



Applied Baccalaureate Degree Program
Program Proposal:
BAS in Applied Business Management

Whatcom Community College

April 26, 2019

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution Name: Whatcom Community College

Degree: Applied Business Management CIP Code: 52.0201

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

Degree: <u>(AS) Business Administration</u>	CIP Code: <u>52.0201</u>	Year Began: <u>2005</u>
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Degree: <u>(AS) Hospitality and Tourism</u>	CIP Code: <u>52.0901</u>	Year Began: <u>2013</u>
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Degree: <u>(AS) Accounting</u>	CIP Code: <u>52.0302</u>	Year Began: <u>2013</u>
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Degree: <u>(AS) Finance</u>	CIP Code: <u>52.0803</u>	Year Began: <u>2014</u>
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Planned Implementation Date (i.e. Fall 2014): Fall 2019

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

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Chief Academic Officer

4/24/2019
Date

NEW DEGREE PROGRAM PROPOSAL

WHATCOM COMMUNITY COLLEGE

Program overview

Whatcom Community College (WCC) proposes to build upon its current business administration associate of science (AS) degree and related AS degrees in hospitality and tourism, accounting and finance by developing and offering a bachelor of applied science (BAS) degree in applied business management. This BAS degree will provide a unique focus specifically geared for the workforce needs of the variety of small to medium-sized growing businesses that make up the majority of Whatcom County's employer community. It will also serve budding entrepreneurs who wish to stay and grow their businesses in Whatcom County – a requested focus of current students enrolled in WCC's two-year business programs. There are currently no other face-to-face four-year business management degree options in Whatcom County that are geared for working students. While Western Washington University (WWU) offers a face-to-face business management degree, it has been reaching capacity in recent years and having to turn away applicants, thus limiting opportunities for students who reside in Whatcom County to enroll in four-year business management programs.

WCC's BAS will serve place-bound and other students in Whatcom County – who have limited options to further their education in this field – with uniquely customizable opportunities. The proposed BAS will be geared toward students who need the comprehensive skills and knowledge to oversee and manage overall business systems and operations. With an emphasis on applied skills and knowledge, cooperative learning and internship opportunities (in the two-year degrees and certificate options), and a capstone course (at the end of the four-year degree), the BAS degree will incorporate opportunities for students to work with industry partners on real-world business projects.

The national, state, and regional demand for a well-trained applied business management workforce is keenly apparent, particularly with skills in key areas such as human resources for managers, marketing for managers, management information systems, and business strategy and sustainability. In Washington state, the advent of BAS degrees offers a solution, but in Whatcom County, a significant workforce gap exists. According to Washington state Employment Security Department occupation statistics updated August 21, 2018 (the most recent available), average annual openings for the period 2016-2026 for business management-related positions – for which a bachelor's degree is expected – total 1,705 for the "Northwest workforce development area: Whatcom County". Even with 123 students graduating each year with two-year business-related degrees in the area, local data demonstrates that employers require bachelor's degree prepared business professionals, and the area currently only produces 217 students graduating with four-year business-related degrees each year. Even as the local community college business baccalaureate programs achieve full enrollment, the gap is still clear, with the number of graduates estimated at approximately 350 by 2022. With an average of 12 employees per employer, Whatcom County is home to thousands of small to medium-sized businesses. This proposed BAS program in applied business management offers a solution.

Criteria 1: Curriculum demonstrates baccalaureate level rigor

The proposed BAS program is rigorous in its design, as it will be in its implementation slated for fall 2020. The proposed program is fully supported by the College's Board of Trustees and on October 10, 2018 received the Board's approval to proceed with the approval process. The College's curriculum committee has been informed and is likewise supportive. WCC's business administration advisory committee reviewed the proposed BAS curriculum at its October 18, 2018 meeting and expressed its full support.

Program learning outcomes

This degree will prepare students for common business administration requirements and challenges. Graduates will be prepared to enter the workforce as business administrators and related job categories.

Graduates from WCC's proposed BAS in applied business management degree will be able to:

1. Apply strategies for ethically and socially responsible decision making.
2. Use technology needed to function in business environments.
3. Make informed decisions by analyzing business information.
4. Apply organizational behavior principles in different business contexts.
5. Use leadership and teamwork in the organizational context.
6. Organize business systems for planning and decision making.
7. Communicate with stakeholders.

Program evaluation criteria and process

At the foundation of WCC's new proposed BAS degree lies a strong program evaluation focus led by its office of assessment and institutional research. In 2011, the College developed a program / discipline improvement process (PIP / DIP), and subsequent refinements have created a meaningful, cyclical, and reflective process to support and continuously improve academic programs. In this vein, program evaluation will follow the same successful model used for WCC's BAS in IT networking – cybersecurity program. The program will initially undergo an annual review process for the first three years of program implementation before moving to a modified PIP / DIP review cycle for the business program (with measures then evaluated at a frequency indicated parenthetically on page 3). Faculty, student support, and administrative staff for the new BAS program will also meet once per month to review barriers to student progression and enrollment. The program advisory committee will meet three times per year, and be available for consultation in between meetings if emergent issues arise.

At WCC, the PIP / DIP process includes that all programs and disciplines are formally reviewed on a five-year cycle and are provided with data – on enrollments and staffing, student demographics, course completion rates, and retention and graduation rates – upon which the program leader is asked to reflect in written and verbal format. Annually, all programs and disciplines are provided with five years of data for their own internal review. The information gathered and reported in this process informs program / discipline plans for improvement in curricular, instructional, student achievement, and budgetary areas. The PIP / DIP provides a systematic structure for using data to regularly evaluate the effectiveness of academic programs and to set goals, and ensures WCC will continue to offer high-quality and relevant programs, degrees, and certificates serving its students and the community. The consistency of information gathered, summarized, and reviewed by program and instructional leaders (e.g., dean for workforce education and vice president for instruction) provides a basis for year-to-

year individual program comparison as well as across programs. Program data is also shared as appropriate with program advisory committees to inform conversations about program and curriculum improvements or needed change.

WCC uses three types of data – direct indicators, indirect indicators, and institutional data – to assess program effectiveness and student learning at the college, program, and course levels. Direct indicators require students to demonstrate their learning through, for example, essays, capstone projects, demonstrations, and presentations. Indirect indicators ask students to reflect on their learning through surveys, focus groups, and interviews. Institutional data and accreditation evaluation do not directly indicate student learning; rather, they reflect the overall condition and effectiveness of the College and may include course completion, retention, and graduation rates and enrollment trends.

The following three products of BAS program evaluation will be maintained and applied to improve student success in the BAS program in applied business management:

1. Direct indicators of student learning (outcomes assessment)
 - a. Core learning abilities (CLAs¹, aligned with program improvement process (PIP) cycle)
 - b. Program outcomes (annually)
 - c. Course outcomes (annually)
2. Indirect indicators of student learning
 - a. Graduation surveys (biennially)
 - b. Alumni surveys (biennially)
 - c. Other student surveys that capture students' perceptions of their learning and educational experiences (e.g., Community College Survey of Student Engagement (CCSSE), quarterly in-program student surveys, student opinion surveys, etc.)
 - d. Interviews or focus groups of students (biennially)
 - e. Employer surveys (biennially)
 - f. Interviews or focus groups of employers (triennially)
 - g. Advisory committee / internship host feedback (annually)
 - h. Student evaluations of courses and faculty (biennially)
3. Institutional data
 - a. Enrollment data (annually)
 - b. Course completion data (annually)
 - c. Retention data (annually)
 - d. Graduation data (annually)

Institutional data will be disaggregated – by demographic and related variables such as part-time / full-time enrollment status, veteran status, age, ethnicity, and gender – in order to determine the program's student audience and whether there are potential gaps in the student population mix. This data will indicate who is enrolling in, progressing through, and successfully completing the program. It will also inform curriculum and/or textbook adjustments and additional elements such as marketing, scheduling, advising, ADA components, and the balance of modalities by which courses are offered to meet student needs and demand.

Systems to gather BAS program evaluation measures are already in place: processes are institutionalized to assess learning outcomes at the course, program, and college (CLA) levels;

¹ Core learning abilities (CLAs) are overarching skills that are emphasized throughout many courses in all programs at WCC; they define the skills WCC expects its students to develop by the time they graduate (with a certificate or degree).

most of the surveys are implemented on a regular cycle; and all institutional data is already being generated (displayed in interactive dashboards accessible on WCC's public website).

In addition, employers of graduates are regularly surveyed and the business administration program advisory committee provides continual input and review of the business program and curriculum. This committee membership composition is being reviewed and refreshed to ensure that there is appropriate expertise for the new degree level and focus, and the committee will be tapped regularly to provide feedback, make recommendations on, and support the proposed BAS in applied business management program at WCC. The Bellingham Regional Chamber of Commerce, which has representation on WCC's worker retraining and hospitality and tourism committees, will provide both valuable input and industry connections to continuously inform and improve the program, as well as input on specialized curriculum, internships, and student projects. A curriculum mapping effort has already been completed to ensure coursework addresses CLAs and program outcomes (see Appendices A and B).

Lastly, the proposed BAS program has undergone external review by two expert program faculty leaders in the field. Please see external evaluation Criteria 8 for further information.

Course preparation by students transferring with technical associate degrees

Students will be eligible to apply to the BAS program according to the selection and admission process described in Criteria 3 (including the criteria detailed in Tables 6 and 7 in that section). Example foundational curriculum-equivalent requirements from an associate's degree are shown in Table 1.

Table 1. Example foundational coursework from associate's degree for BAS in applied business management (based on WCC's business administration two-year degree)	
Course	Credits
ACCT& 201 – Principles of Accounting I <i>or</i> ACCT 100 – Introduction to Accounting	5 3
BTEC 101 – Introduction to Business Computing	3
BUS& 101 – Introduction to Business	5
BUS& 201 – Business Law	5
BUS 100 – Business Math (CP)	5
BUS 108 – Principles of Marketing	5
BUS 223 – Principles of Management	5
BUS 230 – Human Resource Management	5
CMST 245 – Introduction to Organizational Communication (HR) <i>or</i> any CMST course designated "OC" (HR)	5 5
ECON 100 – Survey of Economic Principles <i>or</i> ECON& 201 – Microeconomics	5 5
ECON 210 – Economic Ethics	5
ENGL& 101– English Composition I	5
ENGL& 230 – Technical Writing (CM) <i>or</i> ENGL& 235 – Technical Writing (CM) <i>or</i> BUS 140 – Business Research and Communication (CM)	3 5 3
Total required	59-63

The proposed BAS program builds on WCC’s popular associate’s degree in business administration. This is an example of a business-related associate’s degree that would feed into WCC’s BAS program. According to Washington Career Bridge and an environmental scan of program availability, *all* Washington state CTCs offer two-year business-related degrees or certificates – including dozens of options in related fields such as accounting, finance, and hospitality – supporting the conclusion that the pool of eligible students from related WCC two-year degree programs for WCC’s proposed BAS program is in alignment with what other colleges are experiencing. WCC will work closely with WWU and local area colleges, in particular, including Bellingham Technical College, Skagit Valley College, and Northwest Indian College, to clarify the benefits and distinctions between the various four-year business degree programs offered at these institutions. For any students from local business associate’s degree programs who are not otherwise being served and who have expressed interest in WCC’s BAS program, WCC will work to develop an efficient, seamless transfer to the BAS degree at WCC.

General education components

The general education components of the BAS degree are shown in Table 2:

Table 2. General education requirements BAS in applied business management			
Subject	Credits	Course	Typical Level of Completion
Communication Skills	10	ENGL& 101 English Composition	Associate
		ENGL& 235 Technical Writing	Associate or BAS
Quantitative/Symbolic Reasoning Skills	10	MATH& 146 Introduction to Statistics MATH& 141 Precalculus I or MATH 145 Algebra Applications for Economics and Business	Associate or BAS
Humanities	10	From distribution list	Associate or BAS
		PHIL 301 Professional Ethics*	BAS
Social Sciences	20	BUS& 201 Business Law* ECON& 201 Micro Economics* ECON& 202 Macro Economics *	Associate or BAS
		BUS 302 Project Management*	BAS
Natural Sciences	10	5 credits lab science from Natural Science List A for the AS degree	Associate or BAS
		5 credits lab science from Natural Science List A for the AS degree	Associate or BAS
Additional	20	CMST 245 Organizational Communication ACCT& 201 Principles of Accounting I* ACCT& 202 Principles of Accounting II* ACCT& 203 Principles of Accounting III*	Associate or BAS
		If accounting series is complete: 15 credits from the lists of Humanities/Fine Arts/English, Social Science, or Natural Science approved for the AS degree	Associate or BAS
Total required	80		

* Classes not included in the general education waiver for those who have earned a prior bachelor’s degree.

These general education components meet SBCTC’s minimum requirements as follows: communication skills (10 credits), quantitative/symbolic reasoning (5 credits), humanities (10 credits), social sciences (10 credits), natural sciences (10 credits), plus 20 additional credits distributed in a manner appropriate to the BAS program. In total, 80 general education credits are required. Students will likely earn approximately 20 of these general education credits as part of their business-related associate’s degrees, and the remainder as part of the BAS program. Credits earned at other institutions with different course numbering systems that are equivalent in content will be accepted pending WCC registrar’s evaluation and approval.

Junior/senior level coursework

The BAS in applied business management degree includes 65 upper division credits, 10 of which are junior and senior level business and philosophy general education courses (project management and professional ethics), also shown in Table 2. Core BAS coursework needed at the junior and senior level is shown in Table 3. The BAS in applied business management course descriptions and outcomes are provided in Appendix C. Courses at the 300- and 400- level contain appropriate content and outcomes, with higher level expectations of student performance outcomes than in the 100- and 200-level courses. In total the degree will include at minimum 180 credits, including several elective credits.

Table 3. BAS in applied business management core coursework	
Course	Credits
BUS 301 – Professional Readiness & Communication	5
PHIL 301 – Professional Ethics *	5
BUS 302 – Project Management *	5
BUS 310 – Foundations of Management	5
BUS 330 – Human Resources for Managers	5
BUS 340 – Marketing for Managers	5
BUS 350 – Financial Management	5
BUS 370 – Management Information Systems	5
BUS 380 – Operations Management	5
BUS 400 – Private Enterprise, Profit and Social Justice	5
BUS 420 – Business Strategy and Sustainability	5
BUS 460 – Organizational Leadership & Teamwork	5
BUS 495 – Business Capstone	5
Total required	65

* Required general education courses listed in Table 2.

By offering classes via mix-and-match modalities (face-to-face and online), the BAS degree will serve the needs of many student types, including place-bound, working adults. Currently the business administration two-year degree program serves many working adults, and half of enrollees take advantage of online and hybrid options offered as part of the program. The BAS program will be available to part-time as well as full-time students.

A sample schedule illustrating suggested BAS course sequencing is shown in Table 4. The program spans six quarters over two years, with the option to complete general electives during summer quarter.

Table 4. BAS in applied business management course sequencing							
Fall – Year 1		Winter – Year 1		Spring – Year 1		Summer – Year 1*	
Course	Credits	Course	Credits	Course	Credits	Course	Credits
BUS 310	5	BUS 340	5	PHIL 301	5	General Ed.	5
BUS 301	5	BUS 400	5	BUS 350	5	General Ed.	5
General Ed.	5	General Ed.	5	General Ed.	5	General Ed.	5
Total credits	15	Total credits	15	Total credits	15	Total credits	15
Fall – Year 2		Winter – Year 2		Spring – Year 2			
Course	Credits	Course	Credits	Course	Credits		
BUS 302	5	BUS 370	5	BUS 495	5		
BUS 330	5	BUS 380	5	BUS 420	5		
General Ed.	5	BUS 460	5	General Ed.	5		
Total credits	15	Total credits	15	Total credits	15		

* Optional, based on prior courses

Criteria 2: Qualified faculty

Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives

Current business, communications, accounting, economics, computer information systems (CIS), and philosophy faculty (ultimately anticipated at 4.0 FTE business faculty and multiple adjunct faculty) will teach BAS coursework. Faculty in the business administration program have work experience in the field and also regularly attend local, state and national conferences, workshops, and other trainings and industry events to keep connected to local industry and current trends in this ever-evolving multidisciplinary field. The lead accounting faculty, John Fasler, has a juris doctorate, a master of accounting degree, a master of administration degree, and maintains his certified public accounting credential. He is also certified as a chartered global management accountant. In addition to his role as lead of the accounting and finance programs at WCC, Fasler also serves as department chair for business and law at WCC.

Faculty will be overseen by the dean for workforce education, Janice Walker, who has a master of education degree in adult education administration with a business concentration, and 13 years of administrative leadership experience at SPIE – an international professional membership association – prior to joining WCC. At SPIE, Ms. Walker was one of the three senior directors, led strategic initiatives, and supervised over 60 staff and an annual budget of over \$20M. She has been the workforce dean at WCC for over four years and serves on a variety of regional and state economic development, workforce, and related boards, councils, and committees that keep her current with regional and state business, economic development and workforce needs. For WCC’s business program, she will perform the formal faculty evaluations, review faculty professional plans, review course evaluations by students, review self-evaluations by faculty and staff, conduct classroom observations, and ensure that the BAS in applied business management faculty stay current in the field (including occasional direct

work in industry as possible). She will also ensure that faculty meet at least minimum qualifications and standards, facilitate student learning at an appropriate level of rigor, and are active participants in the curriculum development and revision process. The division chair for social sciences will additionally provide faculty mentorship and peer classroom observations. Other appropriate division chairs, the WCC dean for instruction, or other department directors (e.g., CIS) will formally evaluate or provide peer mentoring of other faculty teaching core and general education courses in the BAS program.

General education courses will be taught by existing faculty where appropriate (e.g., for already existing and ongoing courses). The entirely new upper division business courses in the core program will be overseen by lead business faculty member and business administration program coordinator, Kate Baker. The existing philosophy 301 course, professional ethics, will be overseen by WCC philosophy faculty member, Kirsten Egerstrom. The BUS 302 project management course will be taught by Michael Flittie.

Table 5 details the courses for which anticipated faculty, both full-time and adjunct, are qualified to teach.

Table 5. BAS in applied business management program faculty			
Faculty Name	Preferred Credentials	Status	Qualified to Teach:
Kate Baker	Master of Business Administration; Bachelor of Arts	Business full-time faculty	Lower and upper division
Jim Drinkwine	Master of Business Administration; Bachelor of Arts	Business full-time faculty	Lower and upper division
Selvi Adaikkalam-Zabihi	Master of Social Science; Bachelor of Science, International Development	Business adjunct faculty	Lower and upper division
Tim Brockman	Bachelor of Science, Business Management	Business adjunct faculty	Lower division
David Evraets	Master of Business Administration; Bachelor of Arts; Associate of Applied Science	Business adjunct faculty	Lower division
Michael Flittie	Master of Business Administration; Bachelor of Arts, Management	Business adjunct faculty	Lower and upper division
Stefan Ignatovski	Doctor of Philosophy in Management, specializing in Accounting; Master of Science, Accounting Forensics	Business adjunct faculty	Lower division
Lee McClain	Master of Business Administration; Master of History	Business adjunct faculty	Lower division
Emily Mowrey	Bachelor of Arts, Politics	Business adjunct faculty	Lower division
John Fasler	Juris Doctorate; Master of Accounting; Master of Administration; Bachelor of Science; Bachelor of Arts Certifications: Certified Public Accountant; Chartered Global Management Accountant	Accounting & finance full-time faculty; business & law department chair	Lower and upper division
Christi Carey	Education Specialist; Master of Science; Master of Arts; Bachelor of Science	Accounting adjunct faculty	Lower division

Ron Singleton	Doctor of Philosophy in Economics; Master of Business Administration	Accounting adjunct faculty	Lower division
Tresha Dutton	Doctor of Philosophy; Master of Arts; Bachelor of Arts	Communication studies full-time faculty	Lower and upper division
Daniel Urban	Master of Economics; Bachelor of Science in Economics	Economics full-time faculty	Lower and upper division
Kirsten Egerstrom	Doctor of Philosophy in Philosophy; Master of Arts; Bachelor of Arts	Philosophy faculty	Upper division
New Full-time Faculty 1	Master's degree and relevant certifications, with relevant industry experience and doctorate degree preferred	Full-time faculty (to be hired in Year 1)	Lower and upper division
New Full-time Faculty 2	Master's degree and relevant certifications, with relevant industry experience and doctorate degree preferred	Full-time faculty (to be hired in Year 4)	Lower and upper division
Adjunct faculty	Bachelor's degree and relevant certifications; master's degree and relevant industry experience preferred	Adjunct faculty (to be hired in Years 1-2)	Lower and upper division

Based on projected initial and increasing enrollment and staffing needs as the BAS program rolls out and gains momentum, WCC plans to hire a full-time faculty member in year 1 (in time to start teaching in fall 2020) and another full-time faculty member in year 4 (fall of 2023). Additional adjunct faculty will be hired in years 1 and 2 to assist with growing enrollments. In order to help realize its goal of creating a workforce that increasingly reflects the student population it serves, WCC is committed to hiring faculty and staff of color through new strategies to improve hiring practices. WCC recently implemented implicit bias awareness training for every search committee and has also trained search advocates to prioritize equitable hiring practices as the foundational approach to achieving this goal. This work is central to WCC's new 2017-22 strategic plan and specifically core theme 3, advancing equity.

WCC realizes the importance of providing and hiring high quality faculty for the proposed BAS program. WCC has strict hiring procedures to ensure faculty are qualified for their positions, have appropriate preparation and teaching experience, and possess pertinent discipline-related experiences. The College is committed to hiring faculty at the doctoral or juris doctoral level whenever possible in the recruitment process.

Provide the total faculty FTE allocated to the program

Through a thoughtful and inclusive process of proposed BAS program planning and enrollment projections, it was determined that the total new faculty FTE allocated to the program will be anticipated as follows: Years 1 through 3: 1.0 FTE full-time faculty; years 4 and 5: 2.0 FTE full-time faculty, bringing the total to 4.0 FTE full-time business faculty. New adjunct faculty will teach one course in year 1 and two courses in years 2 through 5. The applied business management program coordinator, Kate Baker, will oversee BAS degree course content and outcomes with support and input from the College's numerous assessment processes.

Professional and technical certifications

WCC will ensure that all faculty and administrators responsible for professional-technical program courses meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Criteria 3: Selective admissions process consistent with an open door policy institution, if used for the program

Selection and admission process

All students graduating from business-related associate's degree programs and students with other associate's degrees and relevant experience will be eligible to apply to pursue the BAS in applied business management degree at WCC. Students who meet admission criteria will be welcome to join the BAS program in a manner consistent with the College's open door policy. Admission requirements have been designed both to provide access for many and to ensure that prospective applicants are prepared for success once they enter the program. Program eligibility requirements include (1) an associate's degree (business-related preferred), and (2) cumulative minimum 2.3 GPA in associate's degree and minimum 2.3 GPA in business-related coursework. With faculty permission, applicants with a 2.0 GPA may be admitted. This will be determined on a case-by-case basis and will help to address and close access and equity gaps.

The initial selection process will involve the WCC registrar's office reviewing submitted applications for completeness, transferrable credits, and minimum qualifications. Qualified applications will then be forwarded to the selection committee made up of the business administration program coordinator, representation from business faculty, and a student services/advising staff member.

If the program capacity exceeds the number of applicants, all applicants with a completed or pending business-related associate's degree who meet GPA requirements will be admitted to the program. Applicants with a completed or pending associate's or higher level degree in a non-business related field who meet GPA requirements will be reviewed based on the criteria in Table 7², and those who demonstrate adequate relevant experience to succeed in the program, based on the criteria, will also be admitted.

Should there be more qualified applicants than there are openings in the program, the College will first consider offering additional course sections, if feasible. If there are more qualified applicants than openings, but not enough applicants to sustain an additional section, WCC will admit students based on applicant ranking by the selection committee as described below and in Tables 6 and 7:

1. 75% of open slots will be awarded based on the criteria and ranking of items outlined in Table 6³.
2. 25% of open slots will be awarded based on the criteria outlined in Table 7. Allowing these additional slots ensures that students with significant relevant prior experience are not excluded from admission consideration.

While WCC will develop and implement criteria ranking to be used in tie breaker situations, the intent of the degree program is to serve as many prospective students as possible who meet the criteria. The program has been intentionally designed to welcome students with a range of incoming GPA and work experience. Those who were not accepted to the initial program course sequence will be placed on a ranked wait list for consideration as slots open up.

² Weighting of criteria ranking has not yet been finalized.

³ In the event that less than 75% of qualified applicants have a business-related degree, all qualified applicants with a business-related degree will be admitted via the process in Table 6, and the remainder of spots will be determined using the process in Table 7.

Table 6. WCC's BAS in applied business management program admission selection criteria for 75% of program open slots	
Criteria	Party(ies) responsible
Submit completed application packet by priority date	Registrar – no ranking
Successful application to WCC	Registrar – no ranking
Completed associate's degree (minimum) in business-related field (If no degree has yet been earned, the applicant must indicate the anticipated completion date of earning the degree, and how many additional credits are needed)	Registrar and then to Selection Committee – ranking applies
Résumé showing appropriate industry experience	Selection Committee – ranking applies

Table 7. WCC's BAS in applied business management program admission selection criteria for 25% of program open slots	
Criteria	Party(ies) responsible
Submit completed application packet by priority date	Registrar – no ranking
Successful application to WCC	Registrar – no ranking
Completed associate's degree (If no degree has yet been earned, the applicant must indicate the anticipated completion date of earning the degree, and how many additional credits are needed)	Registrar and then to Selection Committee – ranking applies
Number of business-related credits that apply to program based on transcripts, prior learning assessment, and other factors	Registrar and then to Selection Committee – ranking applies
Résumé showing appropriate industry experience	Selection Committee – ranking applies

Capacity for online courses will not exceed 30 students. Capacity for face-to-face courses will not exceed 35 students. In all cases, class sizes will be managed to ensure students are well served. For example, the capstone course will be tentatively limited to 18 students, and additional sections will be added as the need arises.

The program will assess the admissions process each year and determine if changes need to be made based on student progress and retention, diversity of applicant pool and admitted students, and other factors as they emerge.

Efforts that will be used to assure that the program serves as diverse a population as possible

The BAS program will work, through efforts and policies described below, to ensure it serves as diverse a population as possible.

In accordance with the College's *affirmation of inclusion*:

“Whatcom Community College is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races,

ethnicities, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities and disabilities. Toward that end, faculty, students and staff will:

Treat one another with respect and dignity;

Promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate;

Influence curriculum, teaching strategies, student services and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.”

The BAS student recruiter/advisor/navigator will play a proactive and critical role in recruiting and retaining students from diverse populations and supporting them through program completion. In collaboration with the College’s established outreach team, this position will visit rural high schools, tribes, and interested employers to conduct outreach, table at college fairs, and work collaboratively with WCC’s K-12 outreach staff and Hispanic/Latino admissions outreach coordinator to reach diverse audiences. The BAS student recruiter/advisor/navigator will conduct targeted outreach to students in dual credit business classes at local high schools (Nooksack Valley, Lynden, Lynden Christian, and Squalicum) to promote the BAS pathway. These schools feature higher proportions of rural, low-income, first-generation, and students of color. WCC will work to expand dual credit business opportunities to other high schools to reach greater numbers of diverse students. The BAS student recruiter/advisor/ navigator will also promote the business BAS pathway through WCC’s TRIO Upward Bound program that helps rural, low-income, first generation high school students prepare for success in college.

Diverse BAS students will benefit from a number of College programs, including Achieve-Imagine-Motivate (AIM), the intercultural center (described in a subsequent section), and program elements designed to engage diverse BAS students specifically. Through a Title III grant, the College provides AIM coaches to eligible students to promote success and retention. AIM students must be a student of color, a student with a disability, low-income, or first generation, or place at low developmental levels in math or English. All students served by this model receive individualized coaching to support them in achieving better results in their academic and personal challenges. The BAS program will integrate intercultural aspects of business management into the curriculum and will feature diverse speakers and video interviews. WCC will reach out to regional workforce partners to suggest speakers, including Lummi Business Council, Bellingham Regional Chamber of Commerce, Northwest Innovation Resource Center, the Small Business Development Center, and women-owned businesses.

To ensure equitable access to and participation in the BAS program, WCC will use multiple formats, mechanisms, and venues to accommodate differing learning styles and issues of information accessibility. For example, BAS application materials and program announcements will be available in print format that is ADA compliant in both instances (bulletin boards, brochures, publications, etc.) and in electronic format (e-mail, social media, website, list serves, etc.). Marketing will target diverse student populations in area high schools, colleges and working adults, will include closed-caption video promotions on WCC’s web site, and WCC will reach out to business associate’s degree program graduates and to relevant area employers who may have interested incumbent employees or employee training needs. The BAS program coordinator, the business and law department chair, the dean for workforce education, the workforce education coordinator, advising, K-12 outreach, worker retraining, veterans services staff, and the business program advisory committee will work proactively to support and achieve these aims. WCC is currently restructuring its high level workforce education positions, and as capacity builds through its two BAS programs, the College will ensure it has at least 25%

of a position dedicated to BAS program management, in addition to the structures already in place for supporting these programs (i.e., program coordinators/directors, department chairs, division chair, workforce education coordinator, dean for workforce education, vice president for instruction). This will augment WCC's CIS/CS department director who currently oversees WCC's BAS in IT networking – cybersecurity.

In addition, the BAS program coordinator, director, and the (currently “technology”) student recruiter/advisor/navigator will be responsible for reaching out to colleges across the state that do not already have a similar BAS degree to develop articulation agreements with interested programs for efficient transfer to WCC's BAS, to ensure that transfer information is readily available to business-related associate's degree program students, and will work with WCC's business program to identify any needed mediation issues or support for students who are not sufficiently prepared to enter the BAS program.

Once students are enrolled, the College will provide assistance and reasonable accommodations to BAS students through ESL courses, tutoring, and other services (described in greater depth in the subsequent section), including through its established office of access and disability services, intercultural center, and veterans services office.

Students in the applied business management BAS program will experience mix-and-match modalities – including synchronous and non-synchronous options – to suit varying needs. The program will feature online offerings with in-person support, including opportunities for students who require academic support. The program will require first day, mid-quarter, and last day face-to-face attendance, with a video conferencing option available to distant students free of charge. Videos will be recorded and available to download for viewing at a later time, and will also be available through the library. By pairing an in-person component with a rich Canvas environment, the program will use technology to expose students to a common distributed business management model. Students and working adults will be able to access course material at any time to accommodate their schedules and responsibilities.

WCC implemented Starfish online degree planning and early alert strategies several years ago to improve student retention and bolster student success through planning and targeted support. As part of this platform, the early alert support program provides early intervention strategies for students who are struggling in or have stopped attending courses. In 2017-18, 1,835 WCC students received at least one early or mid-quarter alert. All students receiving an alert are sent a list of support resources and also receive a phone call inviting them to meet with an advisor or coach to develop an action plan to get back on track. The early alert program will likewise be available to BAS students.

The 50% student recruiter/advisor/navigator position will provide critical support in recruiting diverse BAS students and supporting all students in the new BAS degree program, as it has in the BAS in IT networking – cybersecurity program. Through grant funding, the position will be funded to support both BAS programs at 50% effort each. Many of the College's professional-technical programs feature a student navigator and the role has clearly demonstrated benefits in improving student retention.

In hiring faculty and staff for BAS positions, WCC will, in accordance with its *policy statement on affirmative action / fair employment practices*, “avoid any discrimination in its recruitment, hiring, training, retention and promotion and all other personnel actions of qualified persons because of their race, religion, color, national origin, gender, marital status, age (except where gender or age is a bona fide occupational qualification), handicap due to sensory, mental, or physical reasons or veteran status, which includes Vietnam era and/or disabled veterans.”

Criteria 4: Appropriate student services plan

Services that will be needed by the students admitted to the degree program, and the college plan for providing those services

As declared in the College's 2017-22 strategic plan, students come first at Whatcom Community College. The College provides a nationally recognized learning environment for students seeking to improve their lives through education. WCC proudly embraces and supports its diverse campus community. The College promises to transform lives through education while supporting student growth, respecting student investment, embracing diversity, promoting excellence, and creating opportunities. The BAS program will feature a student recruiter/ advisor/navigator dedicated to recruiting and serving diverse students. The female applied business management program coordinator will serve as a role model to women in the program. The business club and many affinity clubs will provide a sense of community to students. WCC has developed outstanding services and academic resources for student support that are available to every student, including access and disability services, admissions, advising and registration, computer access and tech help, funding and support programs, graduation information, personal counseling, eLearning training and support, online registration, education planning, financial aid, AIM student coaching, the LGBTQ student success initiative, tutoring / learning center, veterans services, and a cybersecurity center.

The campus community is well attuned to the required services changes involved in becoming a baccalaureate granting institution, now that its BAS in IT networking – cybersecurity has been in place for over one year. Prior to the program's launch in 2017, WCC implemented dedicated BAS advising services to help students navigate the BAS application process, entry, and academic progression processes. In addition to the new services and resources described in Criteria 5, the College offers the full range of existing high quality services, support, and resources to BAS student to help them succeed in classes and achieve their educational goals.

Applied business management BAS students will enjoy additional campus resources including athletic facilities, tutoring services, dining services, the intercultural center, experiential learning, computing resources, library services, the career and transfer center, the writing center, the testing center, the math center, and the learning center. WCC student life offers opportunities for engagement in student leadership, student activities and clubs, and athletics.

This array of services complements the instructional programs to assist students in achieving their academic and career goals. Further, classrooms are well maintained and equipped with teaching stations that support presentations, video, and internet access. In 2020, construction of the WCC's new learning commons building will be complete. The learning commons will bring under one roof the College's library, academic support services, tutoring, instructional technology stations, and study areas, as well as the learning, math, and writing centers. It is anticipated that the learning commons will also house a makerspace, which would complement rigorous BAS curriculum in design thinking. In collaboration with business program faculty, the Northwest Innovation Resource Center will create design thinking curriculum that will be incorporated into the new BAS curriculum, as well as offer workshops for faculty. This will help to strengthen entrepreneurial content, prepare managers for the workplace of tomorrow, and introduce non-traditional business students to the idea of pursuing a business degree.

In 2020, construction of WCC's first-ever student residence building, located across the street from the College, will also be complete. BAS students will be able to take advantage of these unprecedented resources and will also benefit from the College's implementation of guided

pathways, a new student welcome center, and a teaching and learning center, currently in the planning stages.

Select student services and proposed changes to services that BAS students in particular are anticipated to use are described in greater detail below. As part of the College's ongoing efforts in program improvement, BAS students, faculty, and staff will be surveyed regularly to determine emerging student service and support needs to be addressed in the future.

Career and transfer center

WCC's career and transfer center advisors help students develop career and academic plans using different advising and assessment tools and resources for effective strengths assessment and timely degree completion planning for graduation based on career goals. Many faculty have been participating in campus efforts to implement guided pathways at WCC, including business administration program coordinator, Kate Baker. These efforts identify a business pathway so it will be evident to students which courses they should take to explore or pursue the new BAS degree. Implementation of guided pathways will help students complete required coursework in their very first quarters that positions them for pathways into BAS and other options of their choosing. In this way, students are more likely to persist in earning a degree without taking unneeded courses or credits, thus addressing equity gaps in student outcomes.

In addition, the career and transfer center will now include information about higher level business management jobs as well as information about graduate programs for applied business management BAS graduates. Representatives from the career and transfer center will attend transfer fairs at WCC and other colleges to inform students about WCC's new BAS program. The center also supports students in developing résumé and interview skills, and coordinates an annual job fair to support interaction of students and employers with mutual interests. This year, the job fair will be organized by career focus (e.g., health, general business, technology, sciences) to further support WCC's evolving guided pathways implementation.

Intercultural center

The intercultural center supports educational equity and academic achievement for diverse student populations by providing access to resources and a safe place to connect through a culture of inclusion and respect. The intercultural center considers community building to be an invaluable component of academic support as well as an important way to work toward social justice. The center encourages students to drop by if they have any questions, need personal or academic support, want to talk, or even simply want a safe and welcoming place to hang out or eat lunch. The center offers drop-in tutoring hours in conjunction with the learning center (currently offering German, French, and math tutoring), laptops to check out for use in the center, workshops, and a social justice library and videos for use in the intercultural center.

The intercultural center supports several student groups on campus, including the Black Student Association. Student groups are a proven way to develop leadership skills, build a resume, and get connected on campus whether a student is brand new or returning.

Associated students of WCC clubs

As part of its vision to achieve a dynamic campus environment in which all students are represented and have an opportunity to participate, the associated students of WCC hosts nearly 30 student clubs to enhance the student experience inside and outside the classroom. These clubs provide leadership opportunities, friendship, and fun. Clubs represent a variety of interests and affinity groups, including business, pride (LGBTQ+), Vietnamese student association, sustainability and much more.

English for non-native English speakers

WCC offers ESL classes for students who want to improve skills in listening, speaking, reading, and writing English while also learning about American culture and the local community.

Veterans services

WCC welcomes veterans and recognizes and appreciates their service. WCC's services to veterans are designed to provide the tools and resources necessary for a successful educational experience at WCC. As part of these efforts, the veterans safe zone program, developed by WCC students and staff, was enthusiastically implemented on campus in 2008. This is an ongoing commitment of support to WCC's veterans and current military.

Access and disability services

The office of access and disability services values the diversity students with disabilities bring to WCC's campus community. Through intentional programs, services, and reasonable accommodations, the office strives to ensure students with disabilities have equal access to WCC and encourages the development of independence and self-advocacy skills while supporting the learning experience.

Whatcom library

The College's library is dedicated to fulfilling the information needs of students, faculty, and staff. The library provides space, instruction, resources, access, and the guidance to use library resources effectively. Guided by the College's mission, the library focuses on developing the information literacy competencies of students. In 2017 when the College's first BAS degree launched, the library began offering baccalaureate level resources, including a research database and numerous, more advanced books. The business and library faculty have verified that WCC's library currently has resources to support student needs in the new BAS program in applied business management. To enhance these offerings, the business and library faculty have identified and budgeted for an annual ReferenceUSA license, which provides online access to numerous databases that business BAS students will find valuable in their coursework and capstone project, including US businesses and historical businesses, as well as Canadian businesses and more. In addition, research librarians will provide student support for coursework, research, and the capstone project.

The business and library faculty recently conducted a self-assessment of BAS library services (NWCCU rubric) that confirmed library services at WCC meet BAS standards. With one BAS program already offered at WCC, the library has developed the resources needed to support upper division research. Library staff train faculty on how to incorporate research skills and information literacy into curriculum. They also offer resources for students completing research-based projects. As the curriculum for the new BAS program is built, content developers will be deliberate in scaffolding library and information resources into assignments and assessments. The models for this exist at WCC in a variety of disciplines including, but not limited to, anthropology, English, and STEM programs. Through the biennial all-faculty survey, the WCC library collects data to help shape decisions to better support programs and faculty. In addition, the library will collaborate with WCC's office of assessment and institutional research to add questions to end-of-quarter student surveys for BAS students to better identify successes and gaps. Based on data and resources, the library can explore creating a specific BAS librarian position. Lastly, systems are in place for the library to regularly evaluate its resources and services. These include institutional surveys, reviews by library staff to identify commonly requested interlibrary loan resources, and tracking requests made by campus stakeholders.

Classrooms and computer labs

The labs and classrooms in Baker Hall where many business-related courses are taught have recently undergone a major remodel including two remodeled lecture classrooms. This remodel provides improved space and computer lab resources for the program. In addition, WCC is currently in the process of building a new learning commons that will provide enhanced learning and service environments for students, including a major library expansion. When complete in 2020, this new building will also free up additional classroom space from programs and services moving into the new commons which will help to provide adequate space to accommodate growth through the first five years of the BAS in applied business management.

Cybersecurity center

WCC has developed a cybersecurity center to provide access to information security and information assurance resources. WCC was initially designated a Center of Academic Excellence in Information Assurance Education in 2011, and in 2014 was awarded a new designation through 2021. WCC earned this honor from the US Department of Homeland Security and the National Security Agency. This designation indicates that WCC security curriculum has met standards set by these agencies, and that campus IT and business policies reflect secure measures. It also requires that the College maintains a virtual and physical cybersecurity center presence, providing timely resources and information to all faculty and students who wish to access them, including BAS business program students.

WCC business club

The WCC business club, which will organically expand to include business BAS students, provides students with practical exposure and experiences in business (including international business), accounting, finance, not-for-profits, hospitality, retail, food production, manufacturing, and other fields. Business club members have the opportunity to network with professionals and explore current business topics from across the local business community. Volunteers from the business community speak, provide feedback on résumés, participate in mock interviews, and share their experiences, all in support of helping students learn about career opportunities and realities and to prepare for future internships and employment.

Financial aid services and academic advising for admitted students

Financial aid services

WCC provides an effective and accountable financial aid program consistent with its mission, student needs, and resources. The financial aid staff awards federal, state, private, institutional grants, loans, scholarships, and agency support in accordance with state and federal guidelines. Policies and procedures that guide the disbursement of state and federal aid are reviewed annually in accordance with federal and state regulations and are updated as necessary. The financial aid staff uses a variety of training tools to ensure that the information and procedures are effective, consistent, accurate, and in compliance.

BAS students will participate in mandatory financial aid advising as part of the program's mandatory advising requirement, described in greater detail below. Students admitted to the BAS program will be required to meet the same financial aid deadlines as other WCC students and will benefit from the College's helpful financial aid services, as well as workshops and financial aid literacy tools. For example, the College recently implemented SALT, which is a comprehensive online platform with relevant and useful tools available to help students develop their financial and economic literacy.

Financial aid application forms and procedures, eligibility requirements, and satisfactory academic progress requirements are provided in the College's catalog, quarterly class schedules, advising materials, and on WCC's website. Financial aid information is presented to new students and their parents during new student orientation sessions before the start of each quarter. A major focus of the financial aid office is timely communication with students. The financial aid portal, available on the college website, provides students with access to their real-time financial aid information. This supports easy access for students to view their budget, tuition costs, verify that forms have been received, and view their financial aid award.

Additional financial support resources, such as scholarships, may be made available for BAS students through the College's Foundation or other scholarship-funding agencies. WCC student services staff actively maintain current information on available scholarships. In addition, BAS students may be eligible to receive worker retraining funds.

Academic advising

The new BAS program anticipates funding a half-time student recruiter/advisor/navigator position to specifically meet the needs of BAS students as they navigate the BAS program application process, WCC admissions, course selection, scheduling, and other elements of completing the new BAS degree at WCC. If the program grows as estimated, the College will consider if expansion is needed to a full-time position by year 3 or 4. Advising will be required of all BAS students in the program. Prior to admission, prospective applicants will receive BAS program information. The student recruiter/advisor/navigator will start in spring 2020 prior to program launch in fall 2020 to help answer interested students' questions about the application process and program requirements, and to help them develop their academic plan.

Once admitted to the BAS program, BAS students will participate in orientation (mandatory for students transferring in from other associate's degree programs), called the Whatcom Wave. Orientation outcomes include knowledge of campus resources, an awareness of academic advising and decision-making processes, an understanding of college expectations, familiarity with the physical layout of the campus, familiarity with opportunities for student involvement in student clubs and activities, and a personal connection with faculty, staff, and other students. From this point forward, BAS students will meet regularly with the BAS student recruiter/advisor/navigator who will assist them with education program advising and any course issues, help monitor their progress (in concert with the BAS program coordinator and/or director), and guide them to other available student services, described above, to aid in their success both during BAS program enrollment and in their employment search upon graduation. All advisors, not just the BAS student recruiter/advisor/navigator, will be educated about program admissions requirements, career options for graduates, and graduate school options.

Criteria 5: Commitment to build and sustain a high quality program

Financial plan for the first five years of program operation

Detailed below is a financial plan for the first five years of the BAS in applied business management program at WCC. The College commits to sustaining a high quality applied baccalaureate program and looks forward to further strengthening the business management talent pool and workforce in the region and in Washington state.

The implementation timeline assumes that Northwest Commission on Colleges and Universities (NWCCU) approval, as well as veterans services approval and Department of Education financial aid approval, occurs in 2019-20.

The BAS program in applied business management will be administratively housed within the College’s existing business program. The business program, part of the business and law department within the College’s social studies and business division, falls under the instruction umbrella of the institution. Instruction, the largest major unit of the College (the other units are student services and administrative services), shares the institution’s sincere enthusiasm and drive to further expand its baccalaureate offerings and has sufficient capacity to accommodate the proposed BAS program in applied business management at WCC.

Types of funds to be used to support the program

Tuition is the primary long-term anticipated funding source for the new BAS program, based on enrollment projections explained and shown in Table 8; however, the College is committed to funding the proposed BAS program regardless of whether tuition covers program expenses or not (within a reasonable period of years).

Table 8. Enrollment projections for BAS in applied business management at WCC					
Cohort	Year				
	<u>Year 1</u> 2020-21	<u>Year 2</u> 2021-22	<u>Year 3</u> 2022-23	<u>Year 4</u> 2023-24	<u>Year 5</u> 2024-25
1st cohort 2 year	13	11			
1st cohort 3 year	5	5	4		
1st cohort 6 year	4	3	3	2	2
2nd cohort 2 year		18	15		
2nd cohort 3 year		7	6	5	
2nd cohort 6 year		5	4	3	3
3rd cohort 2 year			22	19	
3rd cohort 3 year			9	8	6
3rd cohort 6 year			6	5	4
4th cohort 2 year				30	25
4th cohort 3 year				12	10
4th cohort 6 year				8	7
5th cohort 2 year					37
5th cohort 3 year					15
5th cohort 6 year					10
Total students	22	48	68	91	119

Based on current Washington state BAS program enrollment trends, WCC enrollment trends, and feedback from a fall 2017 survey of BAS interest among current WCC students pursuing a two-year business degree, it is anticipated that roughly 60% of enrolled BAS students will aim to complete the program in two years, while the rest might take more time, perhaps three or even up to six years, given preferences, work schedules, and other personal responsibilities.

The program will offer mix-and-match modalities, expanding accessibility. Currently the two-year degree business program serves many working adults, and half of enrollees take

advantage of hybrid options offered as part of the program. Student survey results demonstrate the need for a BAS degree at WCC with an online component that serves the needs of working adults.

With these enrollment estimates in mind, we have assumed three cohorts: a cohort taking 15 credits per quarter graduating in two years, a cohort taking 10 credits per quarter graduating in three years, and a cohort taking five credits per quarter graduating in six years. These enrollment projections, shown in Table 8, assume an 85% retention rate.

The enrollment estimates are based on expected student FTE that mirrors the growth of the business program over time. WCC's business program has grown, on average, 10% annually for the last five years. In fact, the program grew by 54% in the last three years. Each year, WCC graduates 20 students with a two-year degree in business administration, plus an additional 15 in the accounting, finance, hospitality and tourism programs, for a total of 35 students. All would be well suited to apply to WCC's new BAS program. Approximately 123 students per year graduate from two-year business-related programs at regional institutions and will add to the pool of candidates for four-year degree programs locally and across the state. As noted above, WCC is committed to working with partner institutions to clarify the benefits and distinctions between the various four-year business degree programs offered at these institutions so that student can make choices that best fit their interests, goals, and other criteria.

Table 9. Revenue projections for BAS in applied business management at WCC					
Tuition by Cohort	Year				
	<u>Year 1*</u>	<u>Year 2**</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	2020-21	2021-22	2022-23	2023-24	2024-25
Annual tuition @ 15 Credits	5,362	5,469	5,579	5,690	5,804
Annual tuition @ 10 Credits	4,385	4,473	4,563	4,654	4,747
Annual tuition @ 5 Credits	2,193	2,237	2,281	2,327	2,373
# Students enrolled 15 cr/qtr	10	25	37	48	62
# Students enrolled 10 cr/qtr	4	10	19	24	31
# Students enrolled 5 cr/qtr	3	7	12	18	26
Total tuition revenue	76,724	198,203	321,364	431,865	568,520

* Assumes 75% of enrollment projection fulfilled.

** Assumes 87% of enrollment projection fulfilled.

Projected revenue based on WCC's BAS enrollment estimates is shown in Table 9. These revenue projections assume that full enrollment is not achieved until year 3. This conservative assumption aims to strike a balance in consideration that it will take time to build full enrollment, and that while the current business program achieves an 87% fill rate, the proposed BAS program is expected to draw from a broader geographic base of northwest Washington state, including adults already working in local small to medium sized businesses. The tuition basis for these estimates reflects the breakdown and proportion of upper and lower division courses put forth in this new degree program proposal. Tuition here includes operating fees only⁴ and uses current tuition rates for the lower and upper division courses as set by

⁴ Tuition estimates do not include the 3% innovation fund amount nor the 3.5% state need grant component. Tuition estimates do assume 2% annual escalation.

SBCTC. In accordance with tuition requirements for BAS programs, students will be charged per credit for upper division courses and lower division courses; tuition and fees must not exceed levels at comprehensive regional universities⁵. These revenue projections are conservative in that they do not consider additional tuition revenue to be gained as capacity in the lower division business courses grows along with the BAS program.

Projected program expenses

Projected program expenses are shown in Table 10. This includes 'year 0' expenses for 2019-20, considered the start-up year for the BAS program. During this time, the College will begin funding the student recruiter/advisor/navigator, develop BAS program curriculum, finalize the weighting of admission criteria ranking, and market the new degree broadly. The proposed BAS in applied business management is slated to begin in fall 2020.

Expense	Year					
	Year 0 2019-20	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Applied business mgmt						
program coordinator (17%)	0	9,314	9,594	9,882	10,178	10,483
BAS program director (25%)*	0	21,250	21,675	22,109	22,551	23,002
Full-time faculty 1	0	60,000	61,800	63,654	65,564	67,531
Full-time faculty 2	0	0	0	0	65,564	67,531
Adjunct faculty	0	4,464	9,106	9,288	9,474	9,664
Curriculum development	8,342	8,593	0	0	0	0
Recruiter/advisor/nav (50%)	12,250	24,990	25,490	26,000	26,520	27,050
Benefits	7,906	47,423	47,037	48,230	72,402	74,347
Equipment	4,000	4,000	500	500	4,000	500
Library resources	0	4,851	5,094	5,348	5,616	5,896
Materials and supplies	4,000	4,000	4,000	4,000	4,000	4,000
Marketing	5,000	5,000	5,000	5,000	5,000	5,000
Travel/conf/prof dev't	1,000	1,000	1,000	1,000	1,000	1,000
Facilities and admin.	0	6,138	15,856	25,709	34,549	45,482
Total expenses	42,498	201,022	206,151	220,719	326,416	341,484
Tuition revenue projection	0	76,724	198,203	321,364	431,865	568,520
BAS program income	(42,498)	(124,298)	(7,948)	100,645	105,449	227,035

* 25% of an administrative position as BAS program director

⁵ In these revenue projections, we consider the fact that tuition costs the same for 10 upper division and 15 upper division credits. That means a student taking 10 upper division and five lower division credits in the same quarter (15 credits total) should pay no more than this amount. If they did this for three quarters in the same year, their cost would be as shown in table 9. A student taking 10 credits per quarter might take 10 upper division credits per quarter for two quarters of the year, and 10 lower division credits for the third quarter. A student taking five credits per quarter might take a similar approach. Tuition reflects these assumptions.

As can be seen in Table 10, the program is anticipated to fully sustain itself starting in year 3. While these budget estimates are based on the 300- and 400-level course components of the BAS program, faculty will not begin with full teaching loads at these levels. Some of their teaching responsibilities will fall in the 100- and 200-level courses, but these budget estimates conservatively account for the entire salary within the BAS program. WCC has budgeted conservatively in this regard and is committed to funding the proposed BAS program regardless of actual revenue.

Below is a detailed explanation of each expense category projection and function:

Applied business management program coordinator (50% of five-credit release time quarterly, 17% effort, for Kate Baker)

Kate Baker, business administration program coordinator, will also serve as the applied business management BAS program coordinator and will be responsible for:

- Overseeing the BAS program in applied business management;
- Being the instructional subject matter expert guiding overall program content, curriculum, and program outcomes;
- Providing valuable connections to industry and other educational institutions to develop transfer pathways, identify and contribute resources, and to guide directional aspects of the program;
- Identifying potential faculty candidates to teach in the program;
- Serving on the selection committee for the BAS in applied business management program;
- Resolving any unanticipated issues that arise during implementation related to acceptance criteria, skills assessment, curriculum, etc.;
- Ensuring the continued improvement of the program;
- Providing guidance and collaborating with advising for assessment of incoming students.

This position would be compensated at the equivalent of 50% of five-credit release time quarterly in years 1 through 5, estimated to be approximately 9,314 in year 1^{6,7}.

BAS program director (25% effort of an administrative position)

This person will be responsible for:

- Being the lead non-faculty administrator of WCC's BAS in applied business management program (and other anticipated BAS degree programs in time);
- Leading the selection committee for the BAS in applied business management program, and serving as the primary liaison between the BAS program and the registrar's office;
- Providing information about the program to prospective applicants and monitoring student progress;
- Being the point of contact for students enrolled in the BAS program;
- Supporting employer outreach for input to the program and graduate employment;
- Marketing the program to new students and conducting outreach to other CTC's for articulation of 2+2 models;
- Conducting outreach to other colleges and universities to develop articulation agreements for efficient student pathways;

⁶ The remainder of Ms. Baker's full-year salary is funded by other resources; her level of effort toward the BAS will be commensurate with need to support effective leadership / guidance of the applied business management program.

⁷ All salaries include an estimated 2-3% annual escalation.

- Supporting the faculty in ongoing program assessment to maintain the program's currency.

This position will be funded at 25% effort in years 1 through 5 and will be compensated at a full-time salary base of approximately \$85,000 in year 1.

FT faculty (instruction; full-time)

This position is responsible for:

- Teaching upper and lower division level BAS courses;
- Curriculum revisions to existing courses as needed to the program once it is implemented.

This position is full time and will be compensated at an initial base rate of approximately \$60,000 per year or more, depending on experience. Salary is projected to increase 3% annually or more, depending on experience, the completion of the tenure process, and participation in professional development. This position should be hired in time to start teaching in fall 2020 (year 1) with a second, additional full-time faculty member being added in time to start teaching in fall 2023 (year 4) based on projected increases in enrollment and staffing needs.

Adjunct faculty (starting in year 1)

This person is responsible for:

- Teaching courses at the lower division level in support of business administration program enrollment increases in years 1 through 5.

Compensation will be paid at a base hourly rate of \$841.52 per credit. Adjunct faculty will teach one course per quarter in year 1 and two courses per quarter in years 2 through 5.

Curriculum development

These position are responsible for:

- Developing the curriculum for each new course in the BAS in applied business management program;
- Updating course curriculum as needed to ensure students are learning the most current industry standards and requirements.

Compensation will be paid at a base hourly rate of \$32.14 for 42 hours for developing curriculum for each of six new courses in year 0 and six new courses in year 1. It is estimated that there will need to be six new courses developed before the first students enter the program in year 1, and six new courses before the second year of the program. Therefore, we have allocated \$8,342 for fall 2019 and \$8,593 for fall 2020 for this purpose.

Student recruiter/advisor/navigator (50% effort)

This position is responsible for:

- Providing information about the program to prospective applicants;
- Assisting applied business management students with educational program advising or course issues;
- Monitoring student progress (coordinated effort with BAS program coordinator and director);
- Guiding students to other available student services to aid in their success both before and during enrollment, and during employment search upon graduation.

This position will be half-time, starting in spring 2020, compensated at a salary base of approximately \$49,000 starting in year 0. As mentioned, if the program grows as estimated, the College may plan to expand this to a full-time position by year 3 or 4.

Equipment (purchases / replacements)

New and replacement work stations will be needed at \$3,500 each for the following positions:

- Student recruiter/advisor/navigator (in year 0);
- FT faculty 1 (in year 1); and
- FT faculty 2 (in year 4);

In addition, \$500 is budgeted per year for software purchase and replacement costs.

Library resources

\$4,851 has been allocated in 2020 towards the purchase of an annual ReferenceUSA license, with 5% annual escalation included for each successive year for annual license purchase to support ongoing research needs for coursework and the capstone project. The WCC library provides high quality services to students and will expand both database resources and personnel expertise to support the proposed BAS program. Instructional library resources are described in greater detail below.

Materials and supplies

\$4,000 is budgeted each year for materials and supplies. This will include, but is not limited to, paper, pens, printer ink, folders, highlighters, post-its, etc.

Marketing

Marketing funds will allow for the purchase of radio, print, video, social networking or other advertising mediums needed to inform the community and prospective students about the new BAS in applied business management opportunity being offered. \$5,000 is budgeted per year.

Travel/conference/professional development

\$1,000 each year is budgeted to partially cover the costs of travel, conferences, and professional development courses or industry-based learning that are needed to maintain faculty's currency with evolving content, as well as costs associated with required or desired faculty certifications to maintain program standards. Institutional funding sources will cover the majority of these expenses. Examples include society for human resources management membership and annual conferences on entrepreneurship, human resources, and digital marketing best practices. Travel funds will also support the BAS director's outreach activities.

Facilities and administration (indirects)

An 8% indirect cost rate will be applied to revenue from tuition. These funds will be used to offset facilities and administrative costs associated with implementing the applied baccalaureate degree program at the institution.

Appropriate facilities to be used

WCC is committed to providing appropriate facilities for its programs. The proposed BAS program will use the existing facility that houses the current business administration associate's degree program, Baker Hall, until such a time that additional space becomes needed and is made available in the future. Office space is available for the BAS program coordinator and new BAS full-time faculty. BAS students will find a wide range of support services on campus as described, including the tutoring center and the WCC library, which will expand significantly in 2020 upon migrating to the newly constructed learning commons. BAS students will also enjoy the revitalized career and transfer center, which will provide more resources to students as

they explore career and employment opportunities, and cooperative education placements for the two-year students. WCC places a high value on effectively maintaining and developing its campus facilities to meet the highest expectations for cleanliness, safety, functionality, aesthetics, accessibility, and customer service with a focus on continuous innovation and improvement. Accordingly, the College's institutional master plan will expand campus buildings to address increased enrollments, its expanding status as a baccalaureate granting institution, and demand for new types of learning facilities.

Equipment, technology, and instructional resources needed for the program

The BAS program will leverage the current business administration associate's degree program instructional resources, which are primarily classrooms and computer labs. At this point all other instructional resources that might benefit BAS student projects, such as a possible makerspace and expanded multimedia resources, are planned to be made available to students via WCC's new learning commons which will be complete in 2020.

The College has also budgeted approximately \$5,000 per year for a ReferenceUSA license for the BAS in applied business management program. ReferenceUSA is an online platform that provides business and consumer data, historical market trends, and competitive market research. Faculty and students would use this resource to illustrate or develop business and marketing plans for real or simulated business exercises as part of the program. This license will enhance the library's current resources that will serve BAS students well, including EBSCO's Business Source, Westlaw, ABI/INFORM, and more.

The College's library is dedicated to fulfilling the information needs of students, faculty, and staff. The library provides space, instruction, resources, access, and the guidance to use library resources effectively. Guided by the College's mission, the library focuses on developing the information literacy competencies of students. The library's collection of print, digital, and multimedia provide access to over 10,000 journals, more than 172,000 books/eBooks, and reference works. Computers are available with accessible productivity software for student, staff, and faculty use. They offer access to the library's article and reference databases through networked and wireless internet connections. The online resources are accessible 24/7 with student, staff, and faculty accounts allowing for remote authentication. The library has a dedicated website to helping students and instructors online called "Ask-a-Librarian". Assistance is offered by phone, through email, and through online chat sessions. The library also has a website dedicated to online research. The learning commons, which will be completed by 2020, will provide expanded library and computer services.

Research librarians will provide support essential for program students in finding materials and performing research for classes in general, and specifically for the capstone project. These librarians will support students in understanding requirements and expectations for 300- and 400-level coursework and projects. Recent revisions to the library's research course to match expectations of other universities will also strengthen library support for the new BAS degree.

The College's ability to sustain the program over time

WCC is fully committed and able to sustain the proposed BAS in applied business management degree for the long term. The College is dedicated to funding BAS degree development and implementation, and will also continuously look, with the assistance of its Foundation, for additional funding resources to maintain and update the program as needed, as well as to support scholarships for students. If such funding sources are not available, institutional funds will be used. This program aligns with WCC's strategic plan and mission by expanding

opportunities for students to achieve their potential and by contributing actively to the vitality of Whatcom County. This proposal is a direct result of the College's 2017-18 work plan, to be an active partner in economic development, and is supported by the College's Board of Trustees.

Criteria 6: Program specific accreditation

Indicate whether the institution will seek specialized program accreditation

The proposed BAS degree at WCC requires substantive change approval by NWCCU because it would be the second baccalaureate degree offered at WCC (the first three require approval).

If so, describe plans for accreditation and identify appropriate accrediting body

WCC will submit a substantive change proposal to NWCCU to offer the new baccalaureate degree. WCC will pursue this change in 2019 and expects to achieve candidacy by fall 2020 to offer the new BAS degree program. WCC has no plans to seek additional specialized accreditation for this program.

Criteria 7: Pathway options beyond baccalaureate degree

Opportunities and articulation agreements for the place-bound BAS graduates to continue their education onto a graduate (Master's) degree program

WCC has worked with several universities to ensure students who complete WCC's proposed BAS in applied business management degree will be able to pursue master's degree programs. WCC has paid particular attention to ensuring its place-bound BAS graduates will have opportunities to continue their education onto the graduate level. WCC has also ensured its proposed BAS program is not only rigorous, but also of added value to its students as they pursue employment, seek to increase their impact in a current place of employment, or pursue graduate school. By including an emphasis on applied skills and knowledge, cooperative education (in the two-year degree), and capstone course (at the end of the four-year degree), the BAS degree will incorporate opportunities for students to work with industry partners on real-world business projects.

On June 28, 2018, representatives from WWU and WCC met to discuss WCC's proposed BAS degree and opportunities for students to further their education. WWU representatives were supportive of the proposed BAS degree. Although WWU's face-to-face business management program is full and is not enrolling new students, WWU representatives stated their support for the pathway from the BAS program to WWU's master's in business administration (MBA) program, which is under capacity and in need of an enrollment boost. WWU's MBA program emphasizes interdisciplinary, enterprise management and is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Graduates from WCC's new BAS program would be well prepared to pursue WWU's MBA program, which is offered in flexible formats – including full-time (daytime, accelerated, and tradition) and part-time (evening and weekend) – to serve the needs of different student populations, including working adults. The full-time program options require students to complete an internship, and all program options require a

capstone project. Program applicants must hold a bachelor's degree from a regionally accredited institution.

Washington State University (WSU) offers an online MBA program through the Carson College of Business. The program features an emphasis on entrepreneurship and global business, and a high level of student engagement. The MBA program is accredited by the AACSB and offers concentrations in marketing, finance, hospitality business management, international business, and general MBA. The program is the top-ranked online MBA program in the Pacific Northwest according to U.S. News and World Report's 2018 ranking. Program curriculum features foundational coursework, strategic leadership, functional business tools, a capstone project, and final presentation of a complete business plan. The program also includes an option for international field study in China or South Korea. Applicants must hold a bachelor's degree from a regionally accredited four-year institution or have the international equivalent. WSU accepts BAS programs as meeting the bachelor's requirement for graduate school, which confirmed that foundational courses WSU MBA students are required to take – if they do not have a business degree – can be waived for BAS in applied business management graduates if BAS program courses are viewed as equivalent.

Eastern Washington University (EWU) offers a one-year MBA. The MBA program is accredited by the AACSB and gives students the opportunity to apply business theory and practice real-world experiences through case studies, internships, and collaborations with regional businesses. Emphases are available in accounting, finance, general business, and global business. Students also have the option to pursue a dual MBA/master of public administration degree. MBA coursework focuses on strategic decision making, research, communication, ethical leadership, and critical analysis of business issues. Applicants must hold a four-year baccalaureate degree in any field from an accredited college or university, and EWU's college of business welcomes applications from WCC's proposed BAS program. Students are encouraged to attend an information session and schedule a one-on-one advising appointment, either of which can be done by phone. The EWU MBA program will perform course-by-course review of transcripts from BAS students/graduates.

Western Governors University (WGU) offers three online MBA programs: master of business administration, MBA information technology management, and MBA healthcare management. All three programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The general MBA program is designed for both business professionals who seek to advance their careers and those who want to further develop their knowledge of business, management, and strategy. The curriculum emphasizes principles of effective management and leadership and incorporates teamwork, development, and simulations. A final capstone project requires students to propose a solution to a relevant issue in a target industry. MBA options in IT management and healthcare management are also available. WGU requires that MBA program applicants hold a bachelor's degree from a recognized, accredited institution and that they demonstrate at least three years of significant experience in business, industry, or at a non-profit organization. An articulation agreement between SBCTC and WGU makes clear that WGU offers a transfer pathway for students receiving a BAS degree from any of the Washington state community and technical colleges to WGU programs, including the master's options. The BAS degree satisfies the general bachelor's degree requirement for admission into WGU's MBA programs. WGU, founded by 19 governors and support by major businesses, is regionally accredited by the NWCCU.

City University of Seattle offers an online MBA program in addition to weekday in-class, mixed-mode, and intensive weekend programs. The program includes the option for emphases in

accounting, change leadership, entrepreneurship, finance, global management, global marketing, human resources management, specialized study, project management, and technology management. A language-assisted MBA program is also an option for students whose first language is not English. Applicants to any of City University of Seattle's MBA program options must hold a bachelor's degree from an accredited university to apply.

In addition, the BAS program's capstone course (BUS 495) will further prepare students for master's degree programs and enrich their experience through the development of additional expertise and knowledge through an approved work experience or through conducting an approved project. Master's degree programs look for this preparation in prospective students, and the BAS program will work with its regional industry partners and with WCC's business administration program advisory committee to ensure the capstone course is of high value to BAS students and provides important linkages to area employers.

Criteria 8: External expert evaluation of program

The institution will select two external experts to review the program

WCC has selected two well respected external experts in the business management field to review the proposed BAS in applied business management program. Lee McClain is senior instructor for Western Washington University's College of Business and Economics. Dr. Steve Holland is professor of business administration for University of Washington – Bothell's School of Business.

The evaluators were provided with a review rubric as well as relevant portions of the program proposal, including program overview, program outcomes, program evaluation criteria and process, curriculum outline, course descriptions, course outcomes, faculty plan, student services plan, and pathway options beyond baccalaureate degree.

In a separate document, provide copies of external evaluators' reports or letters

Please see Appendix D.

Summarize the institution's responses and subsequent modifications to the proposal based upon evaluator's recommendations

Response to Lee McClain's recommendations

McClain was complimentary of WCC's proposed BAS program in applied business management, saying "The overall concept of the degree program is relevant and appropriate to current employer demands as well as accepted academic standards.... I believe the degree program learning outcomes demonstrate the appropriate baccalaureate degree rigor.... I believe the core courses align with employer needs and demands for a business degree. The descriptions of the specific upper level courses are relevant to industry and describe an appropriate level of academic rigor.... I applaud the inclusion of the Sustainability and Social Justice courses as core classes. This is very forward looking." He went on to suggest several alterations to the curriculum to strengthen the proposed program, as described below.

While he found the proposed general education requirements suitable for the degree, McClain suggested the addition of two courses he considered foundational for a business degree: macro economics and college algebra. He stated that macro economics and college algebra are

required as foundational courses for transfer into University of Washington, Western Washington University, and Central Washington University baccalaureate programs and are also required for admission to many accelerated MBA program. The reason is that both macro economic concepts and algebra are used to a great extent in upper division business courses, according to McClain. “I think it is important for a business person to understand the macro economic environment to understand how it impacts interest rates, fiscal policy, trade, and many other areas of business.... Someone is at a big disadvantage if they don’t know how to use these math tools.” Accordingly, the proposed BAS program now includes both ECON& 202 macro economics and MATH& 141 precalculus I as required general education classes. He agreed that business calculus, which has been dropped as a requirement by many universities nationally (although not by those in our region), is not necessary given “the business world manual computations learned in calculus have been replaced by computer program features in Excel and other specialized programs.”

McClain suggested revising the BUS 450 financial management class, which is introductory in nature, to a 300-level course to ensure alignment with business program practices at the University of Washington, Western Washington University, and Central Washington University. He went on to state “A second reason BUS 450 should be moved to a 300 level is that it should be taken in a student’s junior year. This is one of the most challenging core business classes for many business students. From my experience in teaching this class at several different schools, this is the core course that students are most likely to take more than once. Waiting until their senior year to take it for the first time as a 400-level class will lead to a potential delay in graduation for several students if they need to retake it.” As a result of his suggestion, financial management is now proposed as a 300-level course to be taken in spring of the junior year. Suggested course sequencing has been revised accordingly (Table 4). McClain suggested revising BUS 480 operations management to a 300-level course, due to its introductory nature and to be in alignment with business program practices at other universities in the region. This proposed BAS course has been revised accordingly to a 300 level. While he suggested that BUS 302 project management could be offered at a 400 level since it uses concepts learned in foundational courses, WCC plans to offer it at its current proposed level, as it is also offered in the College’s existing BAS program in IT networking – cybersecurity.

McClain also suggested adding electives at the 400 level in international management, international financial management, or international marketing management. While not feasible to add at this time, this is a suggestion the program may be able to support once it has sufficiently grown. In the future, the College will consider adding an international business focus, and in the meantime students can complete focused projects on this topic should they so choose.

McClain offered a couple of additional recommendations, including adding additional full-time and adjunct faculty to teach new proposed BAS coursework. The College has budgeted to hire one full-time faculty in year 1, an additional full-time faculty in year 4, and adjunct faculty in all years, and it will continue to evaluate hiring needs as the BAS program grows, as it has done for its BAS in IT networking – cybersecurity program. McClain also suggested a targeted program marketing strategy that highlights the College now offering baccalaureate degrees in addition to associate degrees. The College met this challenge in 2017 by updating its career and transfer center resources, advising, marketing, and website when it began offering its first-ever BAS degree, in IT networking – cybersecurity. The College is well positioned to market the BAS degree in applied business management, and has included marketing funds in its proposed budget to do so.

Response to Dr. Steve Holland's recommendations

Dr. Holland concluded that WCC's proposed BAS in applied business management "is a much-needed addition to academic offerings in northwest Washington. I predict success." He noted that the overall concept of the degree program is relevant and appropriate to current employer demands as well as to accepted academic standards. He also agreed that the program will lead to job placement. Dr. Holland stated that the degree learning outcomes demonstrate appropriate baccalaureate degree rigor, and that "given the focus of the program, learning outcomes that stress applications rather than theory are appropriate." He agreed that (1) the core and elective courses align with employer needs and demands; (2) the upper level courses, in particular, are relevant to industry; and (3) the upper level courses demonstrate standard academic rigor for baccalaureate degrees. Dr. Holland stated "the descriptions and outcomes of the upper-level core and elective courses align well with employer needs and demands and have sufficient academic rigor." He agreed that the general education requirements are suitable for a baccalaureate level program and meet breadth and depth requirements. He stated "without question" that the degree concept, learning outcomes, and curriculum will prepare graduates to enter and undertake suitable graduate degree programs. He stated that "the faculty are well qualified" to teach and continuously improve the curriculum and that the college demonstrates adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities.

Short bio of the evaluators

Lee McClain

Lee McClain is senior instructor for Western Washington University's College of Business and Economics since 1991. He instructs courses including principles of finance, personal finance/investing, investments, multinational corporate finance, international business, business statistics, applied business statistics, management information systems, telecommunications, hardware/OS, and operations management. In addition, he consults on a number of academic textbook projects by developing supplements such as test banks, instructor manuals, and more. He is a certified global business professional by NASBITE and also develops information technology, financial, budgeting, and decision models for business firms. From 2009 to 2013 he worked with the WWU center for economic vitality advising small and medium sized businesses. He has previously worked for McNett Corporation, Arco Products Company, and Exxon Corporation. He graduated from the Wharton School at University of Pennsylvania with a master of business administration degree.

Dr. Steven Holland

Dr. Holland is professor in the School of Business at the University of Washington – Bothell. He served as Director of the Business Program at UW Bothell from 2002-09. He holds a PhD in Economics from Michigan State University and has taught at the University of Kentucky, the University of Michigan, the University of Colorado, and Texas State University and served as Economist for the Federal Reserve Bank of St. Louis. Previous administrative appointments include Vice President of the Economics Institute at the University of Colorado and Chair of the Department of Finance and Economics at Texas State University. His primary teaching and research interests are financial economics and global economics and his publications have appeared in such journals as *American Economic Review*; *Journal of Business*; *Review of Economics and Statistics*; *Journal of Money, Credit, and Banking*; *Real Estate Economics*; *Global Finance Journal*; *Applied Financial Economics*; and *Economic Inquiry*.

Appendix A: Core Learning Ability Curriculum Map⁸ – BAS in Applied Business Management

Core learning abilities	BUS 301	PHIL 301	BUS 302	BUS 310	BUS 330	BUS 340	BUS 350	BUS 370	BUS 380	BUS 400	BUS 420	BUS 460	BUS 495
	Prof readiness	Prof ethics	Project mngt	Fndt of mngt	HR for managers	Mrkt for managers	financial mngt	MIS	Ops mngt	Soc justice	Bus strgy & sust	Org ldrs & teams	Capstone
1. Communication				R	R							R	A
2. Critical thinking	R	R	R						R				A
3. Global consciousness										A	R		
4. Information literacy						R							A
5. Quantitative literacy							R	R					A

⁸ R and A indicate the main core requirement courses in which each CLA is reinforced (R) or formally assessed (A) in the BAS in Applied Business Management degree.

The “I” Introduction of the CLA’s are in the Associates degree required for admission to the BAS program

Appendix B: Program Outcomes Curriculum Map⁹ – BAS in Applied Business Management

Program outcomes: <i>Graduates should be able to...</i>	Lower division courses	BUS 301	PHIL 301	BUS 302	BUS 310	BUS 330	BUS 340	BUS 350	BUS 370	BUS 380	BUS 400	BUS 420	BUS 460	BUS 495
		Prof readiness	Prof ethics	Project mngt	Fndt of mngt	HR for managers	Mrkt for managers	financial mngt	MIS	Ops mngt	Soc justice	Bus strgy & sust	Org ldrs & teams	Capstone
1. Apply strategies for ethically and socially responsible decision making.		R	I		R	R	R	R		R	A	R	R	
2. Use technology needed to function in business environments.	I			R			R	R	A	R		R		
3. Make informed decisions by analyzing business information	I				R	R	R	R	R			R		A
4. Apply organizational behavior principles in different business contexts.	I	R	R		R	R				R	R		R	A
5. Use leadership and teamwork in the organizational context.	I	R	R		R	R				R	R	R	A	
6. Organize business systems for planning and decision making.	I			R		R		R	R		R	R	R	A
7. Communicate with stakeholders.	I	R	R	R	R	R	R			R	R	R	R	A

⁹ I, R, and A indicate the business management BAS degree core requirement courses in which each program outcome is introduced, reinforced, and formally assessed.

Appendix C: BAS program in Applied Business Management – Course descriptions and outcomes

BUS 301 Professional Readiness & Communication

This course focuses on emotional intelligence, strengths based leading, growth mindset, goal setting, design thinking and interpersonal communication. Academic preparation and skills for success in bachelors level coursework.

1. Evaluate how leadership affects behavior, human relations and performance.
2. Describe the relationships between behavior, human relations, and organizational performance.
3. Illustrate how race/ethnicity and class intersect with other social categories.
4. Identify how individual strengths are used in management.
5. Explain how one's attitudes, motivations, learning styles and goals affect performance.

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context.
- Communicate with stakeholders.

Related CLAs

- Communication
- Global awareness

PHIL 301 Professional Ethics

This course examines ethical principles and moral or ethical problems that arise in a business environment. Upon successful completion of the course, students will be able to apply the codes of practice, standards of conduct, professional responsibilities and regulatory aspects associated with common professional business. Prerequisite: program admittance or permission of BAS program coordinator.

1. Implement ethical standards and regulatory requirements within a professional business environment.
2. Explain the necessity for professional standards.
3. Evaluate ethical standards in a professional setting.

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context.
- Communicate with stakeholders.

Related CLAs

- Critical thinking

BUS 302 Project Management

This course examines the role of project management in a business or corporate environment. Students learn how to achieve project goals and objectives within set constraints, such as time and budget. Topics include: project management frameworks and processes and their application to a project. Students learn to apply knowledge and skills to effectively initiate, plan, execute, and complete projects

1. Evaluate project management approaches considered when tackling a project.
2. Synthesize various frameworks, processes, and steps involved in executing a project.
3. Compare and contrast project management approaches.
4. Analyze issues that typically impact projects, and propose adjustments.
5. Explain various project control systems and methodologies.
6. Produce a completed project

Related program outcomes

- Use technology needed to function in business environments.
- Organize business systems for planning and decision making.
- Communicate with stakeholders.

Related CLAs

- Critical thinking

BUS 310 Foundations of Management

Development of skills associated with organizational theory, behavior, and interpersonal communication; concepts of power, authority, and influence; the role of leadership, management and values in organizations. Emphasized the management functions of planning, organizing, leading, and controlling.

1. Differentiate between management and leadership
2. Develop management plans using the four functions of management (i.e., planning, organizing, leading and controlling).
3. Evaluate the social responsibility and ethical issues involved in business situations.
4. Apply management approaches to business situations.

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Make informed decisions by analyzing business information.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context.
- Communicate with stakeholders.

Related CLAs

- Communication

BUS 330 Human Resources for Managers

This course examines the major trends in human resources management, including problems and issues faced by organizations and individuals in times of change. A key objective of this course is to show that HR management is more than just accepting employment applications

and keeping records; it is a central and strategic organizational activity of increasing complexity and importance.

1. Explain the central management functions of human resources.
2. Explain implications for human resources management in various contexts (e.g., behavioral science, government regulations, court decisions).
3. Research functions of human resources (e.g. recruitment, selection, training and development, etc.)
4. Discuss personnel problems and solutions in human resources

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Make informed decisions by analyzing business information.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context
- Organize business systems for planning and decision making.
- Communicate with stakeholders.

Related CLAs

- Communication
- Information literacy

BUS 340 Marketing for Managers

Identification and analysis of relevant opportunities and constraints in today's business environment. Management of the marketing mix including product planning, distribution institutions and activities, promotion and pricing

1. Analyze environmental factors impacting marketing strategies
2. Assess internal and external factors in marketing decisions
3. Develop marketing plans for diverse audiences.
4. Evaluate the effectiveness of a marketing campaign
5. Explain the role of technology in marketing

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Use technology needed to function in business environments.
- Make informed decisions by analyzing business information.
- Communicate with stakeholders.

Related CLAs

- Communication
- Information literacy

BUS 350 Financial Management

Case studies are utilized to develop insight and provide experience in the application of financial theory and practice. Topics include: financial statement analysis, the time value of money, capital budgeting, the cost of capital, dividend policies, and working capital.

1. Make business decisions using financial statements.
2. Analyze the role of financial institutions, markets, and interests rates on individual businesses
3. Create budgets based on current information
4. Revise budgets as financial information changes
5. Develop long-term financial plans based on current internal and external data

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Use technology needed to function in business environments.
- Make informed decisions by analyzing business information.
- Organize business systems for planning and decision making.

Related CLAs

- Quantitative literacy

BUS 370 Management Information Systems

Explores the role of technology in management, including current professional practices and methodologies. Topics include: technology innovation and strategy for managers and entrepreneurs including understanding technological change, innovations, and strategy.

1. Describe the use of information systems in organizations.
2. Identify the different types of information systems.
3. Explain ways that information technology may be used to support electronic and mobile commerce.
4. Summarize the ways in which information systems can impact security, privacy, job content, and health
5. Construct spreadsheet applications.
6. Create relational databases
7. Develop queries, forms and reports using relational databases.

Related program outcomes

- Use technology needed to function in business environments.
- Make informed decisions by analyzing business information.
- Organize business systems for planning and decision making.

Related CLAs

- Critical thinking

BUS 380 Operations Management

This course examines the concepts for designing, planning and improving service and other organizations through optimization of supply chain. Topics include enterprise resource planning, forecasting, queuing models, inventory management, lean manufacturing and total quality control. Prerequisites: Math& 146 Statistics.

1. Employ key Operations Management tools, terminology, and concepts
2. Explain the interdependence of critical business process and operation functions.
3. Develop business presentations using secondary data.

4. Draw patterns and conclusions from variety of data
5. Assess the “political” organizational environment
6. Explain the ethical responsibilities of supervisor

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Use technology needed to function in business environments.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context
- Communicate with stakeholders.

Related CLAs

- Critical thinking
- Communication

BUS 400 Private enterprise, profit and social justice

Study private enterprise in the broader context of institutions and processes in society and consider issues of social justice that fall within the scope of business management. What, for example, are the benefits and costs to society of the roles business plays in provisioning, resource allocation, wealth extraction, and influencing political processes? How does implicit bias shape management practice and contribute to racial, gender and other gaps in opportunity and outcomes in our society? We will study examples of businesses integrating the generation of profit with broader social agendas.

1. Analyze injustices in American society that affect business management.
2. Investigate issues of social justice in private enterprise
3. Engage in inclusive conversations involving challenging issues (e.g., corporate power, implicit bias).
4. Analyze how interest of consumers, works and society are connected to private sector markets.
5. Describe ways social justice can be promoted in business management.

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context
- Organize business systems for planning and decision making.
- Communicate with stakeholders.

Related CLAs

- Global consciousness

BUS 420 Business Strategy and Sustainability

Case study of policy making and administration from the management point of view. Emphasis on problem analysis, the decision-making process, administration and control, and development of policies and objectives. Explore sustainability practices in business.

1. Analyze corporation issues related to natural environment and social sustainability.

2. Argue for specific policies related to economic sustainability issues
3. Make strategic business decisions by evaluating information.
4. Create a stable and sustainable business plan.

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Use technology needed to function in business environments.
- Make informed decisions by analyzing business information.
- Use leadership and teamwork in the organizational context
- Organize business systems for planning and decision making.
- Communicate with stakeholders.

Related CLAs

- Global consciousness

BUS 460 Organizational Leadership & Teamwork

Learn the essential skills to develop and expand leadership and design teams for collaboration. This class explores theories and application of various leadership models, teamwork, and collaboration through case studies and practice. Students will engage in self-assessments to analyze their leadership style and develop skills for employing their style to enhance collaboration.

1. Evaluate key principles and practices of today's businesses and business leaders
2. Defend leadership decisions.
3. Critique the ethics of decisions made by business professionals
4. Explain how characteristics of a small group influence communication interactions.
5. Analyze small group interactions to resolve dysfunctions
6. Identify the strengths and weakness of various methods available for resolving disputes

Related program outcomes

- Apply strategies for ethically and socially responsible decision making.
- Apply organizational behavior principles in different business contexts.
- Use leadership and teamwork in the organizational context
- Organize business systems for planning and decision making.
- Communicate with stakeholders.

Related CLAs

- Communication

BUS 495 Business Capstone

This course involves the application of principles and concepts from the functional areas of business through project-based learning. This course will draw on concepts covered in other core classes.

1. Explain business systems and structures.
2. Justify a project's course of action.
3. Analyze the results of a business action.
4. Summarize findings from analysis.

Related program outcomes

- Make informed decisions by analyzing business information.
- Apply organizational behavior principles in different business contexts.
- Communicate with stakeholders.
- Organize business systems for planning and decision making.

Related CLAs

- Critical thinking

Appendix D: External Evaluators' Reports

1. Lee McClain, Western Washington University

2. Dr. Steve Holland, University of Washington – Bothell