with survey research conducted by Dr. Nancy Swanger of Washington State University.

Survey results indicate strong industry demand for hospitality management skills training. The respondents included managers, directors, and supervisors in multiple occupational areas associated with hotel management, including general management, sales, catering, food and beverage, security, housekeeping, communications, and horticulture. The majority (65 percent) of

---

[8] The *Career Guide to Industries* (2006-07) edition is online at: http://www.bls.gov/oco/cg/cg1009.htm

the respondents indicated that they would be interested in a bachelor's degree in hospitality management. Similar to students, the most highly rated reason for interest in the degree on the part of current industry employees was opportunity for advancement in their current or desired field.

A total of 26 respondents (50 percent of all respondents) said they would be likely or very likely to undertake the degree program if it were offered at South. Among respondents, 58 percent were owner/operators or manager/supervisors, and 48 percent had six or more years of experience in the hospitality industry.

Consistent with B.A.S. program objectives to serve diverse students, the survey respondents were highly diverse; 96 percent of the respondents reported a race or ethnicity other than white. Additional survey analysis data are online at http://www.seattlecolleges.edu/hospitality/.

In the early summer of 2005, the College recruited over 40 respected government, community and industry leaders to participate in an advisory committee for the project development. The College convened two summer meetings of the group to obtain industry advice on program demand, content and structure. The group uniformly held the opinion that a strong need exists for the program and that employers would hire graduates. All members agreed to continue service on a program advisory committee if the degree program were approved. Many members, as well as other members of the community, submitted letters of support. A list of the members, a summary report on the endorsement letters, and the letters of support themselves are available at http://www.seattlecolleges.edu/hospitality/.

South also consulted with members of the advisory committee and other industry executives on changing industry skill requirements that would support the higher educational requirements proposed in this degree offering. Industry executives confirmed the rapid pace of change in the business that calls for new technical skills and for increased ability of managers to learn, analyze, teach and solve challenging problems – abilities that would be fostered by the proposed degree. Industry leaders also indicated a strong need for diverse and underserved students who can meet higher skill requirements needed to succeed in hospitality management positions, a population of students that South has traditionally served.

Between July and November, 2005, South held four focus groups, engaging hospitality and tourism experts from industry, government, and academia including the members of the advisory committee. The participants in these sessions were unanimous in their belief that there is a strong need for the proposed program in Western Washington due to increasing skill requirements that the proposed curriculum addresses. Detailed information about the focus groups and the information they provided is available at www.seattlecolleges.edu/hospitality.

South also conducted structured interviews with 13 hospitality industry executives to assess industry skill requirements. The interview analysis identified several themes underscoring the need for advanced skills in hospitality management. According to respondents, the hospitality industry (including all its individual sectors) has undergone rapid change. Information technology and accounting are areas of particularly rapid transformation. Hospitality managers require increasing training in accounting software tools to track inventories and control costs, for instance. Communication skills are also increasingly needed as communication media proliferate and clear writing and verbal communication skills become increasingly essential for success. As one respondent stated:

"It used to be that these were just transition jobs, but no longer. The expectation is that people are in a career and that is what is happening. Also, there is an overall increase in educational levels across the board."

Additional information about the structured interview analysis and responses is available at www.seattlecolleges.edu/hospitality.

Washington State University's experience with their hospitality business management B.A. program provides additional confirmation of employer and enrollment demand. According to Kevin Bennett, Academic Advisor in the WSU Program, 94% of last year's graduating class had job offers upon graduation. WSU's program experienced a record number of applications for entry in the fall of 2005, over 1,000.[9] The program accepts new students three times a year and accepts only 100 new students at a time (for a total of only 300 per year). Total enrollment counting both juniors and seniors is usually about 450 students.

Student Demand

Student demand for the B.A.S. degree program in Hospitality Management in the South Seattle Community College service area is supported by the high demand in South's culinary arts programs and other related programs, current enrollment waiting lists and student survey data. Conservative estimates demonstrate that demand for the program will equal or exceed the planned enrollment capacity.

The culinary program enrollment at South Seattle Community College is currently nearly 225 FTES. In the 2004-05 academic year, 70 students graduated with associate's degrees in culinary programs from the Seattle Community College District and 13 received degrees in Business Information Technology. In addition, 105 students received certificates in culinary arts, which may generate additional interest in the B.A.S. degree pathway should it become available. Additional data regarding completions is available at www.seattlecolleges.edu/hospitality. There is a waiting list for new enrollments at both South Seattle Community College's and Seattle Central Community College's A.A.S. Culinary Arts programs, and both programs are currently at capacity.

Other related programs in the state are also likely to generate enrollment demand. South's recently launched wine studies program offers degrees and certificates in winemaking, food and wine pairing, and wine marketing. In the fall of 2005 the program had a total of 23 FTES enrolled; it is expected to grow considerably in the future.

Prospective interest in the degree program will likely extend to other colleges and programs within the Seattle Community College District. With more than 50,000 students enrolled annually, the Seattle Community Colleges are the second largest higher education institution in Washington. The District also has Business Information Technology and culinary programs that will tie into the South Seattle Community College B.A.S. degree. The Business Information Technology program at South Seattle Community College currently has an enrollment of nearly 100 FTES.

With 83 A.A.S. graduates annually in the Seattle Community College programs, and assuming that 25 percent of the District's culinary program and Business Information Technology graduates enroll in the hospitality management B.A.S. degree program, the program would achieve full

---

[9] Personal communications, February 16 and 22, 2006.

enrollment of 22 junior-year students in its first year of operation. This estimate does not include graduates from other culinary arts programs with articulation agreements, other prospective students, or incumbent workers. Continuing demand for the program is consequently likely to be strong and exceed the 22 allocated FTES.

To collect another measure of current and projected student demand for a B.A.S. degree program in Hospitality Management, South surveyed 173 students enrolled in Culinary Arts programs at South Seattle Community College, Seattle Central Community College, North Seattle Community College and Renton Technical College in Fall 2005. Of those who responded to the question, "Would you be interested in enrolling in a Hospitality Management baccalaureate degree program?," 121 (71 percent) indicated yes. When asked, "How likely would you be to undertake a bachelor's degree program in Hospitality Management at South Seattle Community College?," a total of 80 students (46 percent of those responding) indicated that they would be "Very Likely" or "Somewhat Likely" to enroll if such a program were offered at South. Opportunity for advancement and higher wages were the most frequently cited reasons for student interest in the proposed program. More detailed information about the culinary arts survey results is available at www.seattlecolleges.edu/hospitality.

An ongoing survey at South was used to assess prospective students' interest in completing a bachelor's degree at South and to capture preferences for various program offerings. Provided to viewers of South's website for the past seven months, the survey further demonstrates the enthusiasm of placebound students and community residents for the degree program. Of the 441 respondents, 87.8 percent expressed that they were "Very Interested" in completing a bachelor's degree at South Seattle Community College. Six percent (31 respondents) expressed an interest specifically in Hotel and Restaurant Management and 29.6 percent (152 respondents) expressed in interest in Business/Accounting and Business/Administration. More than 83 percent of the respondents reported being "Very Interested" in enrolling within the next 12 months. The website survey and supporting quotes from respondents are available at www.seattlecolleges.edu/hospitality.

Marketing Plan

During May and June of 2006, a college-wide team led by our Director of Development and Director of Communications prepared a comprehensive marketing plan for the B.A.S. in Hospitality Management and the other new bachelor's degrees that will be offered at the college's new University Center by partner universities. The group held a series of three meetings, during which preliminary decisions were made about target markets, product strategies, positioning statements, key messages and promotional activities. The group also designed, implemented and analyzed three one-hour marketing focus groups with potential students that were implemented the week of May 8, 2006. Each focus group included participants representing a different target market as follows:

- Current culinary and business students;
- International students;
- Incumbent industry workers.

Based on the results of the focus groups and other data analysis, the group finalized a marketing plan on June 15. The plan identifies two marketing objectives associated with the degree program. The first marketing objective will be to use the Hospitality Management bachelor's degree and other four-year degree opportunities on campus to re-position the college, increase awareness, and increase its overall reputation. The objective will also support the creation of

strong partnerships with industry including internship sites and placement opportunities. The objective takes advantage of a number of the college's strengths, including the strong reputation of its culinary program and its location in a major city with an international perspective and renowned as a tourist destination.

The second marketing objective will be to meet the enrollment goals associated with the B.A.S. degree and to ensure that the degree opportunity is extended to diverse communities of potential students. The objective takes advantage of number of the college's strengths and opportunities, especially the location in a major city with an international perspective and renowned as a tourist destination as well as the compelling evidence for industry hiring demand and student enrollment demand.

The marketing plan for the bachelors' degree programs is available at www.seattlecolleges.edu/hospitality.

2. PROCEDURES USED IN ARRIVING AT THE DECISION TO CHANGE

Community Demand for Hospitality Managers

In late 2004 and early 2005, Dr. Jill Wakefield, the President of South Seattle Community College, was approached by several representatives of the hospitality industry who reported they were facing great challenges in hiring qualified managers. A hospitality degree or certificate program in the Seattle area was needed to increase the applicant pool. In light of the college's existing strong ties with the hospitality and tourism industries, nationally-recognized culinary arts program, and strong international perspective, the industry leaders thought that South would be the best qualified institution to respond to the need.

Dr. Wakefield's first response to the inquiry was to contact Professor Terry Umbreit, head of Washington State University's (WSU) School of Hospitality Business Management. Knowing that WSU had previously offered its Hospitality Business Management bachelor's degree program at a satellite location in Seattle, Wakefield asked whether the university would be interested in returning to Seattle to offer the program on the west side of the mountains once again. She pointed out that South was constructing a new University Center building with the intent of creating space for partner universities to offer the junior and senior years leading to four-year degrees right on the South Seattle Community College campus. The goal was to increase opportunities for members of South's student body (highly diverse, with most being students of color and the first in their family to attend college, and often place-bound) to earn four-year college degrees.

Dr. Umbreit responded that while the university's satellite program in Seattle had indeed been successful, budget constraints and decisions about institutional strategic focus had led to its closure. He suggested however, that WSU would be willing to help South Seattle Community College launch a similar program on its own, a commitment that was strengthened and formalized in series of meetings and conversations over the subsequent year.

Recognizing that a bachelor's of applied science (B.A.S.) degree program at South would be a good fit to the college's mission and technical capacity, Dr. Wakefield recruited as a volunteer Roberta Greer, Vice President and COO of Tillicum Village and former executive director of the Seattle Convention and Tourism Bureau. She asked Roberta to convene a group of high-level industry, government and community leaders to advise the college on whether to move ahead

with a B.A.S. in Hospitality Management. The 41-member Hospitality Advisory Committee held its first meeting on July 26, 2005. At that meeting, the committee unanimously expressed its enthusiastic support for the proposed new program at South.

Dr. Wakefield subsequently asked her President's Cabinet to consider the proposed program in light of the college's mission, goals, priorities and strategic plan. She asked them whether the program would be a fit to the college's mission, goals and priorities, and whether adding a four-year program would divert the college from its mission and it commitment to the open-door philosophy. The cabinet concluded that a four-year degree in Hospitality Management was indeed a strong fit for the college's mission, goals, priorities and strategic plan. It would not divert the college from its overall mission and philosophy. Instead, the cabinet felt that offering four-year degree opportunities to its underserved student population would advance the college's mission and would fill a void that no other institution could step forward to fill.

Based on these decisions supported by objective evidence for demand , the college decided to apply to the SBCTC, HECB and Northwest Commission on Colleges and Universities (NWCCU) for the necessary approvals to launch a Hospitality Management bachelor's degree program.

3. Organizational Arrangements That are Required Within the Institution to Accommodate the Change

Overall Arrangements

Over the course of the past year, South Seattle Community College has been planning and implementing the college-wide changes necessary to implement the Hospitality Management bachelor's degree. In late 2005, a meeting of the college's entire management team was held where the overall process for implementation of the necessary changes was developed and endorsed. In order to ensure involvement by all constituents of the college in the development, implementation and maintenance of the program, the process relies on three key groups for oversight and implementation.

First, the members of President's Cabinet (the eight senior leaders of the college, reporting directly to the President) was enlisted as the **Executive Committee** for the Hospitality Management B.A.S. program. The primary purpose of the Executive Committee is to provide direction and facilitate high-level decisions.

The second body is a campus-wide **Implementation Committee**. The Implementation Committee is a large group that has representatives from all elements of the campus. See Appendix 7 for a complete list of members of the committee. Some examples of representatives include members and staff from the faculty senate, curriculum and instruction committee, college council, financial aid, advising, recruitment, registration, counseling, facilities and library. The implementation team is charged with identifying areas on campus that will be affected by the B.A.S. degree and tasking the appropriate groups to make the necessary accommodations.

A third smaller group, the **Operations Committee**, is charged with overall coordination and supporting program approval and implementation. The Operations Committee includes faculty representatives from the Business Information Technology program and the Culinary Arts program, a faculty counselor, the Vice President for Instruction, the Vice President for Student Services, the Executive Dean for Technical Programs, the Director of Development and the Director for Research and Strategic Planning for the Seattle Community Colleges.

These three teams work together in order to provide assurance that a bachelor's program at South Seattle Community College is implemented and managed campus-wide with the highest quality. Details of the new organizational arrangements are described further in Sections F. through I. dealing with Student Services, Physical Facilities, Library and Information Resources, and Faculty.

Management Structure

The B.A.S. program will be administrated in the Technical Education Division of the college. The Executive Dean for Technical Education will be responsible for assuring high quality academic standards are maintained. In addition faculty hiring and supervision, curriculum development, scheduling, budget management, articulation agreements, coordination with Washington State University, supervision of support staff, coordination with other departments on campus and overall program management will be the responsibility of the Executive Dean.

The faculty team for the B.A.S. program will work with the Executive Dean to deliver high quality instruction and maintain high level of scholarship and professional development. Funds will be made available for faculty to increase their abilities to develop and deliver the curriculum in a quality manner.

4. TIMETABLE FOR IMPLEMENTATION

The following timeline describes the necessary steps to implement and sustain the B.A.S. degree program.

Summer 2006:   Apply to NWCCU for informal candidacy

Fall 2006:   Hire first Hospitality Management faculty member
Begin individual course development
Anticipated announcement of informal candidacy from NWCCU
Begin recruiting students
Hire staff support person

Winter 2007:   Begin reviewing student applications
Continue course development and approval
Hire internship and placement coordinator

Spring 2007:   Begin accepting students into program

Fall 2007:   Begin first B.A.S. classes (Junior level)

Fall 2008:   Begin second year B.A.S. classes (Senior level)
Hire second Hospitality Management faculty member

Spring 2009:   Anticipated first group of graduates

Fall 2009 –   Apply for Accreditation
Spring 2010

E. BUDGET

1. PROJECTIONS (REVENUE AND EXPENDITURES) FOR EACH OF THE FIRST THREE YEARS OF OPERATION

South's projected institutional expenses and revenue items for the planning year (2006-2007) and the three first years of operation of the new program are summarized in Table 6.

Table 6. South Seattle Community College Institutional Expenses and Revenues

Institutional Expenses				
	Planning/ Recruitment 2006-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
Salaries	$19,722,662	$20,314,342	$20,923,773	$21,551,486
Benefits	5,706,319	5,877,509	6,053,834	6,235,449
Goods and Services	3,138,707	3,232,868	3,329,854	3,429,749
Utilities	1,333,106	1,373,100	1,414,293	1,456,721
Travel	186,042	191,623	197,372	203,293
Misc Operations / Reserve Contributions	3,008,684	3,098,944	3,191,912	3,287,670
Total Expenses	**$33,095,520**	**$34,088,386**	**$35,111,037**	**$36,164,369**

Institutional Revenues				
	Planning/ Recruitment 2006-07	Year 1 2007-08	Year 2 2008-09	Year 3 2009-10
State Contribution	$21,926,218	$22,584,004	$23,261,524	$ 23,959,370
Grants	4,272,002	4,400,162	4,532,167	4,668,132
International Students	1,112,933	1,146,320	1,180,710	1,216,131
Running Start	611,756	630,109	649,012	668,482
Interest Income	16,234	16,721	17,222	17,739
Indirect Cost Recovery	265,835	273,810	282,024	290,485
Tuition	4,890,543	5,037,259	5,188,377	5,344,028
Total Revenues	**$33,095,520**	**$34,088,386**	**$35,111,037**	**$36,164,369**

2. REVENUE AND EXPENDITURES ASSOCIATED WITH THE CHANGE ITSELF

In its 2006 Supplemental Budget, the Washington State Legislature appropriated $904,000 to the State Board of Community and Technical Colleges for planning and start-up of four applied baccalaureate degree programs in 2006-07. Future funding is included in the State Board's carry forward budget for the 2007-09 biennium. The State Board regards the allocation of the on-going funds to the four pilot colleges as permanent.

Funding to South Seattle Community College for its applied baccalaureate degree in Hospitality Management will begin in 2006-2007, and will include one-time allocations of $132,300 for planning and $100,000 for startup and equipment. Recurring revenue sources in future years of

operations will include FTE allocations of $6,300 per year from the SBCTC, student tuition revenue at $4,000 per year, and student lab fees at $100 per year.

South has a demonstrated capacity to make a long-term commitment of resources to build and sustain a high quality program. Provided below is financial plan for the Hospitality Management Program proposal, including projections of all costs, expenditures, and revenue streams to support the proposal. The proposed budget is sufficient to funds the activities necessary to build and sustain an outstanding program that will meet or exceed accreditation standards. Tables 7 and 8 below present the revenue and expense budgets for South's B.A.S. degree program in Hospitality Management.

South Seattle Community College projects $282,300 in revenue during the planning and recruitment year (2006-2007). During the three years of program operation outlined in the budget (2007-2008, 2008-2009, and 2009-2010), revenue will be $278,800 in the first year of operations, $469,904 in Year 2 as both sophomore and senior classes fill, and finally $483,163 in the third year.

Expenses are projected to be $281,423 in the planning and recruitment year, then $278,753 in the first year of operations, increasing to $468,882 in Year 2, and $481,477 in Year 3. This is a conservative, balanced, and sustainable budget, with anticipated revenue meeting all expected expenses. Projected revenues will more than meet the needs of a high-quality program that meets or exceeds the requirements for accreditation.

Budget notes and assumptions are presented following the tables.

Table 7. B.A.S. Degree Program Expenses

	Year 0 (Planning/ Recruitment Year)	Year 1	Year 2	Year 3
	2006-2007	2007-2008	2008-2009	2009-2010
Students enrolled (FTE)	0	22	42	42
Administrative Salaries (0.5 FTE); Benefits @ 27.72%	-	25,544	26,310	27,100
Fulll-time Faculty Salaries (1.1 FTE in Year 1 and Year 2; 2.1 FTE thereafter); Benefits @ 29.02%	82,315	84,784	174,655	179,895
Part-time Faculty Salaries (0.5 FTE); Benefits @ 27.16%		19,106	19,679	20,269
Library Faculty Salaries (0.25 FTE); Benefits @ 29.02%		16,128	16,611	17,110
TA/RA Salaries (# FTE) Benefits @ # %	-	-	-	-
Clerical Salaries (0.5 FTE) Benefits @ 31.36%	19,704	20,295	20,904	21,531
Other Salaries (# FTE) Benefits @ # %	-	-	-	-
Financial Aid specific to the program	-	-	-	-
Contract Services	5,000	-	-	-
Goods and Services	-	-	-	-
Travel	2,000	2,060	4,244	4,371
Equipment	50,000	10,000	19,000	18,500
Lease or Acquisition (attach form iii.a)	-	-	-	-
Other (itemize)				
Marketing, Outreach and Recruitment	10,000	5,000	5,150	5,305
Professional Development	1,000	1,200	1,500	2,250
Library Materials	60,000	10,000	25,000	25,000
Lab Consumables	-	2,000	4,120	4,150
Office and Teaching Supplies	1,000	5,500	12,000	12,360
Copying and Printing	2,000	2,500	5,075	5,227
Postage and Shipping	1,500	1,545	3,136	3,230
WSU Distance Learning Component	-	26,666	53,333	54,933
Subtotal Costs	234,519	232,328	390,718	401,231
Indirect: 20%	46,904	46,466	78,144	80,246
Total Costs	281,423	278,793	468,862	481,477

Table 8. B.A.S. Degree Program Revenues

	Year 1 (Planning/ Recruitment Year)	Year 2	Year 3	Year 4
General Fund: State Support				
SBCTC Planning Funds	132,300			
SBCTC Startup and Equipment Funds	100,000			
SBCTC FTE Revenue ($6,300 per student)		138,600	272,538	280,476
Tuition and Fees ($4,100 per student)		90,200	177,366	182,687
SCC District Special Allocation	30,000	20,000		
Corporate Grants / Donations	20,000	30,000	20,000	20,000
Internal Reallocation*				
Other Fund Source (specify)				
Total Revenue	282,300	278,800	469,904	483,163

Budget Notes

1. Inflation of costs, tuition and FTE reimbursement is projected at 3% per annum.
2. The budget forecasts enrollment based on the limits suggested by the SBCTC (22 FTES per class in the first year, 20 in the second, and 21 in all subsequent, for an eventual total of 42). If additional funding were available, market data and experience of other colleges that have launched similar programs in other regions indicate that demand for the program is sufficient to reach a total enrollment of 100 FTES within three years of operations. For simplification, the budget also ignores the effect of student attrition (estimated to be 10 to 20 percent between the junior and senior years of the program). In practice, the effects of attrition will be made up by additional mid-term enrollments or by overweighting future junior classes. At the time of implementation, actual budgets will project enrollment and attrition more specifically and will eventually be based on actual experience.
3. One-time revenue sources include the initial allocations from the SBCTC of $132,300 for planning and $100,000 for startup and equipment. The Seattle Community College District will contribute $50,000 in program development funds. South's development office, working in concert with the SCCC Foundation, anticipates being able to raise additional funds in corporate sponsorship contributions and individual gifts for startup expenses. Substantial outreach during the development of the proposals to the SBCTC and HECB (including the creation of a 41-member advisory council, 13 structured interviews with industry leaders, and a student-outcomes workshop with 10 industry CEO's) has laid the foundation for corporate financial support.
4. Recurring revenue sources include FTE allocations of $6,300 per year from the SBCTC, student tuition revenue at $4,000 per year, and student lab fees at $100 per year. Tuition and FTE allocations are conservatively projected to inflate at 3% a year. Actual experience indicates more rapid growth of these figures.
5. Personnel expenses for instruction include salary and benefits for 1.1 full-time faculty member in the planning, accreditation and curriculum development year (Year 1) and in the first year of operations (Year 2) when only a class of juniors is matriculated. This will be increased to 2.1 in Year 3, supplemented by additional part-time instructors. It is expected that students will complete many of their general education requirements by enrolling in existing courses; the marginal cost of additional students is expected to be $0.
6. A 25% portion of the time of a faculty librarian is budgeted to facilitate materials selection and acquisition associated with expansion of the library to support the baccalaureate degree.

7. Other personnel expenses include a half-time Internship and Placement Coordinator who will be added to the student services staff to provide support to students enrolled in the program and coordinate internships. Funds are also included for a half-time Administrative Assistant who will report to the program's Executive Dean. The Executive Dean and other administrative costs is included in indirect costs.
8. The proposed expenses for equipment, technology, and library materials are described in greater detail in the section on infrastructure requirements.
9. The budget includes an allocation for marketing expenses to support the implementation of the marketing plan including consulting, advertising and direct mail. Interviews with staff from other successful programs around the country indicate that targeted expenditures for marketing and outreach facilitate full enrollment.
10. In order to keep the budget presentation in the simplest possible form, various expenses are aggregated into a single indirect line item. These expenses will support needs such as facility maintenance and repair, utilities, general student services (beyond that provided by the full-time Internship and Placement Coordinator), administration (including the time allocation for the Executive Dean of the program), certain library staff services, fiscal and purchasing services, and institutional advancement.

3. INSTITUTIONAL FINANCIAL SUPPORT TO BE REALLOCATED TO ACCOMMODATE THE CHANGE ITSELF

The only institutional financial support that will be reallocated will be a $50,000 one-time contribution from the Seattle Community College district.

4. BUDGETARY AND FINANCIAL IMPLICATIONS OF THE CHANGE FOR THE ENTIRE INSTITUTION

The budgetary and financial implications for the organization as a whole are modest. The projected annual budget for the program is slightly less than $500,000, constituting about 2% of the overall budget for a college with operating revenue exceeding $25 million. The sources of funds are new, therefore creating little need for reallocation of existing resources. The revenue is adequate to allow coverage of indirect costs. There is funding for investments in capital equipment and library resources that will offer benefits and uses for the college as a whole. The legislature and SBCTC are committed to long term funding of the program.

The hospitality management program diversifies the college's revenue and tuition base, and is likely to make the college somewhat more resilient in the face of future variability in enrollment demand. The potential exists for related associate's degrees and certificates that could be added at minimal cost; these programs would also contribute to the financial stability of the college. Finally, the hospitality management program offers opportunities to expand the base of corporate partners for the college and philanthropic support for the college's foundation.

5. IPEDS FINANCIAL REPORT

A copy of the most recent financial report (2004-2005) submitted on behalf of South Seattle Community College to the Integrated Postsecondary Education Data System (IPEDS) at the National Center for Educational Statistics is included as Appendix Item 8. The report is also available online at www.seattlecolleges.edu/hospitality.

F. STUDENT SERVICES

1. PROVISION FOR STUDENT SERVICES TO ACCOMMODATE THE CHANGE

The B.A.S. in Hospitality Management presents a unique opportunity to build on the traditional strengths of South Seattle Community College in order to provide greater student success, retention and career opportunities for a very diverse student population. South Seattle's Student Services Department has the capacity to serve B.A.S. degree students in an effective manner. During the past two years, South has, as part of its *Strategic Plan* committed to significantly increasing the achievement and success of its students. This includes increasing retention, completion, placement, and transfer rates. The provision of student services designed to meet the needs of South's diverse student body is critical to that plan. South will employ its range of student services, from Admissions through Placement, in a manner that maximizes student success. The Strategic Plan is included as Appendix 9 and can also be viewed at www.seattlecolleges.edu/hospitality.

The college will also hire a B.A.S. degree internship and placement coordinator who will work in the Student Services department. In addition to providing internship and placement services, the professional in this position will serve as a Student Services generalist, referring students as needed. Table 9 outlines the student services components that will be provided.

Internships and Placement Strategies

South Seattle Community College will make the internship and placement functions core strengths of the proposed B.A.S. in Hospitality Management. Reflecting that emphasis, much of the effort devoted during the summer and fall of 2005 to recruiting a strong advisory committee and influential participants in the structured interviews was undertaken with the goal of recruiting industry partners who would provide exciting, educational internship sites. That effort was successful – the industry participants uniformly committed themselves to offering meaningful internships. Industry executives were forceful in their unanimous opinion that internships should be a key part of the educational experience.

Internships and future job placement go hand in hand; experts estimate that 80 percent of graduates from college programs with internship components find work as a result of connections they made during their internship experiences. To ensure successful placement, South will commit to hiring an internship and placement coordinator. This important advisor will meet with the students on a regular basis beginning at the time they first matriculate.

Working closely with the faculty members and college advisors, the internship and placement coordinator will:

- Help the students identify special interest areas
- Place the students into appropriate internships
- Monitor progress, providing feedback and assistance to both employer and student
- Help the students develop career plans
- Assist with placement.

Table 9. B.A.S. Degree Program Student Services Components

Student Services Component	Description
Outreach	The Outreach Department will receive inquiries and respond to students interested in the program.
Admissions	Admission will be available to students who have completed one of the related A.A.S. degrees with a 2.5 GPA at one of the Seattle Community College District or at another college with which an articulation agreement is in place. To ensure universal access to this program, a waiting list will be developed, and students who want to enter the program will be evaluated and advised of any coursework needed to enter. A B.A.S. admissions committee will be developed to identify students that meet entry criteria. Students who do not meet the above criteria may petition the faculty and administration of the program and be evaluated on a case-by-case basis for entry to the program.
Advising	Currently, South's academic advisors use disciplinary expertise to counsel students wanting to transfer to 12 programs with which South has articulation agreements. Designated academic advisors will work closely with faculty members and the dean of the new program, meeting with each student quarterly to ensure they are on track and meeting their program requirements and personal expectations. It should be noted that current department staff have extensive experience advising students in two-year programs and ensuring their successful transfer to four-year programs throughout the state. These staff members also have experience advising upper level students entering Eastern Washington University's on-site Bachelor of Science in Technology degree program. An individual, hired under a Title III grant, with extensive experience advising ESL students will be transferred to the Advising Department and be available to work with post- ESL students interested in the B.A.S. program. A Transfer Center will be located in the new University Center and staffed part time by a professional from Advising.
Credentials Evaluation	South credentials evaluators have extensive experience evaluating transcripts from accredited community and technical colleges and bachelor institutions across the United States. They will examine and evaluate the validity of incoming student records submitted to the admissions committee in the admissions process. Program faculty will evaluate prior learning requests for Hospitality courses.
Disability Support Services	Disability Support Services will provide assessment of disability documentation and accommodations for B.A.S. students. The DSS office will also assist faculty in the provision of appropriate accommodations and adaptive technology.
Diversity Office	B.A.S. students will have access to the services of the Diversity Office – advocacy, leadership training opportunities, the cultural center, textbook loans, multicultural events and other activities.

Student Services Component	Description
Financial Aid	South will offer comprehensive financial aid services to students in the Hospitality Management Program. The South Seattle Community College Foundation will make its existing scholarships, emergency grant and childcare grants available to the students in the Hospitality Management program, and also proposes to raise additional annual as well as endowed funds to support scholarships that are dedicated to the program. The board has indicated its willingness to establish preferences for underserved minorities if needed to assist with recruitment and retention. The Foundation currently awards over $200,000 a year in scholarships, $15,000 in emergency grants, and $3,000 in childcare grants. The Financial Aid Department will revise South's satisfactory academic progress policy so that each student will have greater flexibility in changing her or his program of study. The department will work with Computer Information Systems to ensure that financial aid software includes the ability to make awards to third and fourth year students and will confer with federal and state agencies to determine the steps needed to accommodate four-year degree offerings.

For students who are not placed into permanent jobs soon after graduation (as a result of internships or by other means), South will provide ongoing placement services. In addition to the efforts of the internship/placement coordinator, South will bring to bear all the resources of its on-campus WorkSource Center. South will also draw on its well-established relationship with Port Jobs, a program through which thousands of job seekers obtain employment with airport-based businesses each year. Many of these employment opportunities are in the hospitality management field. Since a lengthy job search can be financially difficult, the internship/placement coordinator will also build a set of interim industry positions for graduates so they have an income stream during their search for a permanent management position.

South will also hire a second full-time faculty member for the program prior to the second year of operations. In addition to teaching responsibilities, this faculty member will also have leadership responsibility for the internship program and will collaborate with the internship/placement coordinator.

2. IMPLICATIONS OF THE CHANGE FOR SERVICES TO THE REST OF THE STUDENT BODY

The Hospitality Management B.A.S. degree will have a positive impact on the student body at South by providing greater opportunity for college transfer. Bachelor's degree students on the college campus will serve as role models for other students not in the program. South's ESL, adult basic education, certificate and associate's degree students will experience a complete path toward a four-year education illustrated right on campus, and will see students similar to themselves participating and succeeding. This is particularly important for students who are traditionally under-represented at the four year schools.

The B.A.S. degree will benefit South's students in many other ways. It will serve the region's highly diverse population, building on South's demonstrated success in offering outstanding

education and economic opportunity to students of color, English as a Second Language/English Language Learner (ESL/ELL) students and students who are first in their families to attend college. The B.A.S. Degree option will also increase opportunities for students and incumbent hospitality industry workers in South's service area to attain management-level responsibilities and earn higher lifelong wages through baccalaureate-level training and education. The program will also remove roadblocks preventing students holding technical associate of arts degrees (such as the A.A.S.-T degree in Culinary Arts or Business Information Technology) from using those credits to complete a bachelor's degree. All of these benefits are particularly important for the place bound student who may not be in a position to attend the next nearest program of its kind at Washington State University in Pullman.

G. PHYSICAL FACILITIES

The facilities, equipment, and resources at South Seattle Community College's 87-acre main campus in West Seattle provide an outstanding environment for offering a B.A.S. degree program in Hospitality Management. A variety of photographs of the campus and a map of the facilities are online at: http://www.southseattle.edu/campus/campmap.htm.

The bulk of the classes will be offered in South's new **University Center**. Currently under construction, this state-of-the-art 16,000 square-foot facility is expected to open in the fall of 2006. The building will include five media-equipped classrooms, academic and administrative offices, and student lounges.

Several classes may require computer labs with workstations. These classes will be held as needed in **Olympic Hall**, South's flagship building. Newly completed in 2004, this 47,000 square-foot facility incorporates a 150-seat, auditorium-style lecture hall and a number of high-tech classrooms and labs for science, business, and information technology.

For practical courses in food service management, the B.A.S. degree program at South Seattle Community College will take advantage of South's extensive food and wine-related facilities. The **Culinary Arts Center**, renovated and expanded in 2003 as a result of the South Seattle Community College Foundation's successful $2.5 million Culinary Arts Capital Campaign, incorporates three separate kitchens and three retail food service establishments, including two restaurants and one cafeteria.

A **Pastry and Baking Arts Building** was completed in Fall, 2005. This $2.6 million facility occupies almost 8,000 square feet and includes three pastry laboratories, a modern AV-equipped classroom, faculty offices, and extensive areas for food preparation and storage. The **Northwest Wine Academy**, a program that offers degrees and certificates in wine marketing, winemaking, and food and wine pairing, occupies a recently renovated space that include classrooms, a tasting room, temperature-controlled storage, and a complete working winery.

The **Seattle Chinese Garden** is currently under construction at the north end of the campus. Projected to attract visits from over 70,000 tourists a year, the Garden will incorporate a variety of banquet halls, pavilions, and other structures for weddings, banquets, meetings and small conventions. The Seattle Chinese Garden will provide another on-campus site for students to receive practical education.

South's remodeled and expanded 22,000 square-foot **Library** is described in Section H.

H. LIBRARY AND INFORMATION RESOURCES

1. ADEQUACY AND AVAILABILITY OF LIBRARY AND INFORMATION RESOURCES

South's remodeled 22,000 square-foot **Library** opened in January 2000 shortly before the accreditation visit in that year. The visiting team commended the college for the planning and implementation of the new facility. The library contributes to the college's mission by providing resources and services that support teaching and learning for all programs regardless of their size, mode of delivery, or originating site.

The library collections, reference and information services, the Information Commons, and the Teaching and Learning Center are all housed together on the first floor of the college's two-story Library and Learning Center, a building constructed to specifications that will support future expansion. The facility houses South's existing collection of books, serials, media, and electronic resources. Students at South also have direct access to the library collections and resources at the two sister campuses in the Seattle District: Seattle Central Community College and North Seattle Community College. In addition, the library is home to 96 computers with Internet access for student use in its information commons area.

The proposed budget for the Hospitality Management B.A.S. degree includes an expenditure of $120,000 to expand the collection over a five-year period beginning in July, 2006 (see Table 7). This sum will support expanding the library's print and electronic collections to meet the specific needs of Hospitality Management students. This expansion is expected to be across the board. Throughout 2006-2007, library faculty members will be working with the program faculty members to identify appropriate resources for the first year of the program. These resources will then be acquired, cataloged, shelved, and otherwise made ready for use by the program's opening date in fall 2007.

The three-year operating budget also includes over $50,000 to fund an addition to the library faculty of .25 FTE. This addition will increase reference and instructional staffing during the hours when the Hospitality Management students are on campus. In 2006-2007, this position will be dedicated to collection development as described above. Other library staff expenses are borne by the Indirect Expenses line item of the proposed budget.

In addition to greatly expanding our own collection of print and online resources, the college will take a further step to creating an outstanding array of library resources by applying to join the Orbis Cascade Alliance. Orbis is a partnership of 33 colleges and universities in Oregon and Washington that maintain a jointly shared union catalog of print and online databases comprising over 8.1 million titles and 26 million individual items. Students and faculty at participating colleges have access to books and materials at any member college; participants also have access to the system's shared research databases. Students and faculty members may walk into any participating library and check out materials; alternatively a courier service promises 24-hour delivery to the participant's home library. Nearby Orbis members include the University of Washington, Seattle University, Seattle Pacific University and Washington State University. The college's application is under preparation, and we anticipate that we will receive membership status prior to admission of the first class of B.A.S. students.

To maximize our collection and to support a high quality interlibrary loan program, the college is also a participating member of the Online Computer Library Center (OCLC), a worldwide

cooperative of over 54,000 libraries in 109 countries. The college holds a member subscription to OCLC's WorldCat database and makes this powerful tool available to all students and faculty members. WorldCat is a worldwide union catalog created and maintained collectively by more than 9,000 member institutions. With millions of online records built from the bibliographic and ownership information of contributing libraries, it is the largest and most comprehensive database of its kind. Library staff members assist subscribers with requests for loan of books and materials identified through WorldCat, and in almost all cases we are able to obtain the requested materials.

South is currently negotiating reciprocal library access agreements for baccalaureate and other advanced students on campus. The intent is to offer full access to the Seattle Community Colleges library system to students enrolled in bachelor's and master's degree programs offered by partner universities at our University Center (thus far including Heritage University, Eastern Washington University and University of Phoenix). In exchange, we are proposing that students in all B.A., B.A.S. and M.A. programs (including our Hospitality Management B.A.S. program) have joint access to the library systems of the other participants. We are also proposing a joint library access agreement with Washington State University as part of the collaborative teaching plans for our B.A.S. degree.

I. FACULTY

1. ANALYSIS AND AVAILABILITY OF THE FACULTY AND STAFF NEEDED

Faculty

South analyzed the faculty and staff needs for the program, the education and professional experience qualification of instructors relative to teaching assignments, and anticipated sources of qualified faculty and staff members. The number and characteristics of faculty and administrative staff needed to implement the program are provided below in Tables 10 and 11. Since the program will be implemented over a two-year time course, the staffing needs are presented for each year and reflect anticipated changes in teaching and coordination duties over the two years.

The number of instructors needed is based on the projected number of student FTES and the number of courses offered per term during the school year. The program will be delivered by two new full-time instructors supplemented by new part-time instructors and current full-time instructors assigned to the baccalaureate program as part of their teaching responsibilities.

Table 10. Program Personnel

B.A.S. in Hospitality Management

Faculty: 2007-2008 Academic Year

Name	Degree	Rank	Status	% Effort in Program
TBA (Recruitment under way, likely new hire from industry)	Ph.D. , M.B.A., M.A. or M.S., and industry experience	Instructor/Faculty Coordinator	Full-time	100%
Existing Instructor(s)	M.S., M.A., M.B.A. or Ph.D.	Instructor for upper level General Education classes (likely to be recruited from existing faculty pool)	Part-time	50%
Tom Phillips	Ph.D.	Current tenured faculty in Business Information Technology; will instruct some upper-division courses	Part-time	10%
TBA	M.L.S.	Faculty Librarian	Full-time	25%

Table 11. Program Personnel

B.A.S. in Hospitality Management

Faculty: 2008-2009 Academic Year and Beyond

Name	Degree	Rank	Status	% Effort in Program
TBA	Ph.D. or M.A./S. and industry experience	Instructor/Faculty Coordinator	Full-time	100%
TBA (Recruitment will occur during year 1)	Ph.D. or M.A./S. and industry experience	Instructor/Industry Relations Coordinator	Full-time	100%
Existing Instructor(s)	M.A. or Ph.D.	Instructor for upper level General Education classes (likely to be recruited from existing faculty pool)	Part-time	50%
Tom Phillips	Ph.D.	Current instructor in Business Information Technology; will instruct some upper-division courses	Part-time	10%
TBA	M.L.S.	Faculty Librarian	Full-time	25%

Staff

In addition to faculty, the B.A.S. degree program in hospitality will require the following staff members, as shown in Table 12.

Table 12. B.A.S. in Hospitality Management

Administration and Staff

Name	Title	Responsibilities	% Effort on Program
Malcolm Grothe	Executive Dean	Facilitate recruitment and selection of faculty, scheduling, program review, marketing, acquisition of external funding, accreditation.	25%[10]
TBA Student Services	Internship and Placement Coordinator	Coordinate all student services for program students including internships and job placements	50%
TBA Support Staff	Secretary Senior, Hospitality Management	Clerical Support	50%

South Seattle Community College has the key academic leadership necessary to deliver the Hospitality Management Program and will employ additional administrative staff and faculty members that are appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. Dr. Cheryl Roberts, our Vice President for Instruction, and Mr. Malcolm Grothe, our Executive Dean of Technical Programs, are leading the program. An important role for the Vice President for Instruction will be to ensure the academic quality and integrity of the degree and to make sure that the necessary college-wide coordination in support of the degree takes place.

One new administrator (the half-time Internship and Placement Coordinator) and two new full-time instructors will be recruited through ads in professional associations and journals and through outreach to industry and professional associations. Additionally, these positions will be advertised on the following three websites under the category of faculty-hospitality management at http://www.higheredjobs.com; http://www.chronicles.com; and http://www.chrie.org.

Anticipated Sources, Education and Experience

In order to establish the educational and experience requirements for the faculty, the college conducted a comprehensive review, drawing on the following sources:

- Discussions and interviews with industry advisory committee members;

---

[10] Cost of salary and benefits for the Dean of the program will be included in indirect costs.

- Review of over 50 relevant job postings and job descriptions from other colleges and universities;
- Interviews with faculty and administrators for the program at Washington State University.

Two new full-time instructors and instructors for the business core courses will be new hires, recruited through advertisements and industry outreach.

In addition to the full-time faculty, two part-time staff members will be added to provide support of the program. The classified support person will provide clerical support to the faculty and the Executive Dean. Responsibilities will include fielding student inquires, classroom scheduling, support with curriculum development, support for B.A.S. technical advisory committee, support for student admissions, support for student registration, support for recruitment activities, and other associated clerical support. The Internship and Placement Coordinator will support the faculty and provide and help monitor industry internships for current students and job placement for program graduates. This person will be tasked with forging lasting industry partnerships to meet the needs of our students and provide the local industry with qualified employees and interns.

2. EDUCATIONAL AND PROFESSIONAL EXPERIENCE QUALIFICATIONS OF THE FACULTY MEMBERS RELATIVE TO THEIR INDIVIDUAL TEACHING ASSIGNMENTS AND ANTICIPATED SOURCES OR PLANS TO SECURE QUALIFIED FACULTY AND STAFF

The full-time Instructor/Faculty Coordinator hired prior to the first year will have an advanced degree in the field or a related field. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

The full-time Instructor/Industry Relations Coordinator hired prior to the second year will also need to have an advanced degree in the field or a related field. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

Each part-time Instructor selected for the core program will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. At least two years of recent related work experience as a manager or administrator will be required. Certifications that reflect the achievement of professional knowledge, skills, and ability will strengthen an applicant's position. Each Instructor will be required to complete a teaching orientation course to be offered by South prior to instructional assignment. Each Instructor who is not already certified to teach in the state of Washington will be required to enter the Professional Development and Certification system with a provisional three-year professional certificate and progress toward the five-year certificate

The program will also draw on the expertise of South's existing faculty and administrators who have earned doctorates and university teaching experience at the baccalaureate level and above.

Selected educators will participate on advisory committees, curriculum development committees, and faculty recruitment committees. These South Seattle Community College faculty members and administrators will also participate in team-taught classes, lecturing in their fields of expertise. They will play critical roles in establishing a standard of excellence and in maintaining academic rigor appropriate to upper-level college education. Additional information is provided online at www.seattlecolleges.edu/hospitality.

APPENDICES

The supplementary materials listed below are appended to the prospectus. Copies of these items as well as a wide variety of other supporting documents can be found at www.seattlecolleges.edu/hospitality.

APPENDIX 1. OCTOBER 13, 2005 MEETING MINUTES FOR THE SEATTLE COMMUNITY COLLEGES BOARD OF TRUSTEES.

APPENDIX 2. HIGHER EDUCATION COORDINATING BOARD RESOLUTION 06-18.

APPENDIX 3. JULY 31, 2006 LETTER OF APPROVAL FROM THE HIGHER EDUCATION COORDINATING BOARD

APPENDIX 4. BYLAWS OF THE CURRICULUM AND INSTRUCTION COMMITTEE.

APPENDIX 5. APPROVAL OF THE PROGRAM BY THE CURRICULUM AND INSTRUCTION COMMITTEE AND VICE PRESIDENT FOR INSTRUCTION.

APPENDIX 6. OUTSIDE EVALUATIONS.

APPENDIX 7. IMPLEMENTATION COMMITTEE MEMBERSHIP.

APPENDIX 8. IPEDS REPORT.

APPENDIX 9. SSCC STRATEGIC PLAN.

WASHINGTON
HIGHER
EDUCATION
COORDINATING BOARD

June 2006

Bachelor of Applied Science in Hospitality Management
South Seattle Community College

Introduction

South Seattle Community College (SSCC) is seeking Higher Education Coordinating Board (HECB) approval to offer a Bachelor of Applied Science in Hospitality Management. SSCC was one of four colleges selected by the State Board for Community and Technical Colleges (SBCTC) through a competitive process to develop a baccalaureate level program designed to provide a baccalaureate pathway for students who receive an associate degree in an applied field.

The Hospitality Management program is being proposed to help increase opportunities for students to attain management level positions, address significant unmet industry demand, and contribute to the attainment of state, regional, and local higher education goals in a high-growth industry. If the Hospitality Management program is approved and implemented, it would be one of three similar programs in the state.[1]

Program Need

The proposal illustrates demand in four areas; 1) broadly throughout the hospitality industry in Washington and nationally, 2) local employer demand for skilled management, 3) community demand, and 4) student demand.

Hospitality Industry Demand: National and Local – State and regional data indicate that baccalaureate level training is an increasingly important requirement for supervisory and management positions in the hospitality industry. Changing industry skill requirements, especially around more advanced skills in accounting, information technology, tracking daily operations, and effective communication, support the need for advanced training.

Additional analysis conducted in the *Seattle-King County Occupational Outlook 2002-2012* indicates that higher education is an increasing pre-requisite for career advancement into hospitality management positions. When documenting those positions that will require "long preparation",[2] the report sites hotel management, executive housekeepers, front office managers,

---

[1] The other programs are offered at the WSU-Pullman campus as well as a program under development by Central Washington University, to be offered at Highline Community College.
[2] Long preparation is defined as four or more years of academic course work.

and convention/event planners, casino managers, and restaurant managers as occupations that will require postsecondary training for employment. In addition, emerging fields such as management for assisted and independent living facilities will also require baccalaureate training.

Based on projections provided by the Employment Security Department, approximately 7,700 management level positions in the hospitality industry will be needed to meet current statewide demand. Roughly 32 percent of those vacancies will be in King County, indicating that the place-bound students to be served by the program would have significant employment opportunities. Using the *Spring 2005 Job Vacancy Survey*, employment opportunities for first-line supervisor and managers for food preparation and serving workers, office and administrative support workers, general and operations managers, and meeting and convention planners are in particular demand. Each of these occupations falls into an industry that the program proposes to serve.

Community Demand: Evidence of community demand was primarily gathered via structured interviews with leaders in the hospitality industry. The consensus of this research indicates that there is a strong need in the community for the proposed program. Close proximity to major hospitality industry employers, access to a diverse labor pool, and SSCC's demonstrated experience in developing and administering its culinary arts program provided the strongest rationale for introducing the program.

Student Deman: During the 2004-05 academic year, 83 students graduated with AAS degrees in the culinary and business information technology programs (70 students and 13students respectively). The proposal assumes that 25 percent of these students would enroll in the proposed BAS program. This percentage of enrollment would achieve full capacity in the first year. This estimate does not include students from other programs with articulation agreements or the potential 'pipeline' of students that would enter a BAS pathway through the Tech Prep curricula offered at area high schools.

SSCC also conducted several surveys of students currently enrolled in related associate degree programs. In each survey, a significant number of students indicated that they would be interested in enrolling in the proposed program.[3] In addition, focus groups comprised of prospective students were conducted in May 2006. Students found that SSCC was well positioned to offer the degree due to its location in Seattle (a major hospitality industry hub), SSCC's reputation in academics and in the culinary arts, and convenience including small class size and alternate class delivery options to accommodate nontraditional students.

Program Description

The BAS in Hospitality Management would prepare students for management, marketing, and human resource positions in the hospitality industry including tourism, hotel operation, restaurant management, catering, cruise ships, casino operations, and travel. The program would

---

[3] Three separate surveys were conducted. More detailed information can be found at www.seattlecolleges.edu/hospitality.

be open to students who have completed the equivalent of an Associate of Applied Science-Transfer (AAS-T) degree in culinary arts or business and will include 22 FTE students, many of whom will attend part-time, indicating a headcount of 34 students. Program planners anticipate 22 graduates at the end of the second year and in each year thereafter, contingent upon authorization and funding.

South Seattle Community College's BAS program is designed to meet the needs of place-bound students who are working and may have family and other responsibilities. Thus, program delivery would combine on-campus coursework with electronic delivery methods, assessment of prior learning (up to 25 percent of degree requirements), and an internship component.

Graduates will have completed a total of 60 general education credits; 25 of which would be completed at the AAS-T level and at least 35 credits at the junior and senior levels. Requirements for the 60 general education credits would be distributed equally in humanities and arts, social sciences, natural and physical sciences and mathematics, and basic requirements.

The program would draw on both new faculty hires as well as those already working within SSCC. One instructor and program coordinator would be hired prior to the first year and would hold an advanced degree and experience in the hospitality industry. Two new full-time instructors for the business core would be hired between 2007-09. Another instructor/industry relations coordinator would be hired prior to the second year and would hold an advanced degree and management experience within the hospitality industry.

Relationship to Institutional Role and Mission and the Strategic Master Plan

South Seattle Community College is dedicated to promoting student learning and success as well as ensuring the financial health of the college. To this end, the college supports close involvement with the community and strong partnerships with business, labor, and industry. The proposed program matches well with this mission by actively seeking input from community and industry leaders and gaining 48 formal letters of endorsement. Each relationship established or partnership initiated is intended not only to ensure high quality, industry-specific feedback on curriculum, but also to help place students upon graduation. SSCC's proposal also indicates that financial contributions by corporate sponsors and partners will help defray the anticipated costs of instruction.

The program goals are consistent with those of the *Statewide Strategic Master Plan* in that they increase opportunities for students to earn degrees in response to the state's economic needs. The program offers a baccalaureate pathway for students holding a technical associate degree, thereby enabling students to use those credits to achieve bachelor's degrees. Additionally, graduates of the program will meet the demand for skilled managers in the hospitality industry. Recent projections by the Employment Security Department indicate that this industry is currently strong and projected to increase, especially in Western Washington.

Admissions Criteria and Coursework

The proposed Hospitality Management program is designed to articulate with the Associate of Applied Science-Transfer (AAS-T) programs in culinary arts and business. Administrators and faculty considered articulation of the proposed BAS degree with other AAS-T degree pathways, but concluded that the pre-requisites stipulated in these degrees would not provide adequate preparation to enter the BAS program. Successful applicants will have completed the specified AAS-T with a 2.0 GPA, including 25 credits of general education credits within the Seattle Community College District or at another college with an articulation agreement in place.

Articulation agreements will be established among the Seattle Community Colleges as well as other related programs offered by community and technical colleges in the region.[6] In addition, SSCC will supplement articulation agreements among community and technical colleges by expanding Tech-Prep agreements in the K-12 school districts within SSCC's service area.

Students will be expected to complete 90 credits of required coursework during the program. Coursework will include 60 credits of general education credits by combining 25 credits at the AAS-T level and 35 credits at the junior and senior levels. The general education credits will be distributed equally (15 credits each) in the areas of basic requirements, humanities and arts, social sciences, as well as natural and physical sciences and mathematics. The upper division core will contain 50 credits of hospitality management technical coursework including five credits of internship and a hospitality management capstone.

Much of the focus of SSCC's curriculum is on positioning its graduates competitively in the marketplace upon graduation. The curriculum is designed to leverage the technical knowledge gained in the lower-division with content in three areas: upper division general education coursework, management courses tailored to the hospitality industry, and an industry-specific work experience.

SSCC's general education curriculum for the proposed program will be on par with the expectations for instruction and student participation demonstrated at the four-year public universities in the state. SSCC will work closely with Washington State University, which has agreed to serve as a mentor university to help implement the Hospitality Management Program.[7] The curriculum is designed to meet or exceed the NWCCU accreditation standards. Curriculum planning around general education requirements will support the development of critical thinking and analysis, evaluation skills, outstanding communication skills, and will provide the basis for

---

[6] Agreements with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College are currently under development.

[7] WSU already offers a similar bachelor's degree through its School of Hospitality Business Management. WSU's programs focuses on theoretical and applied methods, interpersonal skills, leadership aptitude, and teamwork strategies. The school is ranked among the top 5% in the U.S. and is positioned well to serve as a mentor to SSCC.

management success. Assessment of student learning will include requirements for research papers, oral presentations, and the completion of a capstone which must integrate various aspects of the curriculum.

The technical curriculum is based on significant input from industry sources who recommended student outcomes which they would expect from employees entering the industry. Outcomes include demonstrated competence in analysis of financial statements and budgets, expertise in sales and marketing, demonstrated knowledge of personnel management and executive leadership, and management of daily operations. Each technical outcome will be linked with core course outlines to ensure that each is delivered in the program.

Diversity

South Seattle Community College is located in South King County, an area in which minority populations, including immigrants and refugees, have increased in number over the last decade at a faster rate than the general population. The composition of SSCC's student body reflects this diversity of race, ethnicity, and culture. Roughly 47 percent of students are members of ethnic minorities, making it one of the most diverse community colleges in the state. About 50 percent of students are first-generation and 36 percent are classified as low-income. The need for remedial education was also significant, with over 90 percent of incoming students (who took placement tests) demonstrating a need of remedial education in mathematics. About 50 percent of students needed remediation in English.

Given this diverse population, the proposal highlights SSCC's track record of achieving excellence in its ability to serve a multiplicity of students. Key among the school's priorities has been its efforts to improve retention rates for African American students. In 2003-04, the retention rate for this group was 43 percent. In 2004-05, that percentage jumped to 63 percent. The proposal also highlights other successes including progress in drawing ESL students into credit-bearing programs. Taken together, the institution's focus on service to a diverse community has helped SSCC become the state's leader in graduating the highest proportion of students of color.[8]

The proposal also highlights SSCC's connection to the local business community and its support of the BAS program. Structured interviews with hospitality executives indicated that skills such as a second language and an international perspective contributed positively to the work environment and would serve as an advantage to diverse students. The hospitality industry already offers fewer barriers for persons of color to achieve leadership positions. Coupled with commitments from local industry to partner with SSCC, the program is well positioned to leverage their track record of excellence in its ability to serve diverse populations to provide career pathways to their students.

The proposal does an excellent job of highlighting the diversity of the local community and its student body; however, there is little mention of efforts to recruit diverse faculty and staff. Though the program will build on human resources already working within the institution, the proposal indicates that the program will be delivered by new full-time instructors supplemented

---

[8] During the last academic year, 50.9 percent of graduates that attained degrees or certificates were students of color.

by new part-time instructors. The HECB would encourage SSCC's academic leadership to build their faculty and staff in a manner that reflects the great diversity of their student body and surrounding community.

External Review

South Seattle Community College's proposal for a Bachelor's of Applied Science in Hospitality Management was evaluated by two external experts. Dr. Carl Riegel, Professor and Chair at Florida Atlantic University and Mr. Thomas Mayburry, Associate Professor at Lewis-Clark State College.

Dr. Riegel supports development of the program, citing significant student demand. Seattle is a "major national and international tourist destination" and the industry shows strong demand for growth and employment. He concurs that advancement within the industry is highly dependent on baccalaureate training and that the proposed program graduates "would have an employment advantage when compared to bachelor degree holders in other areas." This is especially relevant given that students must combine industry experience with education to successfully complete the program. He characterizes the curriculum as 'solid and well-grounded' in the need to provide general education.

Dr. Reigel shared some concerns and words of caution. He encouraged 1) SSCC to require an internship during the program, even if students had already met the 1,000-hour internship requirement prior to entry; 2) broad understanding of computer application skills including those specific to the hospitality industry and more broadly based business analysis applications; 3) ensure that faculty have both the experiential knowledge as well as a theoretical background; 4) adding the Accreditation Commission for Programs in Hospitality Administration to the list of potential accrediting bodies; and 5) adding exposure to written communication skills including a focus on business writing. Each area was incorporated into program planning with some suggestions implemented immediately while others were deferred for evaluation once the program is operational.

Mr. Mayburry also supports development of the program and indicates that the curriculum aligns well with industry needs and expectations. He is a strong supporter of the internship requirement as a mechanism for placement following graduation. He highlights the variety of class delivery methods as being student-friendly and anticipates that this approach will give the program a definite advantage in helping ensure greater student success. In this regard, he recommends that some classes be offered via a distance-learning hybrid approach. SSCC incorporated this feedback and plans to work with WSU to ensure that students receive on-line instruction in combination with live interaction in some form.

Mr. Mayburry also indicates that while the program benefits from having many students who are proficient in a second language that this should not be a requirement for all students. He states that requiring this of all students would "drive the need to reduce other required classes" and that the presence of several bilingual students will provide the necessary breadth of experience to the rest of the cohort. Mr. Mayburry also believes that the program responds well to students who are also small business owners.

Finally, Mr. Mayburry suggests that program administrators, faculty, and staff consider broadening the cadre targeted for admission beyond those who hold an AAS-T degree. He encourages program personnel to develop specific criteria to delineate the requirements necessary for other associate degree holders to articulate those degrees with the BAS in Hospitality Management.

Program Costs

South Seattle Community College has a demonstrated capacity for excellence in providing high quality education to roughly 15,000 students per year. SSCC currently has the administrative leadership, faculty expertise, and physical capacity to make a long-term commitment of resources to build and sustain a high quality program.

Expenses are projected to be $305,423 for the year dedicated to planning and development, and then $307,953 in the first year of operation. SSCC forecasts that spending in year two will grow to $494,662, $524,786 in year three, and $524,786 in subsequent years. Salaries for faculty and staff account for about 54 percent of expenditures in the first year of operation and then decrease to 52 percent of total expenditures for years two and beyond. The average cost of instruction for upper division coursework in business at the regional baccalaureate institutions is between $7,950 – 8,250 per FTE, which includes indirect costs.[9] According to the proposed budget for the BAS in Hospitality Management, the average cost for instruction ranges from $13,997 during the second year of the program (22 FTE) to $11,579 in year four (44 FTE).

Revenues for the proposed program are estimated to be $306,000 in the first year of the program. During subsequent years, revenue will be $308,800 in the first year of operation and $496,328 in year two once full enrollment is reached. If the proposed program continues after the pilot stage, revenue is estimated at $525,032. The majority of revenue will come from the State Board for Community and Technical Colleges and will be combined with revenue from tuition and fees; a special allocation from Seattle Community College District during years one and two, as well as corporate grants and donations.

Analysis and Recommendations

The proposed program would support the unique role and mission of the institution by ensuring student success via collaboration and partnerships with the surrounding community. As noted in the budget section, these partnerships will also positively impact the financial health of the institution with the contribution of donations and grants from private sector partners.

The program also responds to the Master Plan goals of providing opportunities for students to earn degrees and respond to the economic needs of the state by providing additional capacity for students with technical training to earn bachelor's degrees. The graduates of the program will be participating in a high-demand, high-growth industry that economic and political leaders have highlighted as important to Washington's economy.
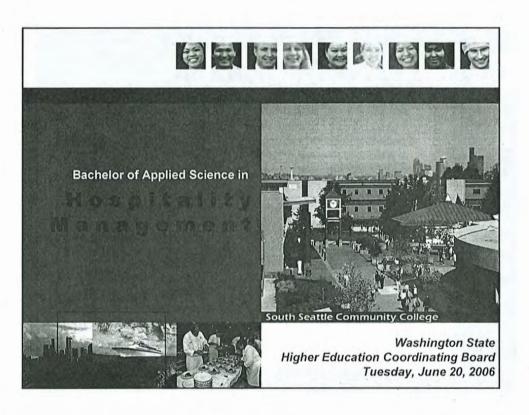
---

[9] 2001-02 Education Cost Study: Higher Education Expenditures for Instruction. Higher Education Coordinating Board, revised 2004.
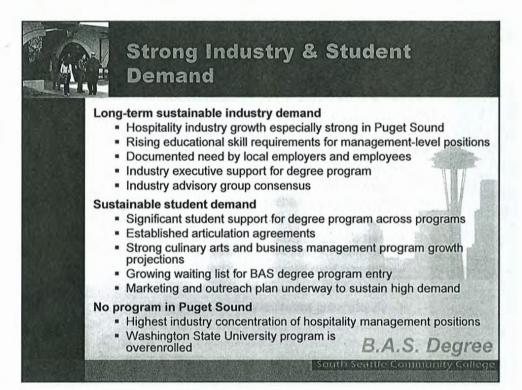
The program responds to demonstrated student, employer, and community needs in a variety of ways. Echoing the comments of Mr. Mayburry, one of two external faculty who reviewed the proposal, SSCC completed significant research to accurately capture the anticipated need for the program and requisite employment opportunities after students graduate. All indications suggest that the proposed program will be able to recruit the necessary students to attain capacity and that program structure responds well to industry needs.

The program would not duplicate existing programs and would be offered at a reasonable cost. Though Central Washington University will offer a BAS degree in Food Service Management, the breadth of industries served by SSCC's program combined with its focus on management will distinguish it in several important aspects.

Overall, the proposal is strong and provides an important pathway for students who hold a technical associate's degree. The HECB recommends that the proposed program is approved in its current form. However, we do have a few avenues which we encourage SSCC to pursue as the program develops:

> Define requirements and admissions criteria for the program to articulate with associate degrees beyond those students who hold AAS-T degrees in Culinary Arts and Business Information Technology. This is especially relevant for students who hold a transfer degree in business. After examination of the requirements for the more general business degree, based on the newly approved statewide business direct transfer agreement, it appears that this cadre of students would have more than met the requirements specified AAS-T degree in business information technology offered at SSCC.

> Consider hiring program personnel with a diversity of backgrounds so that the breadth of experience for faculty and staff mirrors the significant diversity anticipated of the student body.

> The program does a very good job in aligning student outcomes with the expectations and needs of industry. Because students will be expected to complete a significant number of general education credits, program planners should pay special attention to the development of written communication skills. Opportunities to sharpen these skills should be incorporated into as many courses as is applicable.

> Consider requiring students, who already have experience in industry, to intern while they are in school. As Mr. Mayburry suggests, combining internship with theoretical coursework only bolsters students understanding of how theory applies to daily operations. The integration of work and study for all students only helps ensure student success upon graduation.

Bachelor of Applied Science in

Hospitality
Management

South Seattle Community College

Washington State
Higher Education Coordinating Board
Tuesday, June 20, 2006

Strong Industry & Student Demand

Long-term sustainable industry demand
- Hospitality industry growth especially strong in Puget Sound
- Rising educational skill requirements for management-level positions
- Documented need by local employers and employees
- Industry executive support for degree program
- Industry advisory group consensus

Sustainable student demand
- Significant student support for degree program across programs
- Established articulation agreements
- Strong culinary arts and business management program growth projections
- Growing waiting list for BAS degree program entry
- Marketing and outreach plan underway to sustain high demand

No program in Puget Sound
- Highest industry concentration of hospitality management positions
- Washington State University program is overenrolled

B.A.S. Degree

South Seattle Community College

General Education Outcomes

- Have college-level knowledge and skills in critical thinking, quantitative analysis and written composition.
- Have college-level mastery of information literacy and technology literacy.
- Have effective skills for in person and media-based interactions with individuals and within groups.
- Understand the interdisciplinary nature of knowledge.

- Understand methods and methods of inquiry specific to traditional and contemporary areas of knowledge in the humanities and arts, natural and physical sciences mathematics, and the social sciences.
- Understand the global society and process of globalization from mostly, but not exclusively, non-Western and indigenous perspectives.
- Understand the United States as a multicultural society.

B.A.S. Degree

South Seattle Community College

Hospitality Management Technical Outcomes

- Read and analyze financial statements and budgets
- Demonstrate specific hospitality industry accounting skills
- Describe a hospitality business philosophy
- Use computer technology
- Describe the building of a brand positioning statement
- Demonstrate expertise in hospitality sales and marketing
- Demonstrate confidence in leveraging Internet marketing
- Demonstrate competency in human resource policy and practices consistent with organizational objectives and regulatory entities
- Demonstrate knowledge in personal skills as it pertains to the hospitality industry including professional business etiquette and ethics
- Apply basic principles of management and leadership
- Recognize diversity of cultural influences and values
- Manage and implement daily operations of a hospitality enterprise

B.A.S. Degree

South Seattle Community College

Industry Partners

Hotels
- Raddison Hotel, Seatac; Doubletree Guest Suites; Seattle Airport Hilton; The Roosevelt Hotel; Seattle Marriott Waterfront Hotel

Cruise Lines
- Argosy; Holland America

Restaurants
- Anthony's Restaurants; Mitchelli Family Restaurants; Salty's on Alki; Ray's Boat House; Washington Restaurant Association

Wine Operations
- Washington Wine Commission; Apex Winery; Chateau St. Michelle

Business and Government
- Tillicum Village: Fran's Chocolates; Association of Washington Business; Port Jobs; Southwest King County Chamber of Commerce; Puget Sound Business Journal; Ultimate Journeys; Seattle Hospitality; Southside Visitors Center; Seattle Chamber of Commerce; Seattle 4 Rotary; West; Seattle Hospitality Group, LLC; Economic Development Council of Seattle King County; Trade Development Alliance of Greater Seattle; Port of Seattle; Seattle's Convention and Visitors Bureau; Great Western Dining

B.A.S. Degree

South Seattle Community College

Our Students

Class of 2009
Hospitality Bachelor's Degree

B.A.S. Degree

South Seattle Community College

South Seattle Community College

Please address the following questions raised by the Evaluation Committee in two ways:

- Focus your March 6 presentation on the questions and request for more information.
- Provide a focused written response to the question not later than February 23. You may want to include web links, as in the RFP document. Email the responses to Jackie Eppler-Clark at SBCTC **JClark@SBCTC.ctc.edu** by 3 pm, February 23.

Introductory note. Several letters of support for South Seattle Community College's proposed B.A.S. in Hospitality Business Management were received after the original proposal was submitted on January 17, bringing the total number of endorsements to 46. Two of particular note include a letter of support from the University of Washington signed by President Mark Emmert and a letter from Senator Maria Cantwell. All have been added to the collection of supporting materials at www.seattlecolleges.edu/hospitality.

Principle: *Service to Placebound Students*:	
Criteria 1.B	**Standards**
Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate.	**Requirement**: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request.

- **Most of the future students will be graduates of a culinary arts program. Won't most of those students want to move into restaurant management, one of six areas used to describe the demand for and industry interest in this degree? Which students will be moving into the other hospitality areas? This question is especially of interest to the Evaluation Committee because the overlap between the CWU Food Management BAS degree and this proposal related to the restaurant management part of the hospitality industry.**

Many of the future students are likely to be culinary arts program graduates. However, given the high demand for enrollment in the program and the broad scope of careers for which it will provide training, we expect that the Hospitality Management Program at South will attract other students and incumbent workers. Program graduates are likely to enter hospitality management in multiple industry settings, including:

- Hotels
- Cruise Ships
- Casinos
- Tourism
- Meetings and Conventions

1

- Retail
- Restaurants.

Employers have pointed out that food and beverage experience is a helpful background for management positions spanning the hospitality industry. For instance, in many hotel and cruise ship operations, food and beverage management is considered one piece of these complex operations. Successful hospitality managers, however, need exposure and training in a broader scope of business operations. The skill set for the hospitality field is very different from food service management. Industry experts tell us they are looking for entrepreneurial, "out-of-the-box thinkers" and persons with exceptional interpersonal skills.

South's BAS degree was developed in collaboration with private industry; it is designed to prepare students to be successful leaders in the private sector and to provide transferable skills that are not limited to just one segment. For this reason, the Washington State Restaurant Association, the Washington State Hotel and Lodging Association, and the Seattle Chamber of Commerce are among the 48 agencies, associations, businesses and individuals that are joining the college in putting forward this proposal.

CWU's food service degree is different from South's degree in hospitality business management. CWU's program addresses the need for trained food service managers and mentions in particular the requirements of governmental and institutional settings such as prisons, hospitals and schools. The curriculum draws heavily on the fields of nutrition and food science. For those students who are interested in food service alone, especially in the institutional settings the program will emphasize, CWU's program will be an excellent choice, and it will fill an important gap. South will refer interested students to CWU's program and will offer an articulation agreement.

South's program in Hospitality Management is designed to meet needs for skilled and innovative business leaders and entrepreneurs throughout the state's large and varied hospitality and tourism industry, not just restaurants, but also hotels, cruise ships and many other significant employers. In contrast to CWU's program, South's proposed program is tightly linked to the needs of for-profit business and to regional/statewide initiatives for economic development. We consulted with the Seattle-area hospitality and tourism industry intensively. We engaged an advisory board that includes more then 40 senior business leaders; we conducted structured interviews with 13 industry CEOs; and we conducted four focus groups. The state of Washington's hospitality industry has spoken – if the state approves the program, they will send us their employees to enroll, they will provide internships, and they will hire graduates.

The program is especially aimed at meeting the needs of students of color and recent immigrant populations. We conducted surveys of more than 600 potential students including students currently studying the culinary arts at our college and other affiliated colleges in the area. We made very clear that the proposed bachelor's degree was a degree in hospitality business management, not merely a degree in food service. And the demonstrated interest in enrollment went far beyond our expectations.

For example, a class of students currently enrolled in South's Pastry and Baking Arts program was surveyed for prospective participation in the proposed Hospitality Management Program. Once again, we made very clear that we were discussing a bachelor's degree program in hospitality management and not food service operations. Not only did a significant fraction indicate their interest in enrollment, 13 students in the program asked the College to establish a waiting list and have offered to make a financial deposit to hold a slot.

2

Principle: *Part of Workforce Mission*	
Criteria 2.A	**Standards**
The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree.	**Requirement**: Based on the data sources described document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, **or** local demand substantially exceeds local supply.

- **Do you have employer survey or other data indicating that the employer demand for skilled hospitality industry managers includes demand at the bachelor's levels – that demand is for "longer preparation?"**

South Seattle Community College accumulated a great deal of evidence demonstrating that hospitality management supervisors and managers require baccalaureate training or equivalent skills to be successful. Primary research that South conducted in support of this proposal, as well as supporting literature and occupational demand data, demonstrates strong demand for the higher level baccalaureate training in hospitality management.

As shown in Table 1 below, there are more than 125,000 hospitality industry employees in the Seattle-Bellevue-Everett metropolitan area. The Bureau of Labor Statistics estimates that management-level positions range from six to nine percent of the workforce, depending on the hospitality industry sub-sector.

Table 1. Hospitality Management Positions
Seattle-Bellevue-Everett

Management Positions	Total	Management Estimate	Total Managers
Arts, Entertainment and Recreation	22,700	6%	1,362
Hotels and Other Accommodations	13,900	9%[1]	1,251
Food Services and Drinking Places	90,200	6%[2]	5,051
	126,800	-	7,664

[1]Includes management, business and financial occupations, top executives, food service managers, lodging managers and meeting and convention planners.

[2]Includes management, business, and financial occupations, top executives, and food service managers.

Source: Washington State Employment Security Department; U.S. Bureau of Labor Statistics, U.S. Department of Labor.

Based on the Spring 2005 Job Vacancy Survey results prepared by the Washington State Employment Security Department, many occupations that require a bachelor's degree or are a career ladder to upper management in hospitality are in demand in Seattle-King County, including:

- First-line supervisors/Managers of Food Preparation and Serving Workers

3

- First-line Supervisors/Managers of Office and Administrative Support Workers
- General and Operations Managers
- Meeting and Convention Planners.

Additionally, the strongest evidence for employer demand comes from the research and outreach that South Seattle Community College conducted with employers themselves in support of this proposal. When we met with the CEO's and other senior managers at cruise ship lines, hotel chains, and restaurant chains, and asked them whether they needed skilled managers with hospitality management degrees, they told us "Yes." They told us "Yes" in the structured interviews. They told us "Yes" in the focus groups. And they told us "Yes" in the advisory committees. And they told us "Yes" when the boards of directors of the major associations voted to formally join in the proposal by submitting letters of endorsement. Finally, they told us that if South Seattle Community College produced the graduates, they would hire them.

Occupational data confirm what the industry experts told us. The data show that baccalaureate level training is a requirement for supervisory and management positions for those with two-year degrees. The U.S. Department of Labor's *Career Guide to Industries 2006-2007*[1] indicates strong demand for postsecondary training in all three hospitality management subsectors. Hotels and other accommodations requires that first-level managers have "good communication skills, a solid educational background, tact, loyalty, and a capacity to endure hard work and long hours…more recently, lodging chains have been hiring persons with four-year college degrees in the liberal arts or other fields and starting them in trainee or junior management positions."

The *Career Guide to Industries* notes that, in the hospitality industry subsector of arts, entertainment and recreation, "Entry-level supervisory or professional jobs in recreation sometimes require completion of a 2-year associate degree in parks and recreation at a junior college. Completing a 4-year bachelor's degree in this field is necessary for high-level supervisory positions."

In food services and drinking places, the third hospitality management sector, the *Career Guide to Industries* notes that, "Completion of postsecondary training is increasingly important for advancement in the food services and drinking places industry. Whether it is in the form of a bachelor's degree or as specialized training in culinary arts or hospitality management, completion of such programs demonstrates both the maturity and motivation required for work in a hectic fast-paced industry."

The Department of Labor's occupational data are supported by the high degree of interest in the degree program expressed by culinary arts program students. A total of 121 out of 170 students that South surveyed in Fall 2005 (71%) expressed interest in the hospitality management degree program. "Opportunity for advancement in current or desired field" was the highest rated response noted (an average ranking of 8.9 out of 10 possible points). In indicating which factors would affect the student's decision on college preference, "Employment/internship opportunities" ranked equally with "Reputation of the institution" (8.0 points out of 10 possible points). A summary of the culinary arts program survey data is available at http://www.seattlecolleges.edu/hospitality/.

Washington State University's experience with their hospitality business management B.A. program provides additional confirmation of employer and enrollment demand. According to Kevin Bennett, Academic Advisor in the WSU Program, 94% of last year's graduating class had

---

[1] The *Career Guide to Industries* (2006-07) edition is online at: http://www.bls.gov/oco/cg/cg1009.htm

job offers upon graduation. WSU's program experienced a record number of applications for entry in the fall of 2005, over 1,000.[2] The program accepts new students three times a year and accepts only 100 new students at a time (for a total of only 300 per year). Total enrollment counting both juniors and seniors is usually about 450 students.

---

[2] Personal communications, February 16 and 22, 2006.

Principle: *Part of Workforce Mission*	
Criteria 2.B	**Standards**
Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree.	**Requirement**: Describe the curriculum (both the portion expected from the applied associate level and the portions at the upper division level) substantially exceeds local supply.

- **Students will be entering your proposed BAS degree with quite different background from the two fields – culinary arts and business information technology. How will your curriculum accommodate these differences to assure that students are equally ready for the rigor and depth offered in your junior year curriculum? Please describe any expected minimum common background (competencies, general education, etc.) that all students will bring into the junior year?**

Yes, students will enter the program with a variety of backgrounds and experiences. Some will have completed culinary degrees, some degrees in business information technology, and some will have other educational backgrounds. Many will have considerable industry experience and others will have relatively little.

In addition, reflecting the overall mix of ethnicities and backgrounds among persons in our catchment area and enrolled at the college, students in the program are likely to be highly diverse. Many will be the first-generation Americans, and many will be the first in their families to attend college. For a considerable number, English will be their second language.

Our surveys of hotel management[3] employees reinforce this expectation. The survey respondents were highly diverse; 96% of the respondents reported a race or ethnicity other than white. A total of 50% of the respondents would be somewhat likely or very likely to undertake a bachelor's degree program at South. The respondents included managers, directors, and supervisors in multiple occupational areas associated with hotel management, including general management, sales, catering, food and beverage, security, housekeeping, communications, and horticulture. Additional survey analysis data are online at http://www.seattlecolleges.edu/hospitality/.

South's plan for admission to the program addresses the need for students to be equally ready for the rigor and depth associated with the curriculum. All students will have completed the ACT Compass test at the time of their admission to community college, and will have established (through meeting the test requirements or by completing additional basic education requirements) a core competency in math, language and writing. All students will subsequently have added to their skills by completing two or more years of college-level work. Prior to final admission, students must have completed the equivalent of the AAS-transfer degree with an overall GPA of 2.0 or

---

[3] The hospitality management employee survey was designed by the Seattle Community Colleges and administered October 2005 by Seattle's Convention and Visitors Bureau to approximately 150 hotel general managers in King County, Washington. Hotel general managers were asked to inform employees for potential interest and response to an online (web-based) survey. A total of 52 employees responded to the online survey. The January 17 proposal indicated a total of 48 respondents. Four additional responses were captured, raising the total response to 52 respondents. This response rate was considered "outstanding" by Seattle's Convention and Visitors Bureau staff and is consistent with survey research conducted by Nancy Swanger of Washington State University. The survey is available at: http://www.seattlecolleges.edu/hospitalitydegreesurvey/

better. If students have not completed the requirements associated with the AAS-transfer degree, they will be allowed to make up any deficiencies prior to enrollment. The entering students will therefore already have a common base of general education exposure and technical training with competency in writing and math skills.

South's expertise is in enabling students with varied backgrounds to be successful. We will apply many of the same approaches we have used with success in other challenging programs, such as our Nursing Program, to the Hospitality Management degree. One of the first principles of this effort will be to encourage the students to use their varied backgrounds as resources for their classmates. We will organize the program as a cohort program, and will encourage students to work together as a group. We will encourage study groups and will assign work to teams. All classes will involve strong elements of group participation. South will also offer support services including academic advising, drop-in tutoring, one-on-one tutoring and ESL instruction.

Throughout the program, students will greatly rely on their technical expertise and work experience. Entering students will arrive with an understanding of the product and services of their related industry. They will be ready to explore other management functions and generalize their experience and training into the larger framework of hospitality. The program will add more experience in managerial communication, customer relations research, and quantitative methods that will expose the students to a broader industry perspective.

- **Describe the background in the business information technology degree that will prepare such students to enroll in junior and senior level courses in the food production area?**

South's degree is in hospitality management. Hospitality management is broad-based and includes studies in tourism, hotel management, cruise-ship management, casino management, restaurant management and recreation/leisure operations. The draft curriculum provides two food-related classes; both of these have a management focus rather than a production focus. While students with a culinary background may nonetheless have an advantage in these classes, students with a background in business or business information technology may have an equal advantage in classes on accounting or hospitality computing. An important element of South's plan for curriculum delivery will be to draw on the power of student cohort groups and learning teams to level the effect of differing educational backgrounds.

- **Describes the aspects that assure that the technical curriculum represents the rigor and depth expected at the upper division level.**

The technical curriculum for the BAS degree in Hospitality Management will build a competitive set of knowledge, skills and abilities that prepare graduates to enter and retain managerial-level employment in hospitality. Studies of the hospitality workplace environment indicate there are key components of skills necessary for success. These skills include: human relations and stress management, professional ethical standards, diplomacy, effective oral and written communication, leadership abilities, accounting, guest security, customer relations, and conceptual skills.

The curriculum planning process will result in the delivery of coursework at a higher level of rigor and depth than the existing associate degrees. Frequent case studies and team projects will allow students to work together to plan and develop potential hospitality businesses and solve real-world business problems. Students will be required to master the skills of written and oral reporting of projects completed individually and in teams. The coursework and team projects will support the

development of creativity, critical thinking, planning, problem-solving, analysis, leadership, interpersonal and evaluation skill, increasing the depth and breadth of the skills and knowledge gained in the current associate degree courses of study.

From an industry perspective, program graduates will advance from an ability to make a specific contribution in a technical department to an ability to apply original thought, creativity and abstract analysis to leadership of business in a global environment.

- **Describe how your college will approach assessing credit for prior learning of incumbent hospitality workers. Who will conduct the assessment? Will students complete a PLA course not currently shown in the curriculum? Is the cost of the assessment covered in the financial statement (both potential revenue from charges for assessment and the cost of conducting the assessment)?**

A detailed plan for how the college will identify workplace experiences equivalent to the technical experiences associated with the AAS degree is not yet complete, although a basic outline is in place. Students will be allowed to apply for prior learning credit for experience relevant to the requirements of the most closely related technical AAS degree. Credit will be available for experience related to technical courses but not for basic or general education requirements such as English, math or electives. To assess their prior learning, students will register for a five-credit course where their past employment, volunteer activities, hobbies, travel, and other experiences will be analyzed closely for their identifiable skill and knowledge base. In that class they will learn the specific skills needed to identify, articulate, and document their prior learning in the form of a portfolio. Students will then be eligible to apply for evaluation of up to 25% of the credits needed for a degree or certificate.

To receive credit, students would have to demonstrate:

a) They gained substantial knowledge through any of the following:
- Experiential learning (apprentices, internships, cooperative education, field experiences)
- Credit by examination
- Independent study
- Study abroad
- Military education
- Corporate education (following acceptable American Council on Education review guidelines)
- Continuing education
- Distance learning
- Correspondence study

b) Their knowledge is applicable in other cases outside the specific context in which it was learned.
c) Their knowledge is current.
d) Their knowledge has a theoretical basis.
e) Their knowledge can be measured and evaluated.
f) Evidence supports knowledge of the topic.

The budget provided in our January 17 proposal does not address the effect of prior learning assessment. However, we anticipate that the assessment would be budget-neutral, with the charges of conducting the assessment meeting any associated expenses.

- **Provide more details on the general education aspects of the program including the portion of general education credits expected in the applied associate degree. How much total general education will students have and is that sufficient for a bachelor's degree?**

Students completing the BAS degree will be required to complete a total of 60 credits of liberal arts general electives and related instruction prior to graduation. At least six of these credits must be upper division.

Enrolling students will be expected to have acquired at least 30 college-level general education requirements at the time of admission and to meet the distribution requirements of the AAS-T degree. Students with fewer will make up deficiencies prior to matriculation. Students meeting the requirements for graduation with an AAS-T degree in culinary arts from South will typically have more than 30 general education credits. For example, the requirements for the AAS degree in culinary arts includes 12 credits of related instruction (English 105 – Applied composition, English 106 – Technical Writing, Math 110 – Applied Math, and Psychology 220 – Psychology of Human Relations) plus an additional 9 credits of general education. For their general education classes, students may select from two of the following three areas: Humanities, Natural Science or Social Sciences. To complete the more rigorous requirements for the AAS-T degrees, students must at the minimum also complete five credits in English composition (Composition 101), five credits of math (College Algebra 102 or higher), and five credits of psychology (General Psychology 110), and five credits of general electives.

The curriculum for the Hospitality Management program is not yet finalized; the final plan will depend on consultation with the advisory committee and the accrediting organizations. However, the college currently intends that students must complete a minimum of 30 hours of general education during the junior and senior years leading to the degree in Hospitality Management. A total of 15 credits will be met through required related instruction (Economics 301 – Microeconomics, Economics 302 – Macroeconomics, Bus 301 – Hospitality Law, Phi 305 – Ethics and Leadership, and Eng 301 – Professional Writing[4]), and 15 credits will be met through electives. Distribution rules will apply to the choice of electives, but these rules have not been finalized. It is reasonable to expect that students will be required to have exposure to some mix of the humanities, natural sciences, and social sciences.

---

[4] Eng 301 (3 credits) will be offered in tandem with the internship experience offered in the senior year. The course will lead to a formal report or business plan developed based on the internship. An additional 9 credits will be offered for the internship experience itself.

The distribution of general educational credits for a typical student is as follows:

Area	Taken in the applied associate degree	Taken in the junior or senior year
English	10	3
Math and Quantitative Reasoning	5	6
Natural Science	5	6
Humanities	5	9
Social Science	5	6
TOTAL	30	30

Principle: Capacity & Sustainability	
Criteria 3.B	**Standards**
Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff.	**Requirement:** What kind of staff needed

- **Do you anticipate year long or shorter faculty appointments? If the appointments are year long does the budget reflect the full year salary? (May be addressed under criteria 3.A.)**

    The appointments for the full-time faculty members will be for nine months; the budget figures reflect this intent.

- **Explain the coordinator's role as a faculty member. How many credits of teaching will be expected in the 9 courses being taught? Is there still time for coordination with that many class preparations? Will the coordinator work nine or 12 months?**

    The faculty coordinator will assist the Dean in implementing the curriculum, recruiting adjunct faculty, coordinating the efforts of the faculty and staff and conducting program reviews and assessments. The current plan calls for each of the full-time faculty members to deliver an average of three classes each quarter, for a total of 9 credits per quarter (and therefore 27 credits per year). Ordinarily a teaching load for a full-time faculty member at the Seattle Community Colleges is 15 credits (five three-credit courses per quarter, for a total of 45 credits per academic year). The reduced teaching load for each of the hospitality management faculty members will allow them time for their coordinating roles and other non-teaching academic responsibilities.

- **Explain which adjunct faculty will be used for the general education courses and the reason for only adjunct faculty for that important component of a bachelor's degree.**

    The chart on Page 24 of our original proposal provides the anticipated need for new faculty hiring associated with delivering the BAS program during the second and subsequent years of program delivery. We anticipate that adjunct faculty sufficient to deliver up to four upper division courses will be needed.

    Although we used the term "adjunct faculty" to describe these new positions (reflecting a budgetary need to pay for additional teaching hours), in retrospect those words are misleading. We expect that most of this work will be done by existing, highly-qualified full-time academic faculty at the college. The reason for not hiring new full-time faculty members to offer the upper-level electives is simple – it would not be possible for one or even several new full-time faculty members to provide the necessary breadth of disciplinary expertise. A faculty member with expertise in the humanities, for example, could hardly be asked to teach electives in economics and sociology.

    We also expect that students will complete much of their general education requirements by taking existing lower-division offerings in the arts and sciences at the college; indeed the minimum degree requirements call for only six credits of the electives to be upper-division. This would have no budget impact and therefore is not reflected in the personnel chart on Page 24 of the January 17 proposal.

11

- **The new faculty member who will also serve as the industry relationship coordinator is listed as needing either a Ph.D. or ABD soon to finish a degree. Explain the time expectation for this new hire that would allow sufficient time to complete the dissertation within the first year of teaching.**

The hiring preference will be for a completed doctorate. However, the hiring committee will consider candidates who are nearing completion of their degree. To be competitive, the successful applicant would have to convince the committee that the remaining work prior to the dissertation defense was modest in scope and could be completed without adversely affecting job performance. For example, the applicant could point out that the remaining work could be completed during the three summer months. It is also worth noting that South Seattle Community College has great experience in hiring faculty and staff who complete postgraduate theses, dissertations, and indeed entire master's or doctoral degrees while still performing their jobs to exemplary standards.

· Stds w/ diff background?
MG - accred allows 25% in teaching, [illegible]
still take grads
· Slots for other colleges
MG - articulation agreements w/ others. Need strong comm.
JW - hadn't thought of reserving slot.
· Retention, advising, eval?
RG - [illegible] faculty, internship,
[illegible]
Prog will be small, lot of faculty [illegible].
· Need for BA
[illegible] career pathways [illegible]
[illegible]

Roberta Greer
· Will shorten career ladder for mgrs.
Nancy Swanger - put together BAS at Lewis Clark State
· Involved in curric dev
· Why WSU left Seattle.
NB - Financial, logistical issues. Didn't do good job far away.
· Why need bach degree? Pay more?
RG - yes would pay more. Expect BAS to have more background in acct, HR
[illegible] wider team, global picture of business
· Staff [illegible] openings for BA
RG - [illegible] interviews. [illegible]
= not [illegible] that bach required, [illegible]
[illegible] unlikely
IT Assoc degree has background [illegible]
NB - [illegible] WSU prog [illegible].

South Seattle Community College

Principle: *Service to Placebound Students*:	
Criteria 1.A	**Standards**
Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.	**Requirement**: No public baccalaureate institution offers degrees like this one serving the placebound graduates of relevant applied associate degree programs in the college's geographic area.

Good – no degree in area, WSU far away

Principle: *Service to Placebound Students*:	
Criteria 1.B	**Standards**
Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate.	**Requirement**: Provide evidence that the number of students graduating from relevant applied associate degree programs in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request

Mixed – Student interest well demonstrated. Need further thought on the pathway for incumbent workers to the AAS-T and then this degree. Prior Learning assessment good.

Principle: *Service to Placebound Students*:	
Criteria 1.C	**Standards**
If applicable, has a plan for program articulation with nearby colleges.	**Requirement**: Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of student expected from nearby colleges.

Good – 7 CTCS

Principle: *Part of Workforce Mission*	
Criteria 2.A	**Standards**
The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree.	**Requirement**: Based on the data sources described document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, or local demand substantially exceeds local supply.

Good – while only 4% of this industry needs this level of degree – a demand gap currently exists and with industry changes may grow larger without this program.

Principle: *Part of Workforce Mission*	
Criteria 2.B	**Standards**
Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree.	**Requirement**: Describe the curriculum (both the portion expected from the applied associate level and the portions at the upper division level).substantially exceeds local supply.

Okay —may need additional work in human resources and marketting.

Principle: **Capacity & Sustainability**	
Criteria 3.A	**Standards**
Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program.	**Requirement**: Provide a financial plan (costs, expenditures and revenue streams to support the proposal) and a description of adequacy of facilities, equipment and other instructional resources required by the bachelor's program.

Good – industry commitment

Principle: **Capacity & Sustainability**	
Criteria 3.B	**Standards**
Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments and anticipated sources of qualified faculty and staff.	**Requirement**: What kind of staff needed

Good – WSU mentor role is helpful

Principle: **Capacity & Sustainability**	
Criteria 3.C	**Standards**
Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level.	**Requirement**: by fall 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree).

OK

Principle: Maintain 2-Year Focus	
Criteria 4.A	**Standards**
Has an adequate and appropriate student services plan.	**Requirement:** Describe plan

Good plan

Principle: Maintain 2-Year Focus	
Criteria 4.B	**Standards**
Has a plan for the assessment of student achievement and program assessment at the bachelor's level built upon a track record of effective assessment of the associate degrees.	**Requirement:** Describe plan

OK - strong lower division track record to build upon

Principle: Open Door	
Criteria 5.A	**Standards**
Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution.	**Requirement:** Describe admissions approach

OK – clear criteria for with the AAS-T – without\ needs more thought on the incumbent worker

handwritten notes at top:

Remi – computation rate 80%?
 – placement info
Anthony – slots for other colleges
* David – tech knowledge

Loretta – Prior learning, AAS mix for curric
Bryan – Labor market need BAS?
Ken – case for placebound sts

Cover Page
Proposal to Pilot a CTC Applied Bachelor's Degree
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

College:	South Seattle Community College	Date:	January 17, 2006
Contact:	Dr. Jill Wakefield, President		
Phone:	206-764-5311	Email:	jwakefield@sccd.ctc.edu

Proposed Bachelor's Title: Bachelor's of Applied Science in Hospitality Management

Primary Related Applied Associate Degree(s) or, if any, certificates with a pathway directly to the BAS

AAS-T/ or ATA Title	Culinary Arts	2004-05 Degree Graduates	70 (district-wide)
AAS-T or ATA Title	Business Information Technology	2004-05 Degree Graduates	13
Certificate with direct pathway		2004-05 Graduates	
Certificate with direct pathway		2004-05 Graduates	

Number of Junior FTE requested for 2007-08	20
Junior students headcount expected 2007-08	25
Number of Upper Division FTE requested for 2008-09	40

Content Experts list 2 individuals in each category. Provide complete contact information.

Industry	Similar Bachelor's Degree
Ms. Roberta Greer
Tillicum Village
2992 SW Avalon Way
Seattle, WA 98126
206-933-8600	Dr. Nancy Swanger
School of Hospitality Business Management
Washington State University, Todd Hall 475
Pullman WA 99164-4742
509-335-2449

Jill A. Wakefield   January 17, 2006

Signature of College President   Date

Brief Description and Responses to Criteria
Proposal to Pilot a CTC Applied Bachelor's Degree
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

College: South Seattle Community College	Date: January 17, 2006
Proposed Bachelor's Degree: Bachelor's of Applied Science in Hospitality Management	

Brief Description of Expected Outcomes

Please describe the expected outcomes for students and employers as a result of offering the proposed pilot applied bachelor's degree in terms of number of graduates per year, number and types of firms in the area where graduates will be employed, types of jobs graduates likely will fill, and the benefit to the graduate and the employers of the education beyond the associate degree.

The Washington State Legislature recently authorized Washington's community and technical colleges to offer bachelor's of applied science (BAS) degrees in specific, high-demand technical fields (E2SHB 1794, C258 L05). In response, South Seattle Community College (South) proposes to offer a Bachelor's of Applied Science (BAS) in Hospitality Management.

The program goals are to:

1) Increase opportunities for students and incumbent hospitality industry workers in South's service area to attain management-level responsibilities and earn higher lifelong wages through baccalaureate-level training and education.

2) Serve the region's highly diverse population, building on South's demonstrated success in offering outstanding education and economic opportunity to students of color, ESL/ELL students and students who are first in their families to attend college.

3) Address significant unmet industry demand for skilled and diverse hospitality management personnel in the Seattle-King County metropolitan area and in Washington State.

4) Contribute to the attainment of state and regional economic development goals in one of Washington's leading high-growth industry sectors.

Students who earn a BAS in Hospitality Management degree at South will be qualified for management, marketing, finance and human resource positions in all facets of the hospitality industry, including hotels, cruise ships, meeting arts and entertainment facilities, tourist venues, restaurants and other accommodations. The degree will also serve emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly. The program is unique in its focus to provide applied management training to underrepresented students in the region's largest hospitality industry.

The economic and social benefits to the graduates will be significant. Data from the 2000 Census show that educational attainment has a profound impact on future earnings. The average earnings of persons over the age of 25 who have not completed high school is $28,000 per year; those who have a graduate

degree or higher earn $65,000[1]. The census data also show that over the course of a lifetime, college graduates typically earn nearly $1 million more than workers with only a high school diploma.[2]

Student Outcomes

- Achieve a program enrollment of 20 FTES in the first incoming class and a total of 40 FTES by the second program year (junior and senior classes combined).
- Achieve a completion rate of 80 percent.
- Achieve a six-month post-graduation placement rate of 95 percent.
- Establish career ladders for underserved placebound students in South's highly diverse catchment-area that lead to management-level positions in high-demand, high-wage hospitality industry occupations.
- Provide career development pathways for incumbent hospitality industry workers seeking career advancement through increased skill development and educational attainment.
- By the end of Year Two, develop a minimum of ten industry sites that offer students hospitality industry management internships to enhance applied skills development and provide job exploration opportunities.

Employer Outcomes

- Provide regional employers a total of 20 or more skilled interns per year.
- Provide statewide employers a total of 20 or more skilled graduates a year eligible for hiring in management positions.
- Provide regional employers with the opportunity to shape and guide the education and career development of future management employees.
- Support statewide and regional policy and economic objectives to support tourism and hospitality industry economic development.
- Support hospitality industry objectives to increase the diversity of management-level personnel.

Regional and State Economic Outcomes

- Increase economic benefits for Washington State by providing a new educational pathway for diverse and underserved students.
- Support statewide economic development initiatives in tourism and international trade.
- Contribute to the continued growth and vitality of the hospitality and tourism industry with a highly educated workforce and responsive education and training system.

---

[1] Weinberg, D. H. (2004). *Evidence from Census 2000 about earnings by detailed occupation for men and women.* (Census 2000 Special Reports May, p. 2). Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau.

[2] Census Survey: More school leads to higher earnings. (2002.). *Vocational Training News 33*(16), 9.

Principle: Service to Placebound Students: Locally offered applied bachelor's degrees are intended primarily to serve students from the college's catchment-area not otherwise served by existing public baccalaureate degree programs due to factors such as distance, cost, enrollment limitations, or major.	
Criteria 1.A	**Standards**
Program fills a gap in options available for students because it is not offered by a public four-year institution of higher education in the college's geographic area.	**Requirement:** Provide evidence that no public baccalaureate institution offers or has submitted a pending Notice of Intent (NOI) to offer this degree or related degrees serving the placebound graduates of relevant applied associate degree programs in the college's geographical area. **For a stronger proposal:** Additionally, provide evidence that no public baccalaureate institution offers degrees serving the graduates of relevant applied associate degree programs in the region (broader than college's catchment-area) or state.

The proposed BAS degree in Hospitality Management at South fills a gap in options available for students because it is not offered by a public four-year institution of higher education in South's geographic area. Provided below is evidence that no public baccalaureate institution offers or has submitted a pending Notice of Intent (NOI) to offer this degree or related degrees serving the placebound graduates of relevant applied associate degree programs in South's geographical area. No public baccalaureate institution offers similar degrees serving the graduates of relevant applied associate degree programs in the region (broader than the college's catchment-area) or state.

Hospitality Management Program Fills a Significant Degree Gap in Seattle-King County and Statewide

The Bachelor's of Applied Science (BAS) in Hospitality Management degree program at South Seattle Community College will prepare students for management, marketing and human resource positions in all facets of the hospitality industry, including tourism, hotel operations, restaurant management, catering, cruise ship operations, casino operations and travel. The degree will also serve emerging hospitality fields such as the growing number of assisted and independent living facilities in the Puget Sound region catering to the rising population of retirees and the elderly.

The proposed hospitality management degree curriculum will be responsive to industry demand:

> ...Industry professionals expect the hospitality programs to train well-rounded managers by developing curriculums that teach the fundamental theories and principles of hospitality operation and management. They also expect hospitality program graduates to have well-established leadership skills, communication skills and good ethics.[3]

The framework for refining the draft curriculum currently under consideration will address three general areas:

- Upper-level general education coursework--humanities, fine arts, natural science, math, and social science.

- Management courses tailored to the hospitality industry—accounting, finance, supervision, economics, marketing, and cost control

---

[3] Gursoy, D. and Swanger, N. (2005), "An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II," *Journal of Hospitality & Tourism Education,* 17(2): 46.

- Industry-specific work experience internship—formulated to be a capstone course that is a bridge to employment upon graduation.

The management coursework as well as the internship will be tailored to an applied format focused on the practical application of theory in a hospitality environment. The majority of this curriculum will be delivered in a face-to-face environment. Curriculum may also be delivered using distance technology in order to enhance student learning.

A key advantage of South's program is its close proximity to Seattle's extensive hospitality industry employer base. With the presence of Seattle's increasing cruise ship lines, airlines, hotels, restaurants and tourist venues in its catchment-area, South will be able to offer a wide array of internships for placebound students. These internships will provide an opportunity for high quality, hands on learning experiences for incumbent workers seeking career advancement as well as new prospective employees exploring career options in this rapidly evolving industry. South has received commitments from a wide variety of hospitality industry employers in the Seattle-King County metropolitan area to support the program with applied internship opportunities.

A singularly important goal of the proposed degree program will be to serve the area's highly diverse student population and to provide underserved students with a career ladder to success in this high-demand industry. As described in the Seattle Community Colleges *2005-2010 Strategic Plan*, nearly 17 percent of Seattle's population was born abroad and close to 100 different first languages are spoken in area homes. By 2009, Seattle and King County will become more diverse. With a projected increase of 12 percent, persons of color are expected to increase at twice the rate of the general population.

Diverse students entering the growing hospitality industry will obtain the skills and education needed to secure high-wage, high-demand jobs in this rapidly growing industry. With 46 percent of all students starting school in the Seattle Community College District in the 2004-2005 academic year being students of color, the District has a considerably higher diversity rate than the overall community. The Seattle Community Colleges have a proven reputation of serving these students with successful programs that transition English language learners into both professional-technical and academic programs.

Service to Placebound Students

South's BAS degree program in Hospitality Management will fill an important higher education niche in Washington State. Currently, students who would like to earn a BAS degree in Hospitality Management must leave Washington to attend a college that offers a comparable degree, an option that is not feasible for placebound students.

By offering the Hospitality Management degree option in Seattle, placebound students in South Seattle Community College's catchment-area will be able to maintain their personal commitments and continue their education in this high-demand field. This program will provide an additional advantage to the local economy; hospitality employers will be able to recruit locally and encourage and support current employees who would like to return to college and earn higher degrees.

No Public Institution Offers Similar Degrees in the State

The proposed BAS in Hospitality Management is unique in Washington State; the only similar bachelor's degree program in Washington is at Washington State University (WSU) in Pullman, approximately 300 miles from Seattle. However, unlike the proposed bachelor's of applied science degree at South, WSU's degree is a traditional academic bachelor's degree. Students who have technical certificates or degrees from the community and technical college systems would not be eligible to transfer their credits and enroll as juniors in the WSU program.

Washington State University supports the proposed program at South and has participated in multiple forums and meetings designed to help South develop a high quality BAS degree program in Hospitality Management. In addition, WSU, as indicated in their letter of support, supports curriculum development activities as well as other processes involved with this program to ensure a successful launch. The University of Washington, The Evergreen State College, and Seattle University are also supporting this program and have provided letters of support. The letters of support are available at www.seattlecolleges.edu/hospitality.

Central Washington University (CWU) will be offering a BAS program in Food Service Management at Highline Community College. The program, recently approved by the Higher Education Coordinating Board, will focus on food service management and food production, one industry sub-sector in the hospitality industry.

South's proposed BAS degree program in hospitality management differs from CWU's program in Food Service Management in several important aspects. As the proposed curriculum for South's program demonstrates in Criteria 2.B., in contrast to the CWU's specific degree in food service management, South's proposed degree in hospitality management will focus on hospitality management in general and will address the broader skill sets and educational requirements for success in a variety of leadership positions such as hotel manager, executive housekeeper, front office manager, convention and event planner, casino manager, marketing manager, food and beverage manager across several hospitality management industry sectors. These sectors include hotels, cruise ship operations, hotels, arts and entertainment, tourist venues and other accommodations. The two programs will complement each other, providing potential students with different choices and complementary areas of emphasis.

Principle: Service to Placebound Students:	
Criteria 1.B	**Standards**
Demonstrate demand for the proposed program from a sufficient number of students within its service area to make the program cost-effective and feasible to operate.	**Requirement:** Provide evidence that the number of students graduating from relevant applied associate degree graduates in the catchment-area result in sufficient students going on for the BAS each year to match the planned junior year FTE request. Currently about 10 percent of applied associate degree graduates transfer (with considerable variation by field of study). National data indicate that the transfer rate could be as high as 30 percent if pathways were available to match student interests. **For a stronger proposal:** Additionally, provide evidence of student demand from multiple sources. Examples of other evidence include transfer trends for similar applied associate degree programs elsewhere; demand in excess of opportunity to enroll in related traditional bachelor's programs; changes in industry requirements such that upgrading the bachelor's will be necessary.

Student demand for the BAS degree program in Hospitality Management in the South Seattle Community College catchment-area is supported by the high demand in South's culinary arts programs and other related programs, current and prospective student survey data, current enrollment waiting lists, incumbent worker demand, and changing industry skill requirements substantiated by structured interviews and focus groups with industry executives. The budget forecasts enrollment based on the limits suggested by the SBCTC (20 FTES per class, for a total of 40). Demonstrated demand for the program is sufficient to reach a conservative estimated enrollment of approximately 100 new FTES annually.

Culinary Arts and Related Program Demand

The culinary program enrollment at South Seattle Community College is currently nearly 225 FTES. In the 2004-05 academic year, 70 students graduated with associate's degrees in culinary programs from the Seattle Community College District and 13 received degrees in Business Information Technology. In addition, 105 students received certificates in culinary arts, which may generate additional interest in the BAS degree pathway should it become available. Additional data regarding completions is available at www.seattlecolleges.edu/hospitality. There is a waiting list for new enrollments at both South Seattle Community College's and Seattle Central Community College's AAS Culinary Arts programs and both programs are currently at capacity. In light of continuing strong demand, the program is likely to exceed 100 graduates per year.

With 83 AAS graduates annually in the Seattle Community College programs, and assuming that 25 percent of the District's culinary program and Business Information Technology graduates enroll in the hospitality management BAS degree program, the program would achieve full enrollment of 20 junior-year students in its first year of operation.

Potential enrollment demand for the program from other potential students and industry employees is likely to exceed the 20 FTES requested in the first year of the degree program. Students currently enrolled in South's Pastry and Baking Arts program were surveyed for prospective participation in the proposed Hospitality Management Program. A total of 13 students have committed to apply for entry into the BAS degree program with a financial deposit.

To further assess current and projected student demand for a BAS degree program in Hospitality Management, South surveyed 173 students enrolled in Culinary Arts programs at South Seattle

Community College, Seattle Central Community College, North Seattle Community College and Renton Technical College in Fall 2005. Of those who responded to the question, "Would you be interested in enrolling in a Hospitality Management baccalaureate degree program?," 121 (71 percent) indicated yes. When asked, "How likely would you be to undertake a bachelor's degree program in Hospitality Management at South Seattle Community College?," a total of 80 students (46 percent of those responding) indicated that they would be "Very Likely" or "Somewhat Likely" to enroll if such a program were offered at South. Opportunity for advancement and higher wages were the most frequently cited reasons for student interest in the proposed program. More detailed information about the culinary arts survey results are available at www.seattlecolleges.edu/hospitality. Assuming conservatively that 20 percent of these students apply for the degree program, an additional 16 students would enroll in the BAS degree program.

Other related programs in the state are also likely to generate enrollment demand. South's recently launched wine studies program offers degrees and certificates in winemaking, food and wine pairing, and wine marketing. In the fall of 2005 the program had a total of 23 FTES enrolled; it is expected to grow considerably in the future. Assuming that 30 percent of graduates from this program based on current enrollment apply, 7 graduates would enroll in the BAS degree program.

Demand in Excess of Opportunity to Enroll in Related Programs
Additional demand for the BAS degree program is demonstrated in related culinary arts and hospitality management programs, and incumbent worker survey data.

Prospective Student Demand

An ongoing survey at South assesses prospective students' interest in completing a bachelor's degree at South and to capture preferences for various program offerings. Provided to viewers of South's website for the past seven months, the survey further demonstrates the enthusiasm of placebound students and community residents for the degree program. Of the 441 respondents, 87.8 percent expressed that they were "Very Interested" in completing a bachelor's degree at South Seattle Community College. Six percent (31 respondents) expressed an interest specifically in Hotel and Restaurant Management and 29.6 percent (152 respondents) expressed in interest in Business/Accounting and Business/Administration. More than 83 percent of the respondents reported being "Very Interested" in enrolling within the next 12 months. Assuming that 30 percent of the 31 respondents in hotel and restaurant management apply, an additional 9 students would enroll in the program. The website survey and supporting quotes from two respondents are available at www.seattlecolleges.edu/hospitality.

Incumbent Worker Demand

South conducted an online survey of hotel employees through Seattle's Convention and Visitors Bureau to assess incumbent worker demand. The results indicate strong industry demand for hospitality management skills training. A broad range of workers responded, including general managers and hospitality managers in sales, public relations, catering, marketing, front desk, and other occupations. Of the 48 persons who participated, 65 percent said they would be interested in a bachelor's degree in hospitality management. Similar to students, the most highly rated reason for interest in the degree on the part of current industry employees was opportunity for advancement in their current or desired field. A total of 23 respondents (48 percent of all respondents) said they would be likely or very likely to undertake the degree program if it were offered at South. Of those who responded, more than 60 percent were owner/operators or manager/supervisors and 50 percent had six or more years of experience in the hospitality industry. The survey respondents are highly diverse: 96 percent of the respondents reported a race or ethnicity other than Caucasian. The majority of those responding reported Asian/Pacific Island ethnicity (65 percent of all respondents). More detailed information about this survey and survey results are available at www.seattlecolleges.edu/hospitality. Based on the incumbent worker survey results,

structured interviews with hospitality industry executives, and the size of the hospitality industry in Seattle-King County, it is conservatively estimated that 30 incumbent workers would enroll in the program annually.

Changing Industry Skill Requirements

South consulted with industry executives concerning changing industry skill requirements that support the higher educational requirements proposed in this degree offering. Industry executives also indicated a strong need for diverse and underserved students who can meet higher skill requirements needed to succeed in hospitality management positions, students that South has traditionally served.

Focus Groups

Between July and November, 2005, South held four focus groups, engaging hospitality and tourism experts from industry, government, and academia including the members of the advisory committee. The participants in these sessions were unanimous in their belief that there is a strong need for the proposed program in Western Washington due to increasing skill requirements that the proposed curriculum addresses. Detailed information about the focus groups and the information they provided is available at www.seattlecolleges.edu/hospitality.

Structured Interviews with Hospitality Industry Executives

South conducted 13 structured interviews with hospitality industry executives to assess industry skill requirements. The interview analysis identified several themes underscoring the need for advanced skills in hospitality management. According to respondents, the hospitality industry (including all its individual sectors) has undergone rapid change. Information technology and accounting are areas of particularly rapid transformation. Hospitality managers require increasing training in accounting software tools to track inventories and control costs, for instance. Communication skills are also increasingly needed as communication media proliferate and clear writing and verbal communication skills become increasingly essential for success. As one respondent stated, *"It used to be that these were just transition jobs, but no longer. The expectation is that people are in a career and that is what is happening. Also, there is an overall increase in educational levels across the board."* Additional information about the structured interview analysis and responses is available at www.seattlecolleges.edu/hospitality.

Principle: Service to Placebound Students:	
Criteria 1.C	Standards
If applicable, has a plan for program articulation with nearby colleges.	Requirement: Indicate why articulation is or is not applicable. If applicable, describe articulation plans and the number of students expected from nearby colleges.

In support of the BAS degree in Hospitality Management, South Seattle Community College has developed pathway partnerships with four major school districts, eight community and technical colleges (including other colleges in the Seattle Community College district) and two state universities. These partnerships will provide a pathway for students to enter the program from multiple sources and serve as a next step for BAS program completers seeking postgraduate pathways.

Articulation Offers Opportunity for Students from Nearby Colleges

With annual enrollments of more than 50,000 students, the Seattle Community College District—comprised of North Seattle Community College, South Seattle Community College, Seattle Central Community College and the Seattle Vocational Institute—is the second largest institution of higher education in the State of Washington. Articulation has been established among all culinary arts and business information technology offerings at the partner colleges in the district. This articulation will be extended to the BAS degree program in Hospitality Management, once approved.

In addition to articulation with programs within the Seattle Community College District, the BAS degree program in Hospitality Management will be articulated with related programs offered by other community and technical colleges in the region. South is currently developing partnerships with Renton Technical College, Highline Community College, Lake Washington Technical College, Clover Park Technical College, Edmonds Community College, and Bates Technical College. Highline Community College participated in two focus groups. Letters confirming these articulation plans are provided at www.seattlecolleges.edu/hospitality.

Articulation among community and technical colleges will also be supplemented by the expansion of existing Tech-Prep agreements with Highline Public Schools and Seattle Public Schools, the K-12 school districts within South Seattle Community College's catchment area. These partnerships will help generate future enrollments for the program and will help students at the K-12 level outline educational and career pathways that include baccalaureate education. SeaTac Occ Skills Ctr?

Masters Degree Program Articulation

Additional agreements have been established with Washington State University and The Evergreen State College to allow graduates of South's BAS degree program in Hospitality Management to pursue postgraduate master's level coursework.

Next Steps

Agreements from several higher education institutions developed in the preparation of this proposal form the foundation for formal articulation agreements once the BAS degree program in Hospitality Management curriculum is established. Faculty and administrators will evaluate potential additional agreements on an annual basis. Every three years, faculty members and administrators will evaluate all articulation agreements to ensure students will have appropriate skills to be successful in the program.

Up until now, the programs available at South Seattle Community College and partner institutions allowed students who would not normally have access to higher education the opportunity to start in the adult basic education or high school technical program, and then go on to earn an AAS degree. With the proposed new degree and the associated articulations, students can earn a BAS degree and have the opportunity to continue on to the master's or professional degree level. In the hospitality industry this provides potential students with a pathway from low skill, entry-level jobs to high skill, high demand, and high paying jobs.

Principle: Part of Workforce Mission: Applied bachelor's degrees are an extension of the workforce education mission of community and technical colleges, and a response to the increasing skill requirements of employers in occupations for which community and technical colleges have traditionally provided education and training.	
Criteria 2.A	**Standards**
The college can demonstrate that employers demand the level of technical training proposed within the program, making it cost-effective for students to seek the degree.	**Requirement:** Based on the data sources described, document either that statewide demand in the proposed occupational area substantially exceeds current statewide supply, **or** local demand substantially exceeds local supply. **For a stronger proposal:** Document a supply-demand gap at both the state level and in the local region.

South's proposed degree in Hospitality Management will serve the following industry sectors established by the North American Industry Classification System (NAICS): arts, entertainment and recreation, food services and drinking places, and hotels and other accommodations.[4] These sectors are growing locally, regionally, statewide and nationally, with increasing needs for highly trained managers. Washington State University's Business Management Program in hospitality management demonstrates that employment demand exceeds statewide supply. WSU's program experienced a record seat count request in Fall 2005 of more than 1,000 students. Students in WSU's program interview with approximately five to seven companies with 95 percent receiving job offers before graduation.

Strong Local Employer Demand for Skilled Hospitality Industry Managers

Local and regional demand for skilled hospitality management personnel is growing due to several factors:

- **Population growth**—Seattle, King County, Puget Sound and the state are expected to see continuing population growth.

- **Increasing job skill demand**—the job recovery is seeing rising job demand for skilled workers. Many service-sector occupations, including those in hospitality management, increasingly require postsecondary skills.

- **Increasing travel and tourism to Washington State as a destination and as a portal to Alaska and the Pacific Rim**—compared to other industries, the travel industry has seen strong and relatively stable growth and generates a relatively high number of entry-level and small business ownership opportunities. Employment has been increasing since 2003.

- **Long-term strength of travel and tourism in Washington State**—travel and tourism in Washington State generates some of the highest industry revenues, following aerospace, software and agriculture. In Seattle and King County, more than 8.7 million visitors spent almost $4 billion in 2004, generating more than 59,000 jobs and $342 million in state and local tax revenues.

- **Cruise ship growth**—In 2004 the Seattle Homeport saw a 50 percent growth in cruise business, and another record year is projected for 2005. In 1999, the port hosted six cruise ship visits. In 2005 the Port of Seattle expected more than 170 cruise ship port calls and 700,000 passengers.

---

[4] The North American Industry Classification System (NAICS) has replaced the U.S. Standard Industrial Classification (SIC) system. The hospitality industry includes NAICS 71, 721, and 722. Additional information on NAICS available online at http://www.census.gov/epcd/www/naics.html

Indicative of this demand is a recent article in the *Seattle Times* noting that the Puget Sound area's hotel market is *"poised for a banner 2006...An upswing in business travel has pushed occupancy and room rates above those in the rest of the nation. Five hotels are under construction, and a half-dozen more are in the pipeline on the Eastside and in downtown Seattle."*[5]

Job Vacancy Survey and High-demand Occupations

Local employer demand for skilled hospitality industry managers is evident in job vacancy survey data and supporting employer survey data. According to Washington State Employment Security Department's Labor Market and Economic Analysis Branch, many positions throughout the hospitality industry are in high demand. Based on the *Spring 2005 Job Vacancy Survey,* available at www.seattlecolleges.edu/hospitality, Employment Security identified more than 8,000 vacancies in the hospitality industry statewide and 2,583 vacancies in King County. Ninety percent of the vacancies in King County were in jobs classified as high demand. Table 1 shows related management and supervisory positions currently in demand, educational requirements, average annual wages, and projected openings for selected time periods.

Local Area Demand-Decline Occupations

The Seattle-King County Workforce Development Council's *Local Area Demand-Decline Occupations* list shows a wide range of hospitality industry occupations—many of which may ladder directly into hospitality industry supervisory and management positions—as being in high demand. This list is available at www.seattlecolleges.edu/hospitality.

Occupational Outlook 2002-2012

As shown at www.seattlecolleges.edu/hospitality, the *Seattle-King County Occupational Outlook 2002-2012* describes the educational requirements for jobs as "little preparation," "short preparation," "middle-level preparation," or "long preparation." Long preparation is defined as four years or more of academic work, bachelor's degree or higher, and potential additional work experience. Jobs requiring such higher skill levels in leisure and hospitality include:

- Hotel general and residential managers
- Executive housekeepers
- Front office managers
- Convention and event planners
- Casino managers
- Restaurant managers.

The Seattle Jobs Initiative recently reported that leisure and hospitality has been one of the fastest growing industries locally over the past five years. In King County, leisure and hospitality had a net job increase of almost 29 percent from 2000 to June, 2005. In the past year (July, 2004 to June, 2005), 5,300 jobs were added, bringing the total number of leisure and hospitality jobs in King County to an estimated 112,300. This report is available at www.seattlecolleges.edu/hospitality.

Statewide Economic Development Initiatives

In her address to the first Governor's Tourism Summit in Seattle on November 17, 2005, Governor Christine Gregoire designated tourism as a target industry for statewide economic development in 2006 and beyond. The economic contribution of the hospitality industry is described in further detail at www.seattlecolleges.edu/hospitality.

---

[5] Goodman, J. "Guests welcome to check out region's looming hotel boom," *Seattle Times,* Friday, December 9, 2005.

Table 1. Projected Occupational Outlook in Selected High-demand Supervisory and Management Positions, Seattle-King County, 2002-2012

Standard Occupational Classification (SOC)	SOC Title	Educational Level	Average Annual Wage (March 2005)	2002	2007	2012	Projected Employment, Seattle-King County Average Annual Total Openings 2002-2007	Average Annual Total Openings 2007-2012
112021	Marketing Managers	Bachelor's or higher degree, plus work experience	$123,645	1,982	2,153	2,374	72	85
112022	Sales Managers	Bachelor's or higher degree, plus work experience	$106,631	3,013	3,140	3,359	82	104
119199	Managers, All Other	-	$92,773	6,564	7,097	7,525	239	227
351012	First-Line Supervisors/ Managers of Food Preparation and Serving Workers	Work experience in a related occupation	$39,533	5,436	5.861	6,158	218	201
431011	First-Line Supervisors/ Managers of Office and Administrative Support Workers	Work experience in a related occupation	$53,901	11,150	11,656	12,443	345	414

Note: The Standard Occupational Classification (SOC) system does not specify hospitality management positions such as hotel managers, executive housekeepers, and other industry-specific management job titles. The SOC titles cover management positions across multiple industry sectors. The SOCs shown in Table 1 are those that most closely match specific hospitality management positions.

Source: Washington State Employment Security Department.

Principle: Part of Workforce Mission:	
Criteria 2.B	**Standards**
Has a plan for development of the curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree.	**Requirement:** Describe both the technical curriculum for the BAS and the general education component of the bachelor's degree (both the portion expected from the applied associate level and the portions at the upper division level).

South will develop a curriculum that represents a level of rigor and knowledge above the level of the related applied associate degree. The curriculum and instruction will compare favorably with instruction at four-year public colleges and universities in the State of Washington. Described below is both the technical curriculum for the BAS and the general education component of the bachelor's degree, including both the portion expected from the applied associate level and the portions at the upper division level.

Draft Curriculum and Plan

Table 2 provides an outline of the draft curriculum for the Hospitality Management Program. The proposed technical curriculum is based on the learning content, standards and rigor associated with the leading national hospitality and hotel management programs[6] as well as the guidance received to date from the advisory committee, focus groups and structured interviews. The draft curriculum will be further refined based on consultation with industry and academic experts and to comply with the accreditation requirements.

Although the degree is designed for students who have completed the AAS degree, South will develop opportunities for incumbent workers who have completed the equivalent of two years of college. South will identify workplace experiences equivalent to the technical experiences associated with the AAS degree, and require the requisite amount of math, English and general education.

Level of Rigor and Knowledge Above the Applied Associate Degree

Curriculum formulation for the BAS degree in Hospitality Management will draw on Tyler's well-established model for curriculum development as modified by Ornstein and Hunkins. The model provides a framework that South will use to build a competitive set of abilities, knowledge, and competencies to prepare graduates to enter and retain employment in hospitality management. The studies indicate there are key components of skills necessary for success. These skills include: human relations and stress management, professional ethical standards, diplomacy, effective oral and written communication, leadership abilities, accounting, guest security, customer relations, and conceptual skills.

The curriculum planning process will result in the delivery of coursework at a higher level than the existing associate degrees. Key coursework will be developed for an AAS degree and will include math, psychology, and English. This coursework will support the development of critical thinking and analysis as well as evaluation skills, increasing the depth and breadth of the skills and knowledge gained in the current associate degree course of study.

---

[6] Gursoy, D. and Swanger, N. (2005), "An Industry-Driven Model of Hospitality Curriculum for Programs Housed in Accredited Colleges of Business, Part II," *Journal of Hospitality & Tourism Education,* 17(2): 46.

Table 2. Proposed Draft Curriculum—
Bachelor's of Applied Science in Hospitality Management

JUNIOR YEAR

Course	Credits
Introduction to Hospitality	3
Microeconomics	3
Computers in Hospitality I	3
Foodservice Marketing	3
Hotel Management	3
Macroeconomics	3
Computers in Hospitality II	3
Hospitality Law	3
Ethics and Leadership	3
Hospitality Accounting with Lab I	6
General Education Requirements and Electives	12
Subtotal Year One	**45**

SENIOR YEAR

Course	Credits
Strategic Management	3
Hospitality Accounting with Lab II	6
Club Management	3
Institutional Foods Business	3
Hospitality Finance with Lab	6
Advanced Cost Control	3
Capstone: Hospitality Operations	3
General Education Requirements and Electives	3
Industry Internship	12
Professional Career Development	3
Subtotal Year Two	**45**

TOTAL CREDITS	**90**

How upper div work? (handwritten margin note)

Components at the Associate Degree Level

The upper level general education requirements will build on the required general education for the applied associate's degree at South Seattle Community College. For example, to enroll in credit-bearing classes leading to the Applied Associate's Degree (AAS) in Culinary Arts or Pastry & Specialty Baking, students must achieve a passing score on the ACT Compass Test; otherwise they must complete developmental classes in English and mathematics. Prior to completion of the degree, students must also fulfill the requirements of six credits of English composition, nine credits of general education, and an additional six credits of related instruction. For their general education classes, students may select from two of the following three areas: Humanities, Natural Science or Social Sciences. The related instruction courses may be taken in Accounting, Business or Computer Applications. Students (such as those who attended other colleges) intending to enroll in the program who have not completed substantially equivalent general education as part of their associate's degree will be required to make up the deficiencies prior to enrollment.

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management

Components at the Upper Division Level

The subject matter for the BAS degree will be separated into three levels. The first level will be an application of upper level *general education* in the areas of humanities, fine arts, natural science, math, and social science. A total of 15 credits of general education in the junior and senior years will be necessary to complete the degree. The final curriculum will incorporate a mix of requirements for specific general education requirements with electives drawn from a range of choices. Content areas will include the humanities and fine arts, social sciences, natural sciences, and mathematics.

Some courses will expand upon existing instruction (adding breadth) or to add more detail to the level of instruction (adding depth). This breath and depth strategy will increase the scope of current disciplines. For example, social science will benefit from the adding of sociology to psychology. English composition and mathematics skills will also be reinforced by incorporating education in these areas into the technical instruction.

The second level will include *technical curriculum* in the area of business management. The technical curriculum for the degree is designed to stand on its own; the intent is that students who have completed any of a variety of applied associate's degrees will be able to enter and be successful. This level will include coursework designed specifically for the hospitality industry in the disciplines of supervision, management, accounting, finance, economics, ethics, and leadership. Each of these will have texts and lessons that apply the general theory to a hospitality setting or situation.

Reflecting the advice of South's industry representatives, the degree will also contain a third level, a *strong internship component* to support experiential learning. The internship will last one full quarter. Experiential learning "in field" that is more than just a brief job shadowing will be essential to the job satisfaction and tenure of program graduates, thereby addressing industry concerns regarding retention and turnover rates. Meetings between industry employers and South's Office of Internship will be planned to formulate the process. Key faculty and students will be included as will the Curriculum Committee.

Curriculum Design

A key driver of the curriculum design is local employer need. By making the learning and experiences relevant to real-world demands, South will position its graduates competitively in the marketplace. They will not only obtain high wage jobs but will also be able to advance rapidly. Much of the necessary input has already been captured through student surveys, in focus groups, and through structured interviews of industry representatives. However, as the curriculum is developed in greater specificity, South will rely on the input and feedback from the Industry Advisory Committee, and other industry reviewers. Supporting information is available at www.seattlecolleges.edu/hospitality.

The curriculum and instruction will also reflect South's commitment to student success and retention. South proposes to design a program that results in an outstanding graduation rate. To do so, South will take advantage of a recent college-wide study and plan for student success, *Start Here, Go Anywhere*, which is available at www.seattlecolleges.edu/hospitality. The resulting curriculum will take advantage of many of the plan's findings and recommendations. It is anticipated that learning communities and cohort groups are particular strategies that will be employed.

South's commitment to diversity and opportunity will also be a driving force in the decisions on content and activities. Indeed, based on the survey results, it is anticipated that the majority of participating students will be persons of color and will be the first in their families to pursue a four-year college degree. South's Office of Diversity and Retention will be intimately involved in the design and implementation of

the curriculum to ensure that South engages the unique strengths and experiences of its culturally diverse student body.

A particular source of richness for the proposed curriculum will be South's successful Culinary Arts Program and Northwest Wine Academy. The Culinary Arts Program at South is consistently ranked among the top programs in the nation by the National Restaurant Association. A recent article in *Seattle Magazine* indicated that, "South Seattle's Culinary Arts Program is considered the best in the State."

South recently expanded its food and beverage offerings by launching the new Northwest Wine Academy and its associated Puget Ridge Winery, a program that offers degrees and certificates in wine marketing, food and wine pairing, and winemaking. Enrollment demand is already high for this program, with 23 FTES participating in the fall of 2005. Although the proposed BAS degree program in Hospitality Management will focus on the management aspects of hotels and restaurants rather than on food and beverages, the program will nonetheless benefit greatly from these current offerings.

Principle: Capacity and Sustainability: Colleges selected as pilots have a record of good use of human and financial resources, suggesting the likelihood of successful development and continuation of new curricular offerings.	
Criteria 3.A	**Standards**
Demonstrates the capacity to make a long-term commitment of resources to build and sustain a high quality program.	**Requirement:** Provide a financial plan for the degree program proposal, including a three year (FY 2008, 2009, and 2010) projections of all costs, expenditures, and revenue streams to support the proposal (differentiating revenue from the new pilot FTE funding, employer contributions, and any anticipated redistribution from existing funding), and a description of adequacy of facilities, equipment, and other instructional resources required by the bachelor's program. Also, document a history of financial stability that demonstrates the capacity to undertake and to sustain new instructional initiatives.

South has a demonstrated capacity to make a long-term commitment of resources to build and sustain a high quality program. Provided below is financial plan for the degree program proposal, including projections of all costs, expenditures, and revenue streams to support the proposal and a description of adequacy of facilities, equipment, and other instructional resources required by the bachelor's program. South's history of financial stability is also outlined.

Proposed Budget

Table 3 presents the proposed budget for South's BAS degree program in Hospitality Management.

South Seattle Community College projects a need for $251,000 in revenue during the planning and recruitment year (2006-2007). During the three years of program operation, this will increase to $398,000 in the first year of operations and to $446,000 each year for Years 2 and 3 for a three-year operating total of $1,290,000, as the full complement of 40 student FTEs is reached. Expenses are projected to be $250,329 in the planning and recruitment year, increasing to $397,674 in Year 1, and to $445,892 in Years 2 and 3. The three-year operating total includes the funds needed for 2007-2008, 2008-2009, and 2009-2010. This is a conservative, balanced, and sustainable budget, with anticipated revenue meeting all expected expenses.

Table 3. Proposed Budget for BAS in Hospitality Management

	Planning/ Recruitment Year 2006-2007	Year One 2007-2008	Year Two 2008-2009	Year Three 2009-2010	Year Operating Total 2007-2010
STUDENTS ENROLLED (FTE)[1]	0	20	40	40	100
CREDITS DELIVERED ANNUALLY BY SOUTH SEATTLE COMMUNITY COLLEGE	0	45	90	90	225
REVENUE					
SBCTC Planning (One Time, $126,000 Total)[2]	76,000	50,000	-	-	50,000
SBCTC Startup & Equipment (One Time, $100,000 Total)[2]	40,000	60,000	-	-	60,000
SBCTC FTE Revenue ($6,300 Per Student)[3]		126,000	252,000	252,000	630,000
Tuition Revenue ($4,000 Per Student)[3]		80,000	160,000	160,000	400,000
Lab Fees ($100 Per Student Per Year)[3]		2,000	4,000	4,000	10,000
SSCC District Project Startup Contribution (One Time, $100,000 Total)[2]	50,000	50,000			50,000
SSCC Foundation Contribution[3]	10,000	10,000	10,000	10,000	30,000
Corporate Sponsorship Contribution[3]	75,000	20,000	20,000	20,000	60,000
TOTAL REVENUE	**$ 251,000**	**$ 398,000**	**$ 446,000**	**$ 446,000**	**$1,290,000**
EXPENSES					
Full Time Faculty Salary[4]	-	58,000	119,480	123,064	300,544
Full Time Faculty Benefits & Taxes[4]	-	16,832	34,673	35,713	87,218
Part Time Faculty Salary[4]	-	15,000	30,050	30,952	02
Part Time Faculty Benefits & Taxes[4]	-	4,074	8,162	8,406	20,642
Internship & Placement Coordinator Salary (1.0 FTE)[5]	-	40,000	41,200	42,436	123,636
Internship & Placement Coordinator Benefits & Taxes[5]	-	12,544	12,920	13,308	38,772
Administrative Assistant Salary (0.5 FTE)[5]	12,000	12,000	12,360	12,731	37,091
Administrative Assistant Benefits & Taxes[5]	9,800	9,800	9,854	9,910	29,564
Equipment and Technology[6]	100,000	40,000	10,000	5,000	55,000
Consulting: Curriculum Development & Accreditation	8,000	5,000	-	-	5,000
Marketing, Outreach and Recruitment[7]	20,000	20,000	5,000	5,000	30,000
Travel	2,500	5,000	5,000	5,000	15,000
Professional Development	2,000	5,000	5,000	5,000	15,000
Library Materials	40,000	35,000	20,000	15,000	70,000
Tutoring, Emergency Grants and Student Success Initiatives		10,000	20,000	20,000	50,000
Lab Consumables	-	2,000	4,000	4,000	10,000
Office and Teaching Supplies	1,000	6,500	7,000	8,500	22,000
Copying and Printing	2,000	2,500	2,500	3,000	8,000
Postage and Shipping	2,500	2,500	2,500	2,750	7,750
Phone	1,000	1,500	2,000	2,000	5,500
Distinguished Visiting Professor Program	-	5,000	5,000	5,000	15,000
SUBTOTAL EXPENSES	**$ 200,800**	**$ 318,250**	**$ 356,699**	**$ 356,770**	**$1,031,719**
Aggregated indirect expenses (25%)[8]	50,200.00	79,562.40	89,174.75	89,192.49	257,930
TOTAL EXPENSES	**$ 251,000**	**$ 397,812**	**$ 445,874**	**$ 445,962**	**$1, ͜48**

Suffi<u>cient</u> for faculty salaries

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management

Budget Notes

1. The budget forecasts enrollment based on the limits suggested by the SBCTC (20 FTES per class, for a total of 40). If additional funding were available, demand for the program is sufficient to reach a total enrollment of 100 FTES within three years of operations. For simplification, the budget also ignores the effect of student attrition (estimated to be 10 to 20 percent between the junior and senior years of the program). In practice, the effects of attrition will be made up by additional mid-term enrollments or by overweighting future junior classes. At the time of implementation, actual budgets will project enrollment and attrition more specifically and will eventually be based on actual experience.

2. One-time revenue sources include the initial allocations from the SBCTC of $126,000 for planning and $100,000 for startup and equipment. The Seattle Community College District will match this state investment with a one-time allocation of $100,000 in startup funds. South's development office, working in concert with the SCCC Foundation, anticipates being able to raise an additional $75,000 in corporate sponsorship contributions for startup expenses.

3. Recurring revenue sources include FTE allocations of $6,300 per year from the SBCTC, student tuition revenue at $4,000 per year, student lab fees at $100 per year, a SCCC Foundation contribution of $10,000 per year, and $20,000 a year in corporate sponsorship. The SCCC Foundation board has stated that the $10,000 contribution will be its minimal outlay. Likewise, corporate contributions are projected conservatively and may very well exceed the projected $20,000 figure.

4. Personnel expenses for instruction include salary and benefits for one additional full-time faculty member in Year One, increased to two in Year Two, and supplemented by additional part-time instructors.

5. Other personnel expenses include a full-time Internship and Placement Coordinator who will be added to the student services staff to provide support to students enrolled in the program and coordinate internships. Funds are also included for a half-time Administrative Assistant who will report to the program's Dean.

6. The proposed expenses for equipment, technology, and library materials are described in greater detail below.

7. The budget includes an allocation for marketing expenses including consulting, advertising and direct mail. Interviews with staff from other successful programs around the country and the experience of the Dean, who directed a similar program at Johnson and Wales University, indicate that targeted expenditures for marketing and outreach facilitate full enrollment.

8. In order to keep the budget presentation in the simplest possible form, a variety of expenses are aggregated into a single indirect line item. These expenses will support needs such as facility maintenance and repair, utilities, general student services (beyond that provided by the full-time Internship and Placement Coordinator), administration (including the time allocation for the Dean of the program), library staff services, and fiscal and purchasing services.

Facilities, Equipment and Other Instructional Resources

The facilities, equipment, and resources at South Seattle Community College's 87-acre main campus in West Seattle provide an outstanding environment for offering a BAS degree program in Hospitality Management. The bulk of the classes will be offered in South's new **University Center**. Currently under construction, this state-of-the-art 16,000 square-foot facility is expected to open in Fall, 2006. The building will include five media-equipped classrooms, academic and administrative offices, and student lounges.

A few classes may require computer labs with workstations. These classes will be held as needed in **Olympic Hall**, South's flagship building. Newly completed in 2004, this 47,000 square-foot facility incorporates a 150-seat, auditorium-style lecture hall and a number of high-tech classrooms and labs for science, business, and information technology.

For practical courses in food preparation, food safety and food service, the BAS degree program at South Seattle Community College will take advantage of South's extensive food and wine-related facilities. The **Culinary Arts Center**, renovated and expanded in 2003 as a result of the South Seattle Community College Foundation's successful $2.5 million Culinary Arts Capital Campaign, incorporates three separate kitchens and three retail food service establishments.

A **Pastry and Baking Arts Building** was completed in Fall, 2005. This $2.6 million facility occupies almost 8,000 square feet and includes three pastry laboratories, a modern AV-equipped classroom, faculty offices, and extensive areas for food preparation and storage. The **Northwest Wine Academy**, a program that offers degrees and certificates in wine marketing, winemaking, and food and wine pairing, occupies a recently renovated space that include classrooms, a tasting room, temperature-controlled storage, and a complete working winery.

The **Brockey Center** is also available as an on-campus learning environment. Operated as a retail meeting and convention center, it offers theatre-style seating for up to 800 guests, and facilities that seat 400 banquet-style or 360 classroom-style.

Currently under construction at the north end of the campus is the **Seattle Chinese Garden**. Projected to attract visits from over 70,000 tourists a year, the Garden will incorporate a variety of banquet halls, pavilions, and other structures for weddings, banquets, meetings and small conventions. The Seattle Chinese Garden will provide another on-campus site for students to receive practical education.

South's remodeled and expanded 22,000 square-foot **Library** opened in January 2000. The facility houses South's extensive collection of books and journals. The library is also home to 96 computers for student use in an information commons area. The proposed program budget includes $110,000 for expansion to the library's collection of books, periodicals, and database services to meet the specific needs of Hospitality Management students. Costs of additional library staff time associated with new material acquisition, cataloging and reader services is reflected in the Indirect Expenses line item of the proposed budget.

Limited new facilities and equipment will be required to implement the program and $155,000 has been incorporated in the budget to meet the following needs:

1. Renovate 1,000 square feet of existing space to create a simulated hotel front desk for use as a learning laboratory. Provide this space with computers, servers, and property management system (PMS) software to simulate a hotel operating environment.

2. Install the PMS software on an existing server and computer lab computers and connect this network to South's existing food service computer system to allow training in night audit skills.

3. Establish computer links to other colleges offering similar programs to allow participation in existing online competitions for hospitality or hotel management students.

History of Financial Stability

South Seattle Community College has a history of financial stability and strong fiscal oversight that qualifies it to offer the proposed BAS degree program in Hospitality Management. South's *College-wide Priorities 2005-2007* (available at www.seattlecolleges.edu/hospitality) sets out two priorities:

- Promote student learning and success
- Ensure the financial health of South Seattle Community College.

Reflecting those priorities, a full half of the effort of the President's Cabinet is devoted to ensuring that South Seattle Community College remains fiscally strong. Current objectives include:

- Provide adequate funding to ensure the sustainability of program offerings
- Increase percentage of tuition-paying programs
- Develop alternative sources of income
- Build adequate college reserve fund
- Increase financial accountability at department levels
- Evaluate low demand programs for revision or elimination
- Further develop strategies to create community partnerships
- Assess opportunities to ensure long-term fiscal stability for South Seattle Community College

South's longstanding commitment to prudent financial management is demonstrated by a wide range of fiscal reforms and improvements that South has made since its most recent full accreditation visit in 2000. Drawing praise from the Northwest Commission on Colleges and Universities reviewers who prepared the 2005 interim accreditation report, these actions include: establishing a reserve fund, increasing sources of revenue, and developing tools that enable departments and divisions to better manage budget planning and expenditures. More detailed information about this interim report and the findings is available at www.seattlecolleges.edu/hospitality.

South's commitment to financial stability is reflected in the Seattle Community College District's two most recent audit reports with no findings or recommendations. Additional information about South's reserve, revenue, and tools for budget management, all of which demonstrate its capacity to make a long-term commitment of resources to build and sustain a high quality program is available at www.seattlecolleges.edu/hospitality.

South Seattle Community College has also developed a Return-on-Investment (ROI) analysis which is available at www.seattlecolleges.edu/hospitality that demonstrates leverage of the State's investment with outside funding sources and educational and societal outcomes that far exceed the State's investment in the program.

Principle: Capacity and Sustainability:	
Criteria 3.B	Standards
Has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments, and anticipated sources of qualified faculty and staff.	Requirement: Describe the number and characteristics of staff and faculty needed for the components of the program (the major, general education courses, and electives). For faculty identify the highest level of education needed and describe other experience expectations.

South has analyzed the faculty/staff needed, the education and professional experience qualification of faculty members relative to teaching assignments, and anticipated sources of qualified faculty and staff. Outlined below are the number and characteristics of staff and faculty needed for the components of the program.

Faculty Needs

The number of faculty members needed is based on the projected number of student FTES and the number of courses offered per term during the school year. The program will be delivered by two full-time faculty members supplemented by adjunct faculty. Table 4 shows the number of faculty needed to provide outstanding education to 20 student FTEs in the first year.

Table 4. BAS in Hospitality Management Faculty: Year 1

Position Title	Status	Number of Courses Taught per Year*	Program Support (FTE)
Professor and Faculty Coordinator	Professor and Faculty Coordinator who will teach and coordinate full time (likely to be a new hire from industry)	9	1.0
Adjunct Instructor	Adjunct Instructor for upper level General Education classes (likely to be recruited from existing faculty pool)	3	0.20
Adjunct Instructor	Adjunct Instructor for Hospitality Business Core courses (likely to be a new hire from industry)	3	0.20

*Note: Total number of courses delivered in the first year is 15 (5 per term) for a total of 45 hours.

Table 5 shows the number of faculty members needed in Years Two and Three to provide high-quality, upper-level college education to 40 student FTEs each subsequent year.

Table 5. BAS in Hospitality Management Faculty: Year 2

Name	Status	Number of Courses Taught per year*	Program Support (FTE)
Professor/Faculty Coordinator *Full load and coord* ⊃	Professor/Faculty Coordinator who will teach and coordinate full time (likely to be a new hire with industry experience and a doctoral degree)	9	1.0
Professor/Industry Relationships Coordinator	Professor/Faculty Coordinator who will teach and coordinate external relationships full time (likely to be a new hire with industry experience and a doctoral degree)	9	1.0
Adjunct Instructor *teaching all gen eds?*	Adjunct Instructor for upper level General Education Classes (likely to be recruited from existing faculty pool)	4	0.27
Adjunct Instructor	Adjunct Instructor for Hospitality Business Core Courses (industry personnel with advanced degrees)	4	0.27

* Note: Total number of courses delivered in the second term of operations is 26 (5 per term) for a total of 78 hours. Students will complete a 12-hour of internship in the final quarter of the senior year. A three-hour class in professional career development will also be offered that quarter.

Anticipated Sources, Education and Experience

In order to establish the educational and experience requirements for the faculty, the college conducted a comprehensive review, drawing on the following sources:

- Discussions and interviews with industry advisory committee members;
- Review of over 50 relevant job postings and job descriptions from other colleges and universities;
- The experience of the Dean in implementing a similar program at Johnson and Wales University;
- Interviews with faculty and administrators for the program at Washington State University.

Two full-time faculty members and the adjunct instructors for the business core courses will be new hires, recruited through advertisements and industry outreach.

The full-time Professor or Instructor/Faculty Coordinator hired prior to the first year will need to have an advanced degree in the field or a related field with a master's degree at a minimum and a Ph.D. or ABD finishing in one year preferred. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year

university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

The full-time Professor or Instructor/Industry Relationships Coordinator hired prior to the second year will also need to have an advanced degree in the field or a related field with a master's degree at a minimum and a Ph.D. or ABD finishing in one year preferred. A minimum of two years experience in the hospitality field in a management position will be required. Experience teaching in higher education, preferably at a four-year university, and advising students at the bachelor's degree level or above will be required. Ability to manage and multi-task in a fast paced learning centered environment is necessary. College service in the form of event participation and committee work will be required.

Each Adjunct Instructor selected for the program will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. At least two years of recent related work experience as a manager or administrator will be required. Certifications that reflect the achievement of professional knowledge, skills, and ability will strengthen an applicant's position. Each Adjunct Instructor will be required to complete a teaching orientation course to be offered by South prior to instructional assignment.

The program will also draw on the expertise of South's existing faculty and administrators who have earned doctorates and university teaching experience at the baccalaureate level and above. Selected educators will serve as Adjunct Professors, with responsibilities including participation on advisory committees, curriculum development committees, and faculty recruitment committees. South Seattle Community College faculty will also function as faculty members participating team-taught classes, lecturing in their fields of expertise. They will play critical roles in establishing a standard of excellence and in maintaining academic rigor appropriate to upper-level college education. Finally, they will serve as mentors to the adjunct instructors. Additional information is provided online at www.seattlecolleges.edu/hospitality.

Staff Requirements

In addition to faculty, the BAS degree program in hospitality will require the following staff members (Table 6).

Table 6. BAS in Hospitality Management Staff

Name	Title	Responsibilities	Program Support (FTE)
Paul Magnant	Dean of Hospitality	Facilitate program recruitment and selection of faculty, scheduling, program review, marketing, acquisition of external funding, accreditation.	0.25*
Student Services	Internship and Placement Coordinator	Coordinate all student services for program students including internships and job placements	1.00
Support Staff	Secretary Senior, Hospitality Management	Clerical Support	0.50

*Note: Dean Magnant's time allocation will not be charged as a direct program expense.

Principle: Capacity and Sustainability:	
Criteria 3.C	**Standards**
Has or can readily engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level.	**Requirement:** Document that by Fall, 2007, the current faculty reassigned to the program, plus the faculty hired using the new FTE funding, will have the background consistent with the above analysis plus recent work experience in the field (minimum of two years at a job appropriate for those with at least the bachelor's degree). Faculty and administrators responsible for technical course must meet certification requirements for professional-technical administrators and instructors. http://www.sbctc.ctc.edu/workforce/docs/FinalCertificationWACs2004.doc **For a stronger proposal:** Additionally, document that faculty assigned to the program will have teaching experience in the field.

South Seattle Community College has the key academic leadership necessary to deliver the Hospitality Management Program and will engage faculty appropriately qualified to develop and deliver a high quality curriculum at the baccalaureate level. Faculty and administrators responsible for content delivery will have the background consistent with this analysis plus recent work experience in the field. Faculty and administrators responsible for technical course will meet certification requirements for professional-technical administrators and instructors. Additionally, the faculty assigned to the program will have teaching experience in the field.

Dean of the Program

The current Dean of Hospitality and Service Occupations, Paul F. Magnant, will serve as Dean for South's BAS degree program in Hospitality Management. He is uniquely qualified to lead this program for many reasons. He is currently enrolled in a doctoral program with a focus on food safety at Old Dominion University located in Norfolk, Virginia. He will be defending his dissertation proposal during the summer of 2006 and is scheduled to complete his doctorate in the summer of 2007, prior to the planned start date for the new program. He currently holds an MBA degree as well as a B.S. in Psychology and Hospitality Administration. He has authored texts in the area of hospitality, accounting, and cost control.

Dean Magnant also holds six national certifications at top levels in the field of hospitality. These are: Certified Food and Beverage Executive and Certified Hospitality Educator from the American Hotel and Lodging Association, Foodservice Management Professional from the National Restaurant Association, Certified Culinary Educator and Certified Executive Chef from the American Culinary Federation, Certified HACCP Manager/Auditor from the National Sanitation Foundation, and Certified Culinary Instructor from the Foodservice Educators Network International.

Dean Magnant's industry experience includes work in major hotel chains in urban marketplaces such as Seattle, New York City, Los Angeles, and Orlando as well as free-standing full service restaurants in Florida. He owned and operated his own restaurant for a period of five years. Further, he has significant upper level management experience in sales and marketing with Campbell's Soup Company and J and J Snack Food, Inc. Dean Magnant began his teaching career in the late 1980's at Mid Florida Technical School in Orlando, Florida. He has taught at institutions of higher education and came to South Seattle Community College from Johnson and Wales University where he was an Assistant Professor and Department Chair for the Hospitality Management Department. In this capacity, Magnant implemented a new four-year degree in hospitality management at Johnson and Wales' Norfolk, Virginia campus. His

efforts resulted in an enrollment of over 150 student FTES by the third year. Dean Magnant's *curriculum vitae* is available at www.seattlecolleges.edu/hospitality.

Appropriately Qualified Faculty

New faculty members will be recruited through ads in professional associations and journals and through outreach to industry and professional associations. Additionally, these positions will be advertised on the following three websites under the category of faculty-hospitality management at http://www.higheredjobs.com; http://www.chronicles.com; and http://www.chrie.org.

In Year One a full-time Professor or Instructor will be hired to teach and coordinate the work of the Adjunct Instructors for the program. The ideal candidate will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. Recent work experience must include at least two years of managerial experience in a hospitality operation with five or more years preferred. All Washington State certification requirements must be met according to the requirements for professional-technical administrators and instructors. Lastly, at least two years teaching at the college level will be required with experience at the junior and senior year level teaching students in a bachelor's degree program in hospitality management preferred. Certifications that reflect the achievement of professional knowledge, skills, and ability will be desired.

In Year Two an additional full-time Professor or Instructor will be hired to teach, cultivate relationships with industry partners, and supervise the internship and placement coordinator. The ideal candidate will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. Recent work experience must include at least two years of managerial experience in a hospitality operation with five or more years preferred. All Washington State certification requirements must be met according to the requirements for professional-technical administrators and instructors. Lastly, at least two years teaching at the college level will be required with experience at the junior and senior year level teaching students in a bachelor's degree program in hospitality management preferred. Certifications that reflect the achievement of professional knowledge, skills, and ability will be desired.

Each Adjunct Instructor selected for the program will have an advanced degree in hospitality or a closely related field with a terminal degree preferred. Teaching experience in the field and at least two years of recent related work experience as a manager or administrator will be required. Certifications that reflect the achievement of professional knowledge, skills, and ability will strengthen an applicant's position. Each Adjunct Instructor will be required to complete a teaching orientation course to be offered by South prior to instructional assignment.

Faculty and administrators responsible for technical courses will meet certification requirements for professional-technical administrators and instructors.

Principle: Maintain 2-Year Focus: Community and technical colleges will remain predominantly lower division institutions. The applied bachelor's degree will be an additional degree offered by community and technical colleges, and is not viewed as the first step to a progressive conversion to a comprehensive baccalaureate institution.	
Criteria 4.A	**Standards**
Has an adequate and appropriate student services plan.	**Requirement:** Describe the services that will be needed by the students admitted to the applied bachelor's degree program, and plans for providing those services. Include a description of the following items in the plan: • provision of student financial aid services for students admitted to the program • effective academic advising that engages disciplinary expertise • retention strategies to enhance success of students in the program • how to assist graduates with placement

South will implement an adequate and appropriate student services plan to meet the needs of students enrolled in the new BAS program. The plan builds on South's existing comprehensive Student Services Department. Twelve percent of South's operating budget is allocated to student services. During the past two years, South has, as part of its *Strategic Plan,* which may be viewed at www.seattlecolleges.edu/hospitality, committed to significantly increasing the achievement and success of its students. This includes increasing retention, completion, placement, and transfer rates. The provision of student services designed to meet the needs of South's diverse student body is critical to that plan.

Student Financial Aid Services

South will offer comprehensive financial aid services to students in the Hospitality Management Program. The Financial Aid Department will revise South's satisfactory academic progress policy so that each student will have greater flexibility in changing her/his program of study. The Department will work with Computer Information System to ensure that financial aid software includes the ability to make awards to 3rd and 4th year students and will confer with Federal and State agencies to determine the steps needed to accommodate four-year degree offerings.

The South Seattle Community College Foundation will make its existing scholarships, emergency grants and childcare grants available to the students in the Hospitality Management program, and also proposes to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its willingness to establish preferences for underserved minorities if needed to assist with recruitment and retention. The Foundation currently awards over $200,000 a year in scholarships, $15,000 in emergency grants, and $3,000 in childcare grants.

Effective Academic Advising

Currently, South's academic advisors use disciplinary expertise to counsel students wanting to transfer to 12 programs with which South has articulation agreements. Designated academic advisors will work closely with faculty members and the Dean of the new program, meeting with each student quarterly to ensure they are on tract and meeting their program requirements and personal expectations. It should be noted that current department staff have extensive experience advising students in two-year programs and ensuring their successful transfer to four-year programs throughout the State. These staff members also have experience advising upper level students entering Eastern Washington University's on-site Bachelor of Science in Technology degree program.

Student Success and Retention Strategies

Like the curriculum and instruction, the student services function will also reflect South's commitment to student success and retention. South proposes to design a program that results in an outstanding graduation rate. To do so, South will take advantage of a recent college-wide study and plan for student success, *Start Here, Go Anywhere*, which is available at www.seattlecolleges.edu/hospitality,. The resulting curriculum will take advantage of many of the plan's findings and recommendations. It is anticipated that learning communities and cohort groups are particular strategies that will be employed. Tutoring, advising and scholarships will also be available.

The rate of completion of degrees and certificates in South's existing culinary arts and pastry & baking arts programs is outstanding, historically exceeding 80 percent. South's goal will be to meet or exceed that completion rate for students in the proposed new Hospitality Management Program. This ambitious but achievable goal far exceeds the national average completion rates at four-year public colleges and universities (46.7%).

Internships and Placement Strategies

South Seattle Community College will make the internship and placement functions core strengths of the proposed BAS in Hospitality Management. Reflecting that emphasis, much of the effort devoted during the summer and fall of 2005 to recruiting a strong advisory committee and influential participants in the structured interviews was undertaken with the goal of recruiting industry partners who would provide exciting, educational internship sites. That effort was successful – the industry participants uniformly committed themselves to offering meaningful internships. Industry executives were forceful in their unanimous opinion that internships should be a key part of the educational experience.

Internships and future job placement go hand in hand; experts estimate that 80 percent of graduates from college programs with internship components find work as a result of connections they made during their internship experiences. To ensure successful placement, South will commit to hiring a full-time internship and placement coordinator. This important advisor will meet with the students on a regular basis beginning at the time they first matriculate.

Working closely with the faculty advisors and college counselors, the internship and placement coordinator will:

- Help the students identify special interest areas
- Place the students into appropriate internships
- Monitor progress, providing feedback and assistance to both employer and student
- Help the students develop career plans
- Assist with placement.

For students who are not placed into permanent jobs soon after graduation (as a result of internships or by other means), South will provide ongoing placement services. In addition to the efforts of the internship/placement coordinator, South will bring to bear all the resources of its on-campus WorkSource Center. South will also draw on its well-established relationship with Airport Jobs, a program through which thousands of job seekers obtain employment with airport-based businesses each year. Many of these employment opportunities are in the hospitality management field. Since a lengthy job search can be financially difficult, the internship/placement coordinator will also build a set of interim industry positions for graduates so they have an income stream during their search for a permanent management position.

South will also hire a second full-time faculty member for the program prior to the second year of operations. In addition to teaching responsibilities, this faculty member will also have leadership responsibility for the internship program and will supervise the internship/placement coordinator. A critical additional responsibility will be to recruit and cultivate relationships with industry leaders leading to outstanding internship sites and future job placements. In this role the Faculty Member/Industry Relationship Coordinator will work closely with the College President, the Development Office and the program's Dean.

Finally, one of the key approaches to job placement for graduates of the BAS degree program in Hospitality Management will be the "transition" of internship host sites in to job placement sites. Since each sites will have a student intern for a full quarter, facilitating not only the student's learning but also offering the host business an opportunity to thoroughly assess the student's knowledge, skills, and ability to mesh well with the business. It is anticipated that many students will obtain employment through this process. South's goal will be that 95 percent of graduates are placed into an appropriate management position in the hospitality industry within six months of graduation.

Principle: Maintain 2-Year Focus:	
Criteria 4.B	**Standards**
Has a plan for the assessment of student achievement and program assessment at the bachelor's level built upon a track record of effective assessment of the associate degrees.	**Requirement:** Describe methods for assessment of student achievement and program assessment for the related applied associate degrees and provide examples of how those assessments have been used to improve the program. Describe which parts of that assessment will be applied at the bachelor's levels and the plans for other assessments at that level.

South will assess student achievement in the Hospitality Management BAS degree program. This plan builds upon current successful practices and infrastructure at the associate degree level. Described below are the methods for assessment of student achievement and program assessment for the related applied associate degrees and examples of how those assessments have been used to improve the program. The following information also describes that assessment will be applied at the bachelor's levels and the plans for other assessments at that level.

South Seattle Community College's Evaluation and Assessment System

South Seattle Community College's mission to help students meet their life-long goals, understand how students learn, and document how well students are learning infuses all aspects of assessment, instruction, and student interaction throughout the college community. South has a rich history of connecting program outcomes to its ongoing evaluation system. Since 1992, South has assessed the effectiveness of educational programs as part of a campus-wide institutional effectiveness effort to improve teaching and learning by setting goals/outcomes, developing assessment measures, and measuring progress toward these goals/outcomes. To complement the college-wide improvement process, all instructional programs are based on college-wide Student Learning Outcomes (SLOs) and program outcomes. These are described in detail at www.seattlecolleges.edu/hospitality.

Each instructional unit develops strategic initiatives that support South's mission, goals, and priorities as described in its *Strategic Plan*. The plan is updated every two years and reviewed annually to ensure that gaps identified by performance compared to benchmarks are being closed. The instructional deans and directors work closely with faculty and staff to identify strategies that address issues raised by an analysis of assessment measures including regular program reviews; climate surveys; alumni surveys; the diversity survey; and student completion, transfer, and placement rates.

The assessment process currently used for the related applied AAS degrees is briefly described below and in detail at www.seattlecolleges.edu/hospitality.

Assessment in Professional-Technical Programs

Occupational program reviews are conducted on a three-year cycle by an external evaluator who reports to the program dean and faculty. This practice of program review is used to identify opportunities for improvement. This review process has been improved by adding a program outcomes evaluation/development component designed to validate the current program outcomes and to identify possible new program outcomes. The occupational program review process is described in detail at www.seattlecolleges.edu/hospitality.

Assessment of Student Achievement

For both academic and professional/technical programs, student achievement is assessed at the beginning, middle, and end of a given program using criterion-referenced placement tests, portfolios, checklists, norming exercises, and performance on assessments derived from national certification examinations. The ACT survey is used to obtain students' self-assessment of their progress toward the SLOs and South's contribution to their learning. Finally, capstone projects have been developed for several technical programs and will be incorporated into the assessment process.

One example of how South has used assessment results to improve its programs is based on students' completion of the ACT survey in 2004. These students scored below the national average on satisfaction with the job-seeking skills they developed. This triggered a response by the instructional programs to develop curriculum and strategies to address this area of concern. A benchmark has now established to raise student satisfaction over the next two years to the national average.

Consistent with the institutional goal of assessing student learning outcomes, South uses *Diploma Technologies* software to help faculty evaluate student progress toward both SLOs and program outcomes. This software also tracks attendance and course competencies.

Assessment of the Bachelor's Degree Program

For the BAS degree, South will use its very successful existing AAS assessment tools and strategies (outlined above), adding the ACT survey for students receiving a four-year degree. South will use the occupational program review process, modified to include other four-year institutions, to enhance the BAS assessment with faculty and administrators selecting three to five appropriate program outcomes and measures. South will also survey employers and internship site supervisors to ensure its SLOs and program outcomes help students develop the skills and knowledge needed by industry.

Principle: Open Door: Maintaining the open door mission of community and technical colleges is an important value and context for adding applied bachelor's degree programs at some colleges.	
Criteria 5.A	**Standards**
Has a plan for selective admissions processes, if used for the bachelor's program, consistent with an open door institution.	**Requirement:** Describe the program selection and admissions process (how this process relates to and supports the open door.) Also, describe efforts to assure that the CTC bachelor's degree program serves as diverse a population as enrolled in the relevant associate degree programs in terms of aspects of diversity important to the college community.

South will adopt a selective admissions policy for the BAS in Hospitality Management that is consistent with an open door institution. South, one of the most diverse community colleges in the state, will assure that the CTC bachelor's degree program serves as diverse a population as enrolled in the relevant associate degree programs. Described below is the program selection and admissions process, emphasizing student diversity and opportunity for underserved students.

High College Diversity

Part of a three-college district that serves the highly urban Seattle area, South Seattle Community College provides classes to approximately 15,000 students a year. South is located in the southwestern corner of the city; its catchment area includes extensive commercial and industrial sectors as well as residential neighborhoods that are markedly less well-to-do than other parts of this famous city.

The neighborhoods served by the college are greatly affected by poverty; in fact this is one of the lowest-income areas in the Northwest. An average of 44 percent of students in the five nearby high schools qualify for free or reduced-price school lunch[7]. There are four low-income housing projects in the vicinity, and 30 percent of all households are low-income in the Delridge and White Center neighborhoods adjacent to the campus.

In addition to significant levels of poverty, large immigrant populations are also found in South's service area. In south King County, minority populations have increased in number over the last decade far faster than the general population. In the White Center neighborhood, 37 foreign languages are spoken in the public schools, and at Evergreen High School, 50 percent of students speak a language other than English at home. This unprecedented wave of immigrants and refugees has greatly increased the demand for ESL programs and services at South. The number of South's students whose primary language is not English (35 languages in all) more than doubled in the two years from 2001 to 2003, increasing from 13 percent to 28 percent. Students enrolled in ESL classes made up 33 percent of South's student body in 2003, and 19 percent were classified as immigrants or refugees.

The composition of South's student body reflects the local demographics in other ways as well. The proportion of South's students that are members of ethnic minorities, 47 percent, makes South one of the two or three most diverse in the state. Nearly 50 percent of South's students are first-generation college students; 36 percent are low-income, and five percent are disabled. Over 90 percent of incoming students who took placement tests in 2003 demonstrated academic need in math, over 50 percent in English and nearly 50 percent in ESL.

---

[7] Long, K. (Ed.). (2002.). *The Seattle Times guide to schools: From test scores to sports programs, a comprehensive guide to Seattle-area public and private schools.* Seattle, WA: The Seattle Times.

Program Selection and Admissions Process

In the years since its founding, South has been enormously successful in serving a highly diverse population, offering access to higher education and opportunity for financial success. South's goal in implementing the BAS in hospitality management will be to create a program that mirrors this vibrantly diverse population while still supporting South's open door policy.

By drawing students largely from South's AAS degree program and from its catchment area, the BAS Hospitality Management degree program will also reflect the great diversity of the college community and the community at large. Admission will be available to students who have completed one of the related AAS degrees with a 2.0 GPA at one of the Seattle Community College District or at another college with which an articulation agreement is in place.

To ensure universal access to this program, a waiting list will be developed, and students who want to enter the program will be evaluated and advised of any coursework needed to enter. Students who do not meet the above criteria may petition the faculty and administration of the program and be evaluated on a case-by-case basis for entry to the program.

Efforts to Assure that the Degree Program Serves a Diverse Population

At the end of the second year and each subsequent year thereafter, South will assess the diversity of enrolled classes to insure they reflect the overall diversity of the college and the open-door mission. South will make adjustments in the admissions and recruitment process if necessary to achieve those goals.

Scholarships are another tool that is available to encourage diversity. The South Seattle Community College Foundation has agreed to make its existing scholarships available to the students in the Hospitality Management program, and also proposes to raise additional endowed funds to support scholarships that are dedicated to the program. The board has indicated its interest in establishing preferences for underserved minorities as needed to assist with recruitment and retention.

Celebrating Diversity

The hospitality management degree is targeted at students who might not otherwise have the opportunity to attend a four-year college. Barriers to a four-year education are common to placebound community college students. Community college students frequently have jobs that provide limited flexibility for educational advancement, and they may face family circumstances or transportation challenges that limit their educational options. These factors create a unique need for this program in King County, an urban metropolitan area that serves the majority of Washington State's hospitality industry needs. Many prospective students are first generation students and about half of the students who currently attend the Seattle Community Colleges are students of color. Given the high diversity of Seattle's population, this baccalaureate pathway will provide new economic opportunities for graduates to succeed in one of Washington's largest and fastest growing industries.

A hospitality management degree is a particularly appropriate choice for a college that serves a diverse population. The hospitality industry is known as a field that offers fewer barriers to persons of color and those whose first language is not English. Structured interview participants pointed out that skills such as a second language and an international perspective are positive workplace attributes that might very well overcome disadvantages such as lower socioeconomic status or lack of basic education. As one industry leader responded in a structured interview,

> *"There is a huge skill set missing – languages. If you work in a kitchen, you need Spanish. In a hotel, a second language is a huge asset. In Seattle, Japanese, Chinese and Spanish are critical...*

You also need to have an appreciation of cultural issues... The situation is perfect for South Seattle's students to excel."

A focus group participant provided a similar comment:

"The College not only has a diverse student body, but many of them are also bilingual. The hospitality industry needs employees who are bilingual and it should give our graduates a distinct advantage. That's why the diversity of the college really works—not only in serving an underserved population, but taking these things that might be a barrier somewhere else and turning it into a wonderful, positive advantage!"

"From Housekeeper to CEO"

Another unique characteristic of the hospitality industry documented in the focus groups and structured interviews is that the complete career ladder is available to qualified employees. Workers can start out as a housekeeper and end up as the senior executive in the business. The so-called "glass-ceiling," so common in other industries for women, minorities and employees who start out in non-management positions, is much less prevalent in the hospitality industry. Here is what one hospitality executive had to say:

"This is an industry where the complete career ladder is there. You can go from server to floor manager, general manager, and then into larger organizations. Therefore you can progress from a customer-facing staff person into high level leadership if the education, experience and skills are there."

Capitalizing on this opportunity, South's proposed BAS in Hospitality Management is intended to create strong pathways for underserved students to succeed in the hospitality industry, with strong prospects for high wage, high-demand jobs.

Jill - suppt for UW, WSU, 8 CTCs

Cheryl Roberts - $ demand evidence demand for WSU program.
    degree focus on tourism, hospitality.
    to high quality faculty
    Employers said will provide equip, scholarships.

Malcolm Grothe - sts will have same jmt eds.
    cohort model
    BA level delivery - WSU mentor eg BC univ college model
    Accred - already strong
    Industry commitment.
    related instr - accred policy following EWU model, colocated

sts - want job as mgr, has sign wgs in industry.
    - wnt to own pastry shop

South Seattle Community College
Bachelor's of Applied Science in Hospitality Management
36

South Seattle

Programs & Courses > University Options > Hospitality BAS Degree

Bachelor of Applied Science in Hospitality Management

BAS Degree | FAQ's | Requirements | Sequence | How to Apply | Admissions

- Programs & Courses
- International Programs
- Enrolling
- Student Online Services
- Calendar
- Student Resources
- Campus Information
- Giving • Foundation
- Home

The fall 2011 BAS application packet is now available. Download the application packet.

The Bachelor of Applied Science (BAS) in Hospitality Management program will prepare students who have completed AAS-T degrees in Accounting, Business Information Technology, Culinary or other related areas of study for management level positions in the hospitality industry. Students will learn and explore management, marketing and human resource positions in all facets of the hospitality field, including tourism, hotel operations, restaurant management, catering, cruise ships operations, casino operations and travel.

The BAS degree will also serve rapidly expanding industry sectors such as the growing number of assisted and independent living facilities in the Puget Sound region that cater to the increasing population of retirees and the elderly. The program is unique in that it is the only public bachelor level program in hospitality management on the west side of Washington state.

The goals of the Hospitality Management Program are to:

1. Remove roadblocks preventing students holding technical associate of applied science transfer degrees (A.A.S.-T) from using those credits to complete a bachelor's degree;
2. Increase opportunities for students and incumbent hospitality industry workers in South Seattle Community College's (South) service area to attain management-level responsibilities and earn higher lifelong wages through baccalaureate-level training and education;
3. Serve the region's highly diverse population, building on South's demonstrated success in offering outstanding education and economic opportunity to students of color, English as a Second Language/English Language Learner (ESL/ELL) students and students who are first in their families to attend college;
4. Address significant unmet industry demand for skilled and diverse hospitality management personnel in the Seattle-King County metropolitan area and in Washington state;
5. Contribute to the attainment of state higher education and regional economic development goals in one of Washington's leading high-growth industry sectors.

Contact Info:

For general program inquiries including advising appointments and application packets contact:
Contact: Katie Frazier, BAS Hospitality Management Coordinator
Email: KFrazier@sccd.ctc.edu
Phone: (206) 768-6783
FAX: (206) 763-5156

For all other questions about the program contact:
Contact: Tom Mayburry, BAS Faculty Coordinator
Email: TMayburry@sccd.ctc.edu.
Phone: (206) 768-6726

South Seattle Community College...In West Seattle   Go to Search   🔎
www.southseattle.edu

Programs & Courses > University Options > Hospitality BAS Degree > **Suggested Sequence**

Hospitality BAS Degree

BAS Degree | FAQ's | Requirements | Sequence | How to Apply | Admissions

Management Suggested Sequence

Year 1		
Fall Quarter	**Quarter 1**	**Credits**
HMG 310	Hospitality Computer Applications	3
HMG 301	Introduction to Hospitality	3
HMG 311	Lodging Operations	3
ENGL& 102	English Composition	5
	Total Credits	**14**
Winter Quarter	**Quarter 2**	**Credits**
HMG 402	Hospitality Accounting	5
HMG 302	Hospitality Management	5
HMG 489	Professional Career Development	1
CMST& 220	Public Speaking	5
	Total Credits	**16**
Spring Quarter	**Quarter 3**	**Credits**
HMG 314	Diversity and Culture in Global Travel and Tourism	5
HMG 401	Cost Controls	5
NTR 150	Human Nutrition	5
	Total Credits	**15**
Year 2		
Fall Quarter	**Quarter 4**	**Credits**
HMG 411	Human Resource Management	3
HMG 313	Entrepreneurship	3
HMG 412	Services Operations Management	5
ECON& 201/202	Micro/Macro Economics	5
	Total Credits	**16**
Winter Quarter	**Quarter 5**	**Credits**
HMG 303	Hospitality Marketing	5
HMG 312	Legal Issues in Hospitality	3
HMG 490	Internship	3
BUS 210	Business and Economic Statistics	5
	Total Credits	**16**
Spring Quarter	**Quarter 6**	**Credits**
HMG 420	Ethical Leadership	3
HMG 491	Hospitality Management Capstone	5

Lab Science Elective		5
	Total Credits	13

Printable Summary of Suggested Course Sequence