



Ad Hoc Report

for the

Bachelor of Applied Science in Organizational Management Program

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Report Introduction

This report provides a brief introduction to the new Bachelor of Applied Science degree in Organizational Management at Grays Harbor College (GHC) and improvements being made to ensure that the quality of learning and the desired learning outcomes meet college goals and employer needs. This applied baccalaureate degree accepted the first cohort of students in the Fall 2016 and the first class will complete the degree requirements in June of 2018. The college decided to only accept one cohort for the first two years to carefully assess quality and review curriculum before future cohorts enrolled.

This program, focused on the application of management in the region rather than a theoretical leadership degree program, is designed to connect projects and practical learning to future management situations that GHC graduates may encounter as their careers progress. After the first year of instruction was completed within the program, the college began a review of instruction and identified a number of areas for improvement. In collaboration with program administrators and faculty teaching within the program, feedback on curriculum and learning outcomes was considered, planned curriculum updates/edits will be implemented for cohort 2, and personnel changes have been made - both out of necessity (retirements) and to improve potential for learning and program quality. An advisory committee was also established to solicit feedback from local employers, a group comprised of private industry, technology company, tribal partnership, non-profit sectors, and healthcare managers.

This document is meant to serve as an update on the implementation of Grays Harbor College's Bachelor of Applied Science degree program in Organizational Management and contains documentation of staffing, budget impact on institution, early program successes and challenges, and narrative on anticipated needs and future cohorts.

Program History

NWCCU gave its approval for Grays Harbor College (GHC) to launch candidacy for the Bachelor of Applied Science – Organizational Management (BAS-OM) program in a letter to the College dated December 3, 2015. The first cohort for the program began in fall 2016 and is looking forward to graduation in June 2018. Since approval for the BAS-OM program, GHC has also added two additional BAS programs in Teacher Education and Forest Resources Management.

Grays Harbor College has served the educational needs of Grays Harbor and Pacific counties since 1930. As the only institution of higher education in the two-county service region, GHC works to provide opportunities for residents to pursue education without leaving their jobs, families, and homes. The Bachelor of Applied Science degree in Organizational Management (BAS-OM) is able to meet the needs of place-bound students, local residents seeking career change or advancement, those with workforce degrees desiring continued educational growth, all while considering management needs of regional employers.

Grays Harbor and Pacific counties, like many small rural communities, have experienced economic shifts after a long period of significant unemployment rates. Communities once based on natural resource extraction must now redefine and diversify their economic and

social structures to provide living wage jobs for residents. Grays Harbor and Pacific County communities are ripe for development, with both human and physical capital; however, the area has a limited number of individuals educated to the level required to move development forward. The local communities need a broadly educated, technologically savvy, and economically strategic workforce to take on key roles in management and organizational development. The Bachelor of Applied Science degree in Organizational Management (BAS-OM) through Grays Harbor College provides a pathway for students to take leadership roles in both non-profit and profit-based organizations.

Impact on Institution

A key assumption in GHC's initial proposal was that the college would be able to develop the BAS-OM program without relying on a substantial influx of new resources. This was in part because the college planned to share resources among academic departments and thought there were enough qualified professors willing to teach in this new program. In preparing for the first year of the program, GHC faculty struggled to add BAS-OM teaching responsibilities to their already full schedules. Moreover, because BAS-OM was GHC's first Applied Baccalaureate program, there was little insight about the challenges students might face as they tackled an upper-division curriculum, particularly students who had been out of school for a number of years.

The "slow start," allowing students to select a part-time schedule, initially proposed for the BAS-OM program proved to be unrealistic in practice. Not only would having multiple students on varying schedules make scheduling and planning more difficult, but there was a significant concern about time-to-completion rates. For this reason, as well as input with employers and counsel from various advisory relationships, the college determined that a cohort for each of GHC's BAS programs would be formed yearly, beginning each fall. For the first BAS-OM cohort, however, the plan was to delay admitting a second cohort until the first cohort of students had cycled through the entire program; this was done to assess curriculum and quality of instruction so that any necessary changes could be made before launching a second cohort. In the case of the BAS-OM program, the plan was followed. However, both the BAS-Forestry Resource Management and the BAS-Teacher Education programs have been launched with the assumption that a new cohort will begin each year. In part, this is intended as a strategy to meet student and employer demand; in part, it is a strategy to help offset the costs of providing robust student support services.

Some of the initial cohort of BAS-OM students experienced academic difficulties early in their program, which made the need for greater student support services apparent, including needs for tutoring, interpersonal communication skills for students, and additional professional development for faculty. During the second year of instruction, as a result of the assessments, services were put in place to address needs of the cohort. The financial aid office hired a new coordinator specifically tasked with aiding BAS students. Response time to questions and concerns from students in the cohort was decreased, the tutoring center identified a specific individual capable of helping BAS students, and the BAS programs office hired a completion facilitator to aid in community partnerships, student support, and overall program management.

To address the issues that emerged in the initial launch of the program, Grays Harbor College is hiring a new lead faculty position for the BAS-OM program. While this faculty member will also teach courses in the lower division, their primary curricular responsibility will be the BAS-OM program, working in close collaboration with the Dean for Workforce. Because this faculty member will teach a course in BAS-OM each quarter, students will recognize them as their faculty advisor for the duration of the program. In addition, to promote better curricular integration across the curriculum, GHC plans to include quarterly program planning, assessment, and improvement sessions for faculty and student services professionals working closely with the BAS-OM program. GHC has also established a formal advisory board specifically for the BAS-OM program with regularly meetings scheduled twice annually.

Curriculum

Admission into the BAS-OM program is based on merit. Meeting the minimum entrance requirements does not guarantee admission, as the number of qualified applicants may exceed the number of enrollment spaces in future cohorts.

In order to be placed into the admission pool, applicants must complete and submit the following:

- All BAS-OM application materials
- Transcripts showing evidence of an earned associate degree from a regionally accredited college or university with a minimum cumulative GPA of 2.5 or higher.

Learning Outcomes

The initial set of skills, experiences, and student learning outcomes for this program focused on critical thinking; leadership; innovation; and understanding complex business models, functions of leadership roles within an organization, and abilities to effectively communicate in a variety of formats (See Appendix 2 for list of learning outcomes for all BAS-OM courses). Syllabi for each course include course-level learning outcomes. These course outcomes directly connect to practical experiences within the program and connect to college goals. Some of the competencies found throughout the curriculum include the ability to demonstrate understanding of the privileges and responsibilities of leaders, evaluating and improving communication within organizations, assessing risk management, measuring program outcomes and efficiency, and assessing and leading needed change within an organization. A key role for the advisory board will be to assist in reviewing these learning outcomes to insure that GHC's BAS-OM program remains relevant, rigorous, and a good fit for community/employer needs.

After the first year of study was completed by the first cohort, the need to place more emphasis on connecting learning outcomes and experiences across courses and across quarters emerged as a strategy for emphasizing important program themes and strengthening student learning. The addition of a BAS-OM lead faculty, coupled with a substantial revision of GHC's approach to professional development for faculty so that it is informed by ongoing assessment and focused on improving student learning, will result in a better integration of learning opportunities and learning outcomes, both within a given a quarter and in the program overall.

Prerequisites: Applicants must have a grade of 2.0 or higher in the following courses prior to program start

- ENGL& 101 English Composition I
- MATH& 146 Introduction to Statistics
- Natural Science w/ lab (5 credits)
- SPCH 101 Fundamentals of Speech
- ACCT& 201 Principles of Accounting I

Degree Required Courses: the following courses are additional requirements for the degree although some degree courses may be prerequisite courses for the 300-400 courses.* Students are encouraged to complete these courses within their associate degree if possible. Courses must be completed with a grade of at least 2.0.

- Natural Science (5 credits)
- Humanities (5 credits)
- 5 credits of General Education Coursework in addition to the required prerequisite courses (25 credits)

*Course substitutions must be approved by the Office of Instruction.

Course Sequence: The following courses constitute the two-year Bachelor of Applied Science in Organizational Management degree. Students must earn a minimum 2.0 grade in each course, with a minimum 2.5 cumulative GPA in all upper division coursework.

Fall Quarter, First Year		<u>Credits</u>	Fall Quarter, Second Year		<u>Credits</u>
BASM	302	5	BASM	401	5
BASM	303	5	BASM	402	5
BASM	304	5	SOC	403	5
TOTAL		15	TOTAL		15
Winter Quarter, First Year		<u>Credits</u>	Winter Quarter, Second Year		<u>Credits</u>
BASM	301	5	BASM	404	5
SOC	306	5	BASM	406	5
BASM	305	5	SOC	405	5
TOTAL		15	TOTAL		15
Spring Quarter, First Year		<u>Credits</u>	Spring Quarter, Second Year		<u>Credits</u>
BASM	309	5	BASM	409	5
BASM	307	5	BASM	407	5
BASM	308	5	BASM	408	5
TOTAL		15	TOTAL		15
			Total Degree Credits		90

Course descriptions can be found in Appendix 1.

Degree Pathways

All students in the first cohort were graduates of a GHC Associate Degree program. While this BAS program is available to local residents with associate degrees from other institutions, it is anticipated this regional trend will likely continue.

Currently, the BAS-OM articulates with several graduate programs. These include:

Table 1 – Articulation Agreements	
University	Program
The Evergreen State College	Masters of Public Administration
Saint Martin’s University	Masters of Business Administration
Brandman University	Masters of Business Administration
Brandman University	Masters of Arts in Organizational Leadership
University of Washington (Tacoma)	Masters of Business Administration
Washington State University (Vancouver)	Masters of Public Affairs
Washington State University (Vancouver)	Masters of Business Administration
Western Governors University	Masters of Business Administration
Pacific Lutheran University	Masters of Business Administration

Staffing

The BAS-OM program began with a single program director who was tasked with application development, program marketing, application review, student-intake advising, academic planning, student support and overall schedule development for the program.

As the first cohort began and GHC received approval to offer two additional BAS degrees, it was apparent that the BAS program staff would need to expand to meet student needs. GHC now has a BAS Programs Office comprised of the following individuals:

Table 2 - Program Staff		
Name	Title	Responsibilities
Lucas Rucks	<i>Dean, BAS-OM, BAS-Forest Resource Management, and Workforce Education</i>	Faculty hiring, program scheduling, student recruitment and support
Dr. Erin Dilley-Linton	<i>Associate Dean, Teacher Preparation and Certification (BAS-TE and ECE)</i>	Faculty hiring, program scheduling, mentor teacher outreach, PESB reporting, curriculum design, student recruitment and support
Katie Dailey	<i>BAS Completion Facilitator</i>	Application development and review, student tracking, intake advising, student support, on and off campus recruiting, website management, aiding students with communication to other departments.
Dr. Alex Bastos	<i>Lead Faculty, BAS-Forest Resource Management</i>	Curriculum development, classroom instruction, marketing

		to the community, student advising
Dr. Darby Cavin	<i>Faculty, BAS-Teacher Education</i>	Curriculum development, classroom instruction, marketing to the community, student advising
To be hired for Fall 2018	<i>Lead Faculty, BAS-OM</i>	Curriculum development, classroom instruction, marketing to the community, student advising

By September 2018, the BAS-OM program plans to employ a full-time, tenure-track lead faculty member who will teach at least one course each quarter within the program as well as increase efforts in community outreach and student advising. In addition, the Dean has begun the process of building a strong pool of adjunct faculty with focused expertise. This marks a departure from the original program strategy of assuming that current tenured and tenure-track GHC faculty would choose to teach in the BAS-OM programs as “overloads”. Creating a pool of qualified adjuncts will help foster communication with local employers and industry experts as GHC reaches out into the community in order to identify qualified professionals who may be new to the college.

Table 3 - Current and Planned BAS-OM Faculty		
Name	Course(s)	Credentials
Dr. Chris Portmann Tenured Faculty	BASM 305 – Program Assessment and Evaluation BASM 307 – Quantitative Design, Data, and Analysis SOC 403 – Organizational Communication BASM 406 – Seminars in Private or Public Sector	Ph.D., University of Nebraska, Lincoln, NE MA, Regis University, Denver, CO BS Montana Tech, Butte, MT
Dr. Erin Frasier Adjunct Faculty	BASM 308 – Emerging Technologies BASM 401 Business Processes and Excel	Ed.D., Brandman University, Irvine, CA MS, Portland State University, Portland, OR BA, Portland State University, Portland, OR
Dave Halverstadt	BASM 303 – Human Resource Systems	MBA, Central Michigan University, Mount Pleasant Michigan

	<p>SOC 405 – Legal and Labor Issues</p> <p>BASM 407 - Professional Ethics and Social Responsibility</p>	<p>MPA, University of Puget Sound, Tacoma WA</p> <p>BA, Whitman College, Walla Walla Washington;</p> <p>Holder of Society of Human Resource Management Senior Professional in Human Resources Designation (SPHR).</p>
Chance Stewart	<p>BASM 402 – Leading and Managing in a Diverse World</p> <p>BASM 309 – Project Management</p>	<p>MA, Gonzaga, Spokane, WA</p> <p>BA, Eastern WA University, Cheney, WA</p>
JEB Thorton	<p>BASM 301 Writing and Managing Grants</p>	<p>MA, Pacific Oaks Northwest College, Seattle, WA</p> <p>BA, The Evergreen State College, Olympia, WA</p>
Kenji Seta	<p>BASM 407 - Professional Ethics and Social Responsibility</p>	<p>MS, Troy State</p> <p>BS, United States Air Force Academy</p>
Katie Dailey	<p>BASM 409 – Managerial Internship</p>	<p>MS (Candidate), Washington Governors University</p> <p>BAS Centralia College, Centralia, WA</p>
Dr. Glenn Smith	<p>BASM 404 - Interpretation of Accounting - Accounting for Decision Making</p>	<p>Ph.D., Walden University</p> <p>MBA, City University</p> <p>BA, City University</p>
Lucas Rucks	<p>BASM 302 - Introduction to Leadership</p> <p>BASM 408 – Facilitating Change and Development</p>	<p>Ed.D., Azusa Pacific University, Azusa, CA</p> <p>MS, California State University Bakersfield; Bakersfield, CA</p> <p>BA, California State University Bakersfield; Bakersfield, CA</p>
Dr. Darby Cavin	<p>BASM 304 – Advanced Business Writing</p>	<p>Ed.D., Seattle Pacific University</p> <p>M.L., University of St. Andrews</p> <p>B.A., Whitworth College</p>
Chandra Miller-Starks	<p>BASM 306 – Organizational Behavior</p>	<p>M.S., University of Central Arkansas</p> <p>B.S., University of Central Arkansas</p>

In addition to the individuals listed above, the BAS-OM advisory board has been established to provide clear guidance on skills and abilities needed within the community. This group had their first meeting in February of 2018 and has scheduled their second meeting for May. The BAS-OM Advisory group provides direct feedback to instructors about curriculum as well as providing an additional forum for faculty meetings. The following industry leaders have agreed to participate on the advisory board:

Table 4 – Advisory Board	
Name	Employer
Jacqueline Hergert	CTE Director, Ocean Beach School District
Angela Burton	Executive Director, Coastal Harvest
Molly Bold	Westport Marina Business Manager, Port of Grays Harbor
Don Kajans	Resort Manager, Quinault Indian Nation
Dru Garson	Executive Director, Greater Grays Harbor Chamber
Josh Martin	CEO, Summit Pacific
Mike Entz	CEO, Cosmo Specialty Fibers
Brett Walker	Site Manager, Overstock.com
Katie Dailey	BAS Completion Facilitator, Grays Harbor College
Lucas Rucks	Dean, Grays Harbor College

Annual Budget

The budget for the BAS programs at GHC is as follows:

Table 5 - BAS Budget		
BAS-OM, Dean (1/3)	\$30,000	
BAS-TE Dean	\$63,000	
BAS Completion Facilitator	\$52,000	
BAS-FRM Lead Faculty	\$52,000	
BAS-TE Lead Faculty	\$52,000	
Instructional Costs (PT Instruction)	\$39,000	
Benefits (all of the above)	\$82,000	BAS-OM, BAS-FRM Dean – \$10,000
		BAS-TE Dean-\$7,000
		BAS Completion-\$16,000
		BAS-FRM-\$18,000
		PT-\$13,000
		BAS-FRM-\$18,000

Supplies	\$17,990	
Marketing	\$1,000	
Travel	\$1,650	
Equipment	\$3,000	
Total	\$393,640	

This budget includes the three Bachelor of Applied Science degrees, personnel (prorated to reflect split time) and miscellaneous equipment shared among roles and programs where there are not dedicated resources for a sole department. These expenses are shared among transfer education, workforce education, state and federal grant, and general operating budgets. The conservative goal of serving a limited number of students with the BAS-OM program has allowed us to start predominantly with resources already available on campus. To date, the college is using current infrastructure and faculty.

GHC has looked at the possibility of two cohorts beginning in the fourth year for the BAS-OM program, depending on identifying lead faculty member and improved student retention. With the addition of BAS programs, the institution also committed more resources to the Learning Center (increased staffing .2 FTE, \$4,000), Financial Aid staffing (.1 FTE increasing in staffing at the assistant director level, \$3,400), and Library (.1 FTE for increased staffing, \$2,000 and additional research/industry tools in the forms of journal subscriptions and databases).

Table 5 - Total BAS FTE			
BAS Program		AY 2016-17	AY 2017-18
Forest Resource Management	Annual FTEs		4.56
	Unique Headcount		5
Organizational Management	Annual FTEs	25.22	8.67
	Unique Headcount	27	10
Teacher Education	Annual FTEs		21.38
	Unique Headcount		23
Total	Annual FTEs	25.22	34.60
	Unique Headcount	27	38

BAS-OM FTE, Tuition Revenue

Based on tuition estimates, including fees, a full-time student generates \$2,100 of revenue for the college each quarter. In AY 2016-17, the 25.22 FTEs would result in \$158,886 and in AY 2017-18, the 34.60 FTE would generate \$217,980. If the three BAS programs each had a full cohort, 25 in the organizational management cohort, 50 in the two BAS-TE cohorts, and 20 in the BAS-FRM program, resulting in 95 FTE each year, revenue would be around \$598,500.

As the BAS programs grow, changes are being implemented to support the programs. A tenure-track lead faculty position for the BAS-OM program has been approved and will be posted by March 2018, with an expected start date of September 2018. Library enhancements designed to

support baccalaureate research are underway. The library has increased journals and database access to connect projects to current resources as well as encouraging undergraduate research and to promote current case studies used in and out of the classes. The library also has added Chromebooks available for use and checkout to ensure all students have access to current office technology and available databases. Leadership development opportunities for students in the BAS-OM program are being created, and additional resources will be allocated to faculty professional development for next year's planning and for ongoing program assessment. Regular faculty meetings and advisory committee meetings will be held to foster collaboration and communication between coursework as well as to solicit feedback from employers regarding skill sets and desired learning outcomes. Lastly, a series of student support workshops has been developed and offered to promote career preparation, job readiness, soft skills, library use and independent research, and interpersonal communication. This workshop series will be assessed, modified as necessary, and implemented again next year.

Program Successes and Challenges

Successes

Grays Harbor and Pacific counties, like many rural communities in Washington, are in a state of transitioning from natural resource extraction to more sustainable and emerging economies. The Bachelor of Applied Science degree in Organizational Management will continue to strive towards meeting the needs of regional employers with graduates who communicate effectively and think critically, are prepared to lead, and routinely search for efficient processes and innovation to maximize quality and production. This program's first cohort was filled with workers from entry-level positions with a goal to manage/supervise in their current field or open a business in the near future. The knowledge, skills and abilities students develop through the BAS-OM program will assist in reaching their goals.

Communities once based on natural resources must now redefine their economic and social structures to provide living wage jobs for their citizens. Grays Harbor and Pacific County communities are suitable for development, with both human and physical capital (unemployment is at the lowest rate since 1990 at 6.1%). Yet, the area has a limited number of individuals educated to the level required to move development forward. The BAS-OM provides a pathway for students with AAS degrees to take leadership roles in both non-profit and profit-based organizations. The response from the Grays Harbor and Pacific county communities has been overwhelmingly supportive of the development of the college's BAS degrees.

Through valuable learning, both institutionally and in the first cohort, the college and upcoming graduates are poised for opportunities. Through ongoing assessment and feedback from students, the college has restructured support systems and advising. The students concluding their degree are prepared for career advancement or change, or entrepreneurship, investing in their changing community.

While student retention was below an acceptable threshold in the first three quarters, significant improvements have been made to the program, based on primarily on exit interviews and cohort feedback. Year two for the first cohort has resulted in 100% retention.

Staffing Changes

In March of 2017, a BAS Completion Facilitator was hired to help with all three BAS programs at GHC. The Facilitator is a graduate from the first cohort of a neighboring region's BAS program in Applied Management and is working towards a Master of Science – Management and Leadership degree. This practical experience has led to a significant increase in support services as well as assistance with policy design. Since graduating in 2014, she has worked as the Program Specialist for another community college's four BAS programs specializing in student recruitment, retention, academic planning, and other program management needs.

With the hire of a full-time Completion Facilitator, evening hours for a majority of other college departments were alleviated. Part of the Completion Facilitator's role is to communicate student concerns to financial aid, registration, and other departments at times when the student may not otherwise be available. The completion facilitator then takes the information gained and relays it to the student ensuring that they have full understanding of what was covered, fixed, or changed during the communication exchange. The Completion Facilitator also monitors the Canvas student space where students are able to interact outside of specific course constraints, discuss potential support needs, including relevant workshop topics, and receive notifications for upcoming workshops and program meetings.

Staffing changes at GHC also include a new Dean of Workforce Education and a new Vice-President of Instruction, both beginning with Grays Harbor College in August 2017. The new Dean of Workforce Education has joined the *Rigor Subcommittee* of the Baccalaureate Leadership Council and regularly attends these State Board Community and Technical College meetings. The BAS-OM and BAS-Forestry Resource Management programs are now under his management. With experience participating on and facilitating advisory boards, connections with faculty in workforce programs, and a clear understanding of "2+2" advising and how applied associate degrees feed directly into the BAS-OM program, the Dean of Workforce Education has excelled in building community and campus partnerships that have become invaluable to the program's future success. The new VPI, focused on instructional quality and experienced in student outcomes assessment, is also committed to filling the "lead faculty" role as well as supporting an adjunct pool with appropriate degrees.

Educational Plan Edits

After realizing that a majority of the initial cohort students did not receive an official academic plan when entering the program, new academic plans were created and given to each student during the May, 2017 advising period. Not only was it apparent that students had misconceptions about lower division courses needed, but the initial educational plan for the program proved difficult to understand for students, applicants, and advisors outside of the BAS office. Improved advising and marketing has led to realistic planning for future cohorts who are currently in the onboarding process.

At the time when the prerequisite courses for cohort two were evaluated, it was discovered several students would need large summer course loads to remain eligible and on pace for graduation. Large credit loads often hinder student success, especially during a shortened summer quarter. To account for this in the future, the program prerequisites were increased so that only Natural Science (5 credits), Humanities (5 credits), and 5 credits of General Education

were left as “degree required” lower division courses. With this setup, students who feel strongly about taking the summer off for family or employment obligations but still need to fulfill these requirements are able to complete one additional class each quarter. Likewise, if a student is only comfortable taking 15 credits per quarter, they can take these 15 in the summer and still remain on pace for anticipated on-time graduation.

Workshop Series

Although planned to occur since the beginning of fall 2016, the soft skill workshops for students were sporadic until year two of the program. In May 2017, as part of the students’ advising, they were presented with a full plan for next year’s soft skill workshops. Quarterly topics included:

- Library Resources and Databases
- APA
- FAFSA
- Internship Preparation
- Resume Building
- Student Networking/Mentoring Forums
- Writing Center (Anticipation of Final Exams, Papers and Projects)
- Graduation Information
- Interpersonal Communication/Personality Styles in the Workplace
- Graduate Program Options

These workshops are held on Tuesday evenings from 4:00 – 5:00pm, leaving students a half hour to prepare for their Tuesday evening class. Workshop leaders include faculty, staff, and community leaders.

As GHC moves forward with other cohorts, workshops will include more emphasis on Microsoft Office and APA formatting to better prepare students for the year 1 spring and year 2 fall classes that rely on Microsoft Excel experience for success.

Marketing

The completion facilitator was tasked with updating the program webpages and marketing efforts. Prior to facilitator hire, the program director was still working on developing program webpages and had sent limited postcards to community members. Within the first two months of hire, the facilitator worked with public relations to develop the following:

- Program Specific Materials– (See Appendix 3)
 - Posters with tear away, postage paid, interest cards
 - Pull up banners
 - 1-page intake advising flyers
 - General rack cards
 - Educational plans
 - Handbooks
- BAS General –
 - Postcards
 - Event table cover
 - Pens
 - Hallway banner

- Hallway monitor advertisements
- College homepage advertisements
- Updated user friendly web pages
- An online form to request additional information

This emphasis on marketing and new relationships with employers has improved the strength of the applicant pool as well as assisted with education planning. After everything was printed and delivered, mailers were constructed to share information with local high school counselors and companies.

Since improving marketing efforts in early April, the program department has done initial advising and/or met with over 120 potential students for the fall 2018 cohorts, of which 50 prospective students are interested, specifically, in the BAS-OM degree (as of December 2017).

Part of the marketing efforts also included setting a priority application date for all three BAS programs and redesigning the online application. Priority applications for fall 2018 opened January 2 and remained open until the end of February. With this timeline, student applications are aligned with scholarship and financial aid applications and it allows students to be accepted into the cohort with time to advise for prerequisite/degree required courses to be taken during spring and summer quarter. In June, accepted students will gather for a “Meet & Greet” event that helps to build early connections with cohort members and faculty that teach in the programs. The new application can be viewed at <https://forms.ghc.edu/bas-application/> .

The new BAS application for 2018 has been significantly updated to include an interactive checklist, assisting with advising and preparation. See Appendix 4 for application checklist. The program application, financial aid requirements, scholarship opportunities, and helpful contacts will be emailed to the student prospects by mid-December allowing students to prepare well before the priority application dates.

Challenges

Starting a new academic program inevitably involves cultural, budget, support, administrative, and instructional shifts for an institution. Beginning an applied baccalaureate program represents an even bigger shift. GHC faced significant challenges in the initial launch of the BAS-OM program. The most significant disappointment was the loss of several members of the first cohort. Some were not prepared for the rigor of upper-division work while others did not clearly understand the expected learning outcomes of the degree because of a lack of clarity in marketing efforts. Regardless of the issue, 64% attrition is unacceptable. GHC has taken significant steps to improve students’ experience and program quality, beginning last spring with major changes in student support services provided to BAS-OM students

Retention

The current retention for the BAS-OM program is 36% (10 students remain of the original 28 person cohort). Approximately 11 out of the 18 students that chose to leave the program in year one indicated upon exit interviews that the program was not meeting expectations or preparing them for career goals. This was extremely concerning for the college and institution-wide

discussions were immediate in response. To aid in retention for future cohorts, the following changes have been made:

- Academic plans are given to students prior to program start
- Current student *trackers* share with financial aid and enrollment services that display student grades, lower division course needs, and contact information
- A canvas course space was created to increase communication between students outside of the classroom environment
- A “Meet & Greet” event in June will be held to promote retention throughout the summer prior to program start
- An official *new student orientation* will begin in summer 2018, including meeting with the Dean, faculty members, and support team, to outline program expectations and review the program handbook
- Weekly check-ins with the BAS completion facilitator have been established
- Early communication regarding registration has begun
- Beginning of year financial aid check to make sure all students are receiving the aid they expected will be implemented in September 2018
- Regular communication with other key departments on campus to share BAS student needs has begun

Feedback from students

One of the struggles that the students experienced was the transition from one assistant director to multiple different individuals supporting the programs. In the first year, the students experienced support from an assistant director, the dean of workforce education who shortly retired thereafter, the dean of the BAS-TE program, and then a third new dean in August of 2017. The inconsistent support proved difficult for some of the students. Ultimately, the changes have created more opportunities for student support, but the students experienced feelings of uncertainty and lack of institutional support.

With changes in support and administration came increased support, but some students also felt overwhelmed by varied communication styles. As the program department grew, student trackers and specific academic plans were developed that went far beyond the previous informal email chains initially used. With the development of these resources, at least 8 students were notified of remaining lower division prerequisites that needed to be completed prior to program completion. Unfortunately, this was not an expectation that they were anticipating. Many of the students who left during spring and summer quarter in 2017 did so because of these previously miscommunicated course requirements.

The ten remaining students have the following degrees:

- Associate in Arts (DTA) – 6
- Associate in Science – 2
- Associate in Applied Science – Business – 1
- Associate in Applied Science – Human Resources – 1

Some common themes of critique shared by students (and corrected by college) of the first cohort:

- Lack of academic plans during year one

- Delayed feedback on assignments
- Did not like modifications to schedule.
- Some adjunct faculty (no longer teaching in the program) assigned group work or experiences in lieu of class meetings
- Unanticipated increased workload

Completion Estimate

Each of the 10 students remaining anticipate program completion in June, 2018.

Prerequisites as an indication for program success

Although changes have already been made for the second cohort based on credit load assumptions, a further study needs to be done once the first cohort graduates to learn if the prerequisite and degree required courses chosen at the start of the program are a true indicator of student success. Related to this is an assessment of whether some courses would have been more appropriate for students as prerequisite courses rather than as degree requirement. This initial curriculum review process will begin in spring 2018. At the same time, a review of course prerequisites will be done. In particular, faculty will need to examine whether or not a student with Microsoft Excel experience prior to entry was more likely to succeed in BASM 401 and 407. Whether or not this is accurate, it was unanimously recommended by cohort one that an Excel workshop be developed that either fits within the quarters those classes are offered or in the quarter prior to the start of that course. Once the lead faculty member has joined the program in fall 2018, a more thorough curriculum review process will be put into place, in keeping with the start of GHC's revised program review process.

Fostering a Collaborative Community for Adjuncts

The college recognized the need for connecting adjunct faculty and tenured faculty from other departments teaching in the BAS-OM program. Professional development opportunities focused on the collaborative design of integrative projects that connect courses within and across quarters will begin in late summer 2018. Routine faculty and advisory meetings are planned for 2018-19. Ongoing professional development opportunities in management disciplines related to course objectives or adult learning, and a continued focus on progression towards practical projects, applied experiences, and meaningful internships as part of the culminating experience of this program will be provided as well.

Enrollment, Retention & Assessment, and Completion Estimate

Enrollment

After the BAS-OM application launched in early 2016, the program received 44 applications. Of those 44, 28 students were accepted into the first cohort.

In cohort 1:

10 students had an Associate in Arts (DTA) degree

7 students had an Associate of Applied Science or Associate in Applied Science (Transfer) degree in Human Services

5 students had an Associate of Applied Science degree in Business or Business Technology

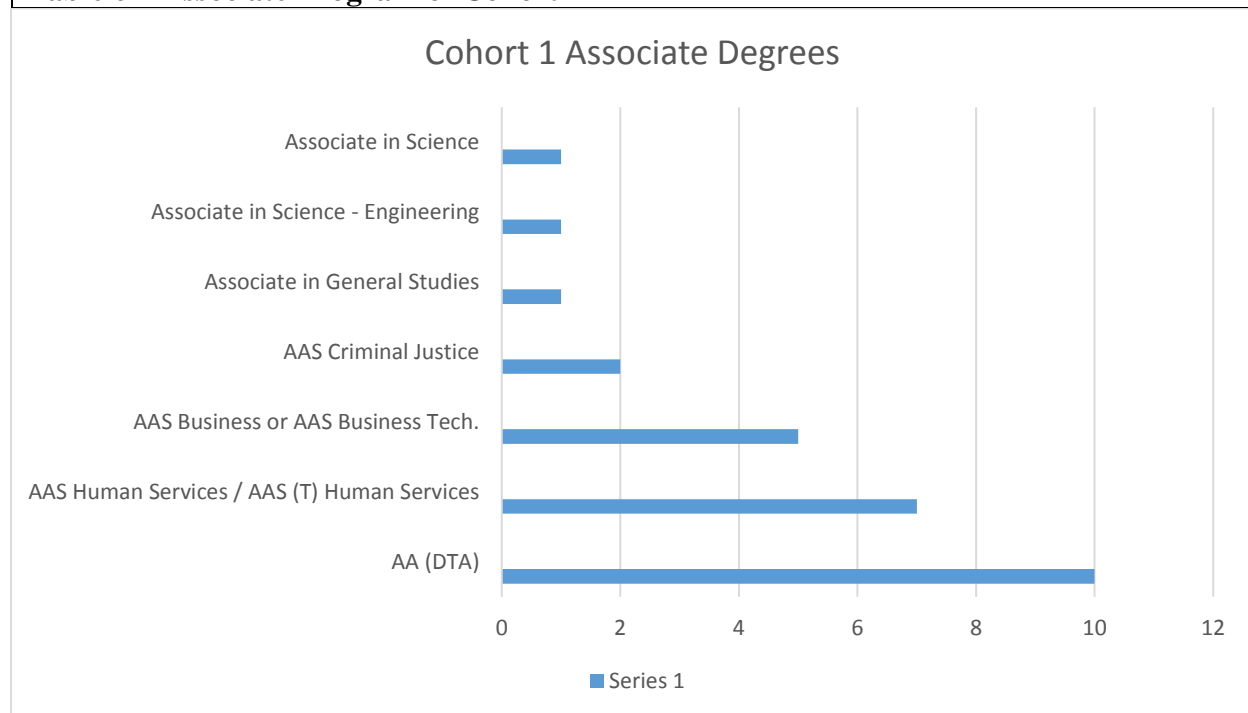
2 students had an Associate in Applied Science Criminal Justice degree

1 student had an Associate in General Studies degree

1 student had an Associate in Science degree in Engineering

1 student had an Associate in Science degree

Table 6 – Associate Program of Cohort 1



Retention & Assessment

Throughout the first year, 18 students withdrew from the program – 2 in fall, 3 in winter, 10 in spring, and 3 over summer break. Reasons for withdrawing varied:

- Program was not a good fit (2)
- Illness or death in family (2)
- No exit interview completed (3)
- Was not successfully completing courses (4)
- Financial concerns (1)
- Unhappy with program (5)
- Transferred to another program (1)

Conclusion

The first year of the BAS-OM program at Grays Harbor College was a difficult experience for many of the students. While some attrition could be anticipated, some of this was likely because of staffing changes, pre-program advising, or lack of student preparedness for the program rigor. However, with the addition of new staff, plans have been put in place and found to be successful with the college's other two BAS programs to combat these challenges in the future. Faculty scheduled to teach the remaining of the courses for the current cohort and those scheduled for the

new cohort have highly developed instructional skill and good student rapport. Their focus on maintaining rigorous coursework balanced with retention strategies will be supported by ongoing professional development and regular faculty meetings.

The launch of the BAS-OM program became the occasion for significant learning on the part of GHC. As the college anticipates the enrollment of three new cohorts in each of its BAS programs, lessons learned from this initial year are guiding significant changes in strategies for providing student support services, hiring lead faculty and deliberately cultivating a team-based approach to curriculum design, identifying program-specific student learning outcomes, and working closely with advisory committees. Through increased marketing and advising efforts, improved community partnerships, and enhanced communication with students, the BAS programs at Grays Harbor College will continue to grow and improve.

The GHC Board of Trustees has taken great interest in the development of the BAS degrees and have placed the high priority on their successful implementation. Although GHC has experienced the challenges of diminishing state allocation in its budgets, successful implementation and support of the BAS programs has been made a high priority in the 2017-2018 budget and again in the construction of the 2018-2019 budget. The college president and leadership team are committed to continuous improvement by frequent assessment and taking appropriate action in abiding by a GHC value of working towards excellence in programs, practices and principles. Although further improvements will no doubt need to be made, the lessons learned from the program assessments in place, the numerous modifications and actions taken indicate the college has placed itself on a path towards program excellence for all three of our BAS programs.

Appendices

Appendix 1

Course Descriptions

BASM 301 Writing and Managing Grants

This course provides an overview of the entire grant cycle - from concept to closeout and the basic elements that must be present when developing a grant proposal. Students will identify and apply tips on how to satisfy funders while accomplishing program objectives. Students will assess questions that need to be answered to be compelling to a funding agency as they develop a strategy for grant planning and grant management. 5 lecture hours. BASOM program core course.

BASM 302 Introduction to Leadership

This course provides an introduction to leadership in private and public organizations. Historical to current leadership theories, leadership principles, and theoretical concepts will be compared and contrasted. Students will integrate theory into 'real world' and present day scenarios, and assess the implications to organizations and to leaders while formulating individual leadership styles and skills. 5 lecture hours. BASOM program core course.

BASM 303 Human Resources Systems

The course analyzes the HR systems that managers need to successfully operate in today's workplace. Key principles and strategies in labor relations, recruiting, performance accountability and the role performance evaluations play in gaining employee cooperation and achieving high levels of productivity will be illustrated. Students will identify and assess how HR affects the outcomes of key organizational decisions as well as the role of HR in strategic organizational systems. 5 lecture hours. BASOM program core course.

ENG 304 Advanced Business Writing

Technical writing necessitates that students develop foundational knowledge in the area of quantitative research writing: procedures, vocabulary, and concepts. The concepts and procedures serve as important tools utilized for problem solving, and the vocabulary of research is essential for effective communication and critical evaluation of research findings. 5 lecture hours. Satisfies a Communications Skills requirement for the BASOM degree.

BASM 305 Program Assessment and Evaluation

This course integrates operationalization, measurement, and assessment of various types of programs and program objectives. Both qualitative and quantitative approaches will be covered as they relate to assessing social programs using applied social science research methods as students formulate evaluation instruments and measurements. 5 lecture hours. Satisfies a General Education elective for the BASOM degree.

SOC 306 Organizational Behavior

This course analyzes how people and groups in organizations behave, react, and interpret events. Students will assess the role of organizational systems, structures, and processes in shaping behavior. The course will relate theory and research to organizational problems by reviewing

advanced concepts in motivation, perception, leadership, decision-making, and conflict. 5 lecture hours. BASOM program core course.

BASM 307 Quantitative Design, Data, and Analysis

This course illustrates research design issues related to the social sciences including types of studies, sampling, data collection techniques, research ethics, and report writing. Students will utilize data analysis and presentation strategies including measures of central tendency and parametric testing (e.g., t-test, ANOVA, Pearson Correlation) to present research information and justify management decisions. 5 lecture hours. BASOM program core course.

BASM 308 Emerging Technologies

This course identifies emerging technologies and their impact as drivers of change on organizational and team effectiveness and innovation. Students will select and utilize technology tools for content management, project management, collaboration and communication. Students will incorporate group development theories and technology tools to increase traditional team and virtual team performance. 5 lecture hours. BASOM program core course.

BASM 309 Project Management

Students will develop the basic tools, knowledge and skills necessary for successful project management. All phases of the project management process, including: initiating, planning, executing, controlling and closing will be assessed. Areas of leadership, communication and budgeting in relation to project management will also be critiqued. 5 lecture hours. BASOM program core course.

BASM 401 Business Processes and Excel

Students will solve simple and complex problems by moving beyond basic Excel skills to think critically about realistic management situations. Students will organize data for analysis, utilize Excel features and tools for decision making and effectively display results. 5 lecture hours. BASOM program core course.

BASM 402 Leading and Managing in a Diverse World

Students will analyze the concepts, policies and practices facing leaders in a global workplace; including how to manage a diverse workforce by effectively managing/leading people who vary by nationality, ethnicity, culture, religion, gender, language, age, abilities, and unique personal characteristics. 5 lecture hours. Satisfies a Social Sciences distribution requirement for the BASOM degree.

SOC 403 Organizational Communication in a Social Context

Students will analyze organizations as communication systems. Contemporary approaches to and theories of organizational communication will be evaluated. Organizational membership and identity construction, power and control, efficiency, and group dynamics will be key topics. 5 lecture hours. Satisfies a Social Sciences distribution requirement for the BASOM degree.

BASM 404 Interpretation of Accounting - Accounting for Decision Making

Students will utilize the principles and methods of accounting systems for decision making and interpret financial and managerial accounting documents. The link between accounting

information and managerial functions will be analyzed. Understanding that accounting is an integral part of the firm's organizational structure, and not just an isolated department, students will determine the strengths and limitations of accounting systems and utilize accounting information as managers, for decision making, control, planning, and to measure and evaluate performance. The relationships between accounting and other organizational activities will be emphasized. 5 lecture hours. BASOM program core course.

SOC 405 Legal and Labor Issues of Supervision and Management

Human resources legal and labor issues directly impact the supervision of staff and the management of the organization. Students, as future managers, will identify the legal and labor issues and behaviors that can lead to personal and organizational liability. Students will assess, research and analyze: (1) legal issues regarding recruitment; (2) key legal issues that govern the employer-employee relationship; (3) the laws that govern individual rights and responsibilities; (4) workplace discrimination law including Title VII of the 1964 Civil Rights Act to the American Disabilities Act of 1991; (3) Labor law and how it impacts contract negotiations and contract administration. 5 lecture hours. BASOM program core course.

BASM 406 Seminars in Private or Public Service

Students will explore, compare, and contrast the domains of the public and private sector, choosing one as an emphasis. Students focusing in public service will explore the legislative process and public finance, while those students looking to work in the private sector, will explore business law and finance. Periodically, during the quarter, the two groups will meet and discuss and compare differing perspectives of shared case studies. 5 lecture hours. BASOM program core course.

BASM 407 Professional Ethics and Social Responsibility

Professional Ethics and Social Responsibility analyzes the ethical responsibilities of managers and leaders within organizations. Students will assess difficult ethical conflicts and dilemmas and originate plausible frameworks for addressing those conflicts. The course will engage students in the critical evaluation of managerial and leadership ethics. 5 lecture hours. BASOM program core course.

BASM 408 Facilitating Change and Development

Students will determine and manage planned and unplanned change by reviewing and evaluating change strategies, initiating change; gaining commitment; overcoming resistance; and maintaining momentum of work groups and organizations within both the internal and external environment. 5 lecture hours. BASOM program core course.

BASM 409 Administrative/Management Internship

Students will further integrate course work with the world they live in. Students will link theory and practices, as well as gain exposure to the interdisciplinary nature of management work. Students will work with their advisor to develop their Capstone Project, which will consist of an internship, service learning and/or a special in-depth project. Students will reflect on their observations and evaluate what they have learned. 5 lecture hours. BASOM program core course.

Appendix 2

Learning Outcomes

Communicate	Think Critically	Lead	Innovate	Understand
Given different organizational scenarios, discuss and analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power.	Compare and contrast the major leadership theories and discuss the key points of each theory. Given different organizational scenarios, discuss and analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power.	Given different organizational scenarios, discuss and analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power.	Outline how motivation is of central importance in organizations and the difference between intrinsic and extrinsic motivation.	Given different organizational scenarios, discuss and analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power.
Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation.	Analyze their individual leadership style(s) and the impact of those approaches in the workplace Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation.	Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation.	Compare the different types of work groups and the difference between an effective group and an effective team.	Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation.
Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Create a culture that values workforce diversity	Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.
Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Understand successful recruiting processes to hire in order the best person.	Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Identify, evaluate, and develop systems of organizational communication	Understand successful recruiting processes to hire in order the best person
Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.	Understand the role human resources	Effectively hold employees accountable for	Identify, evaluative, and develop systems to improve organizational culture	Effectively hold employees accountable for their work performance.
			Understand the difference between	Understand the role human resources principals and concepts play in the development, decision making and implementation of key organizational/management issues

<p>Understand how to use performance evaluations as an effective tool in improving communication with employees and gaining optimum productivity from staff.</p>	<p>principals and concepts play in the development, decision making and implementation of key organizational/management issues</p> <p>Recognize situations that create potential liability for the organization and how to successfully manage these issues.</p>	<p>their work performance.</p> <p>Understand how to use performance evaluations as an effective tool in improving communication with employees and gaining optimum productivity from staff.</p>	<p>public and private operation and apply this to the workplace.</p> <p>Develop action plans that resolve/minimize ethical conflicts and dilemmas.</p>	<p>Work effectively with labor unions and successfully interact with union representatives by understanding contract administration and labor relations issues.</p> <p>Understand how HR influences and helps shape organizational strategic objectives.</p>
<p>Understand and apply the principles of scientific inquiry: procedures, vocabulary, and concepts.</p>	<p>Understand how HR influences and helps shape organizational strategic objectives.</p> <p>Understand and apply the principles of scientific inquiry: procedures, vocabulary, and concepts.</p>	<p>Recognize situations that create potential liability for the organization and how to successfully manage these issues.</p>		<p>Understand and apply the process of conceptualizing, proposing, and conducting quantitative research.</p>
<p>Understand and apply the process of conceptualizing, proposing, and conducting quantitative research.</p>	<p>Understand and apply the process of conceptualizing, proposing, and conducting quantitative research.</p>	<p>Articulate characteristics and elements of program evaluation</p>		<p>Understand and apply methodologies used in quantitative research.</p> <p>Select, narrow, and refine research questions and hypotheses.</p>
<p>Create research methodologies : research design, description of the population and rationale for sampling or data collection, variables as applicable, hypotheses or research questions, and</p>	<p>Understand and apply methodologies used in quantitative research.</p> <p>Select, narrow, and refine research questions and hypotheses.</p> <p>Conduct literature reviews: read, understand, critique, and use peer evaluated quantitative studies</p> <p>Create research methodologies: research design,</p>	<p>Outline how motivation is of central importance in organizations and the difference between intrinsic and extrinsic motivation.</p> <p>Identify concepts related to decision-making and</p>		<p>Create research methodologies: research design, description of the population and rationale for sampling or data collection, variables as applicable, hypotheses or research questions, and data collection and analysis.</p> <p>Understand ethical issues in the research process</p> <p>Develop program evaluation plans.</p>

<p>data collection and analysis.</p> <p>Report research results: collect and describe data, use inferential statistics, present findings</p> <p>Collaborate effectively with peers to create documents and provide feedback.</p> <p>Demonstrate mastery of the nature of technical writing and the qualities of technical style</p> <p>Demonstrate mastery of APA style.</p> <p>Articulate characteristics and elements of program evaluation</p> <p>Classify organizational behavior and explain how and why it determines the effectiveness of an organization.</p> <p>Assess how the experience</p>	<p>description of the population and rationale for sampling or data collection, variables as applicable, hypotheses or research questions, and data collection and analysis.</p> <p>Collaborate effectively with peers to create documents and provide feedback.</p> <p>Demonstrate mastery of the nature of technical writing and the qualities of technical style</p> <p>Develop program evaluation plans.</p> <p>Understand program evaluator and stakeholder relationships.</p> <p>Formulate evaluation objectives and questions.</p> <p>Measure program outcomes and efficiency.</p> <p>Apply social science research methods to program evaluation.</p> <p>Understand the nature of power and organizational culture, explain why they exist and how it can help or harm an organization and its members.</p> <p>Understand and explain how mathematics and science are applied to</p>	<p>organizational learning.</p> <p>Analyze statistical data and research results and utilize this information to make management decisions.</p> <p>Present research information and justify management decisions in written reports and oral presentations.</p> <p>Effectively collaborate with a virtual team in the development of a technology resource handbook for managers.</p> <p>Classify desirable characteristics of effective project managers.</p> <p>Plan and execute project management activities.</p> <p>Lead a successful project team.</p> <p>Develop effective</p>	<p>Apply social science research methods to program evaluation.</p> <p>Classify organizational behavior and explain how and why it determines the effectiveness of an organization.</p> <p>Explain the ways in which other personality traits influence employees' behaviors in organizations.</p> <p>Explain how values, attitudes, and moods and emotions can influence organizations.</p> <p>Explain perception and attribution and their role in interactions in organizations</p> <p>Outline how motivation is of central importance in organizations and the difference between intrinsic and extrinsic motivation.</p> <p>Assess how the experience of stress is based on employees' perceptions and influenced by individual differences and how stress impacts organizations.</p> <p>Compare the different types of work groups and the difference between an effective group and an effective team.</p>
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<p>of stress is based on employees' perceptions and influenced by individual differences and how stress impacts organizations.</p> <p>Compare the different types of work groups and the difference between an effective group and an effective team.</p> <p>Analyze statistical data and research results and utilize this information to make management decisions.</p> <p>Present research information and justify management decisions in written reports and oral presentations.</p> <p>Evaluate and apply new technologies for content management, project management, collaboration and</p>	<p>explain behavior and how scientific explanations can fail to correctly explain behavior.</p> <p>Develop and evaluate theories of behavior that can be tested by mathematical and scientific methods.</p> <p>Explain how the research process works and identify the factors that can affect the results of the research.</p> <p>Distinguish ethical issues involved in the research process.</p> <p>Analyze statistical data and research results and utilize this information to make management decisions.</p> <p>Apply knowledge of emerging technologies and analyze their impact on organizational effectiveness and innovation.</p> <p>Evaluate and apply new technologies for content management, project management, collaboration and communication.</p> <p>Assess and integrate knowledge of the challenges and opportunities of Web 2.0.</p>	<p>solutions to management situations through problem-solving, critical thinking, and analysis</p> <p>Use data tables and excel scenarios for what-if analysis and enhance decision making with Solver</p> <p>Lead/manage individuals from diverse backgrounds</p> <p>Research and analyze trends in leading global, international environments</p> <p>Identify, evaluate, and develop systems of organizational communication</p> <p>Analyze a company's financial statements and/or management reports and identify strengths and weaknesses of the company from this analysis.</p>	<p>Understand the nature of power and organizational culture, explain why they exist and how it can help or harm an organization and its members.</p> <p>Distinguish ethical issues involved in the research process.</p> <p>Analyze statistical data and research results and utilize this information to make management decisions.</p> <p>Assess and integrate knowledge of the challenges and opportunities of Web 2.0.</p> <p>Facilitate effective team collaboration through technology tools and knowledge of group development and effectiveness theories, including overcoming challenges of managing virtual teams.</p> <p>Assess the purpose, benefits and limitations of new technologies in relation to organizational or team effectiveness and innovation.</p> <p>Apply appropriate approaches to plan a new project</p> <p>Understand the principles and practices of project management and its relation to creating value for the</p>
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<p>communication.</p> <p>Facilitate effective team collaboration through technology tools and knowledge of group development and effectiveness theories, including overcoming challenges of managing virtual teams.</p> <p>Effectively collaborate with a virtual team in the development of a technology resource handbook for managers.</p> <p>Design and manage project and program processes.</p> <p>Develop familiarity with the project management software and tools.</p> <p>Use project management software to plan, implement,</p>	<p>Utilize online analytics for evaluation and planning.</p> <p>Facilitate effective team collaboration through technology tools and knowledge of group development and effectiveness theories, including overcoming challenges of managing virtual teams.</p> <p>Assess the purpose, benefits and limitations of new technologies in relation to organizational or team effectiveness and innovation.</p> <p>Classify desirable characteristics of effective project managers.</p> <p>Plan and execute project management activities.</p> <p>Apply appropriate approaches to plan a new project</p> <p>Design and manage project and program processes.</p> <p>Examine project risks.</p> <p>Understand the principles and practices of project management and its relation to creating value for the firm and its stakeholders.</p> <p>Understand the project life cycle; initiating,</p>	<p>Use is accounting information to make and communicate long-term strategic decisions needed to position the firm for competitive advantage.</p> <p>Recognize behaviors that can lead to legal issues in this relationship and how to manage these issues</p> <p>Recognize laws governing discriminatory behavior in the workplace and how to successfully avoid creating situations that can lead to charges of discrimination.</p> <p>Conduct a recruiting campaign in compliance with the legal standards that govern this process.</p> <p>Create a workplace environment that</p>		<p>firm and its stakeholders.</p> <p>Develop effective solutions to management situations through problem-solving, critical thinking, and analysis</p> <p>Use data tables and excel scenarios for what-if analysis and enhance decision making with Solver</p> <p>Analyze global implications for human relations and workforce productivity.</p> <p>Explain multicultural issues in the workplace.</p> <p>Lead/manage individuals from diverse backgrounds</p> <p>Assess the work environment as it relates to working effectively with individuals from diverse backgrounds.</p> <p>Relate the role of socioeconomic status within the workplace.</p> <p>Identify how to assist employees to successfully work with co-workers from diverse backgrounds.</p> <p>Demonstrate an understanding of privilege and its effect on the workplace.</p>
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control, and report on a project.	planning, executing, controlling and closing.	significantly reduces the possibility of legal violations.		Create a culture that values workforce diversity
Develop a suitable budget for a new project.	Assess major schedule, cost, and performance elements using both quantitative and qualitative techniques.	Develop action plans that resolve/minimize ethical conflicts and dilemmas.		Point out the workplace and management implications of (including but not limited to); sexual harassment, cultural and religious practices, family, and gender roles.
Apply fundamental Excel skills and tools in problem solving	Use project management software to plan, implement, control, and report on a project.	Critically examine the assumptions and values that everyone brings to complex leadership decisions that raise ethical concerns.		Understand and articulate the relationship between organizational membership and identity
Determine effective data displays with charts	Develop a suitable budget for a new project.	Evaluate the concept of Social Responsibility, and explore its relevance to ethical leadership.		Understand and articulate the relationship between group membership and communication in organizations
Produce data for computation, analysis and reference	Develop effective solutions to management situations through problem-solving, critical thinking, and analysis	Analyze how the social, economic, organizational, cultural and natural environment impact moral issues in professions.		Use is accounting information to make and communicate long-term strategic decisions needed to position the firm for competitive advantage.
Organize data for effective analysis	Apply fundamental Excel skills and tools in problem solving	Apply communication , conflict management, and problem-solving skills		Assess specific labor laws that govern labor issues ranging from contract administration (to include the grievances and unfair labor practices), union organizing and what a manager can and cannot do when a union election occurs, to negotiations of labor contracts.
Use data tables and excel scenarios for what-if analysis and enhance decision making with Solver	Determine effective data displays with charts			
Explain multicultural issues in the workplace.	Apply logic in decision making			
Create a culture that values	Produce data for computation, analysis and reference			
	Organize data for effective analysis			
	Analyze global implications for human relations and workforce productivity.			
	Assess the work environment as it			

<p>workforce diversity</p> <p>Understand organizational communication as an academic discipline</p> <p>Understand and articulate the role of power in organizational systems</p> <p>Understand and articulate the relationship between group membership and communication in organizations</p> <p>Identify, evaluate, and develop systems of organizational communication</p> <p>Identify, evaluate, and develop systems to improve organizational culture</p> <p>Discuss how financial accounting information is communicated through</p>	<p>relates to working effectively with individuals from diverse backgrounds.</p> <p>Identify how to assist employees to successfully work with co-workers from diverse backgrounds.</p> <p>Create a culture that values workforce diversity</p> <p>Point out the workplace and management implications of (including but not limited to); sexual harassment, cultural and religious practices, family, and gender roles.</p> <p>Research and analyze trends in leading global, international environments</p> <p>Understand and articulate the role of power in organizational systems</p> <p>Understand and articulate the relationship between organizational membership and identity</p> <p>Understand and articulate the relationship between group membership and communication in organizations</p> <p>Identify, evaluate, and develop systems to</p>	<p>that are required to promote positive change.</p> <p>Apply theory learned to real world situations within the internship/project.</p> <p>Observe, analyze, and evaluate situations and then create plans/strategies for addressing those situations.</p> <p>Defend, in text, the evaluations they have completed and the plans/strategies they gave generated.</p>		<p>Conduct a recruiting campaign in compliance with the legal standards that govern this process.</p> <p>Differentiate between the demands of private industry, as well as the foci of public service</p> <p>Distinguish between different ethical theories and principles.</p> <p>Determine the ethical responsibilities assumed in becoming managers and leaders in professions.</p> <p>Develop individual and group skills in identifying and analyzing a select number of ethical issues that managers face in the context or situation in which they arise.</p> <p>Develop action plans that resolve/minimize ethical conflicts and dilemmas.</p> <p>Evaluate the concept of Social Responsibility, and explore its relevance to ethical leadership.</p> <p>Identify real and potential ethical issues in the workplace and analyze causes and remedies.</p> <p>Understand the role of facilitator; including</p>
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<p>financial statements</p> <p>Differentiate management accounting from that of financial accounting and the role the management accountant plays as a member of the management team</p> <p>Explain how accounting applies to all types of industries. e.g., merchandising , manufacturing , non-financial services, financial services, government and other nonprofit firms.</p> <p>Analyze a company's financial statements and/or management reports and identify strengths and weaknesses of the company from this analysis.</p>	<p>improve organizational culture</p> <p>Understand how managers use and analyze accounting information to make decisions.</p> <p>Discuss how financial accounting information is communicated through financial statements</p> <p>Differentiate management accounting from that of financial accounting and the role the management accountant plays as a member of the management team</p> <p>Explain how accounting applies to all types of industries. e.g., merchandising, manufacturing, non-financial services, financial services, government and other nonprofit firms.</p> <p>Analyze a company's financial statements and/or management reports and identify strengths and weaknesses of the company from this analysis.</p> <p>Understand the nature of costs</p> <p>Distinguish between fixed costs, variable costs, and mixed costs</p>			<p>personal stake in the change.</p> <p>Recognizes when the change agent is no longer required.</p> <p>Explain how corporate culture affects change.</p> <p>Gain an appreciation of the complexity of the real world, and the necessity of an interdisciplinary understanding of management and supervision.</p> <p>Apply theory learned to real world situations within the internship/project.</p> <p>Observe, analyze, and evaluate situations and then create plans/strategies for addressing those situations.</p> <p>Defend, in text, the evaluations they have completed and the plans/strategies they gave generated.</p>
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<p>Use is accounting information to make and communicate long-term strategic decisions needed to position the firm for competitive advantage.</p> <p>Apply the legal standards that govern the relationship between the employee and the employer.</p> <p>Assess specific labor laws that govern labor issues ranging from contract administration (to include the grievances and unfair labor practices), union organizing and what a manager can and cannot do when a union election occurs, to negotiations of labor contracts.</p> <p>Understand sexual harassment and appropriately</p>	<p>Explain how pricing decisions are made, including transfer pricing decisions.</p> <p>Use is accounting information to make and communicate long-term strategic decisions needed to position the firm for competitive advantage.</p> <p>Identify the relationship between accounting budgets and non-financial performance measures.</p> <p>Develop a basic understanding of budgets and budgeting.</p> <p>Apply the legal standards that govern the relationship between the employee and the employer.</p> <p>Recognize behaviors that can lead to legal issues in this relationship and how to manage these issues</p> <p>Recognize laws governing discriminatory behavior in the workplace and how to successfully avoid creating situations that can lead to charges of discrimination.</p> <p>Assess specific labor laws that govern labor issues ranging from contract administration (to include the grievances and unfair</p>			
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<p>apply relevant legal standards if where an employee brings this issue to the manager.</p>	<p>labor practices), union organizing and what a manager can and can and cannot do when a union election occurs, to negotiations of labor contracts.</p>			
<p>Analyze Title IX issues impacting the workplace environment and when to refer such issues to higher level management.</p>	<p>Understand sexual harassment and appropriately apply relevant legal standards if where an employee brings this issue to the manager.</p>			
<p>Conduct a recruiting campaign in compliance with the legal standards that govern this process.</p>	<p>Analyze Title IX issues impacting the workplace environment and when to refer such issues to higher level management.</p> <p>Conduct a recruiting campaign in compliance with the legal standards that govern this process.</p>			
<p>Create a workplace environment that significantly reduces the possibility of legal violations.</p>	<p>Research and analyze legal trends that could lead to future laws governing workplace behavior.</p>			
<p>Articulate key concepts of the legislative process and public finance, business law and finance.</p>	<p>Articulate key concepts of the legislative process and public finance, business law and finance.</p> <p>Differentiate between the demands of private industry, as well as the foci of public service</p>			
<p>Demonstrate a model of private finance and the</p>	<p>Demonstrate a model of private finance and the corporate law related to it</p>			

<p>corporate law related to it</p> <p>Demonstrate how a bond process is initiated to fund a public project.</p> <p>Develop action plans that resolve/minimize ethical conflicts and dilemmas.</p> <p>Explain the need for ongoing organizational change and methods for achieving the change.</p> <p>Apply communication, conflict management, and problem-solving skills that are required to promote positive change.</p> <p>Explain how corporate culture affects change.</p> <p>Understand how an organization's unique environment help or hinder change.</p>	<p>Demonstrate how a bond process is initiated to fund a public project.</p> <p>Understand the difference between public and private operation and apply this to the workplace.</p> <p>Distinguish between different ethical theories and principles.</p> <p>Determine the ethical responsibilities assumed in becoming managers and leaders in professions.</p> <p>Develop individual and group skills in identifying and analyzing a select number of ethical issues that managers face in the context or situation in which they arise.</p> <p>Develop action plans that resolve/minimize ethical conflicts and dilemmas.</p> <p>Critically examine the assumptions and values that everyone brings to complex leadership decisions that raise ethical concerns.</p> <p>Evaluate the concept of Social Responsibility, and explore its relevance to ethical leadership.</p> <p>Analyze how the social, economic,</p>			
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<p>Obtain experience outside the classroom, and will gain an understanding of the lexicon of that particular environment.</p> <p>Defend, in text, the evaluations they have completed and the plans/strategies they generated.</p>	<p>organizational, cultural and natural environment impact moral issues in professions.</p> <p>Explain the need for ongoing organizational change and methods for achieving the change.</p> <p>Understand organizational effectiveness and how planned change can make organizations more effective.</p> <p>Examine the roles played by various organizational members in change efforts.</p> <p>Apply communication, conflict management, and problem-solving skills that are required to promote positive change.</p> <p>Identify real and potential ethical issues in the workplace and analyze causes and remedies.</p> <p>Understand the role of facilitator; including personal stake in the change.</p> <p>Recognizes when the change agent is no longer required.</p> <p>Understand the different dynamics of private sector vs. public sector change.</p>			
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	<p>Distinguish between leading change and managing change.</p> <p>Explain how corporate culture affects change.</p> <p>Understand how an organization's unique environment help or hinder change.</p> <p>Recognize how management's assumptions can inhibit positive change.</p> <p>Obtain experience outside the classroom, and will gain an understanding of the lexicon of that particular environment.</p> <p>Demonstrate an understanding of the theory presented within the BASM program, within four different courses.</p> <p>Gain an appreciation of the complexity of the real world, and the necessity of an interdisciplinary understanding of management and supervision.</p> <p>Apply theory learned to real world situations within the internship/project.</p> <p>Observe, analyze, and evaluate situations and then create plans/strategies for addressing those situations.</p>			
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	Defend, in text, the evaluations they have completed and the plans/strategies they gave generated.			
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Appendix 3 Program Flyer



Bachelor of Applied Science (BAS) in **ORGANIZATIONAL MANAGEMENT**

The Bachelor of Applied Science – Organizational Management (BAS-OM) degree provides a pathway for students with an Associate in Applied Science (AAS) in Human Services, Criminal Justice, and Business Management, and other majors or Associate in Arts (AA) degree, to further their education and assume leadership roles in both non-profit and profit-based organizations.

***Earn your bachelor degree
without leaving the Harbor!***



Degree Requirements

Completion of a two-year degree, with cumulative GPA of at least 2.5

Course Requirements

Prerequisites: Applicants must have a grade of 2.0 or higher in the following courses prior to program start.

- ENGL& 101 English Composition I
- MATH& 146 Introduction to Statistics
- Natural Science w/ Lab (5 credits)
- SPCH 101 Fundamentals of Speech
- ACCT& 201 Principles of Accounting I

Degree Required Courses: Degree required courses are not a pre-requisite to the program, they are a requirement for earning your bachelor's degree. Some degree required courses may be prerequisites to upper division courses. Students are encouraged to complete these courses in their associate's degree if possible. Courses must be completed with a grade of at least 2.0.

- Natural Science (5 credits)
- Humanities (5 credits)
- 5 Credits of General Education Coursework

Combined, the prerequisite courses, degree required courses, and courses taken during the applicant's associate's degree must equal to at least 40 credits of general education coursework.

Recommended Skills

Proficiency in:

- Microsoft Word
- Microsoft Excel
- APA style, formatting, and citation rules
- Online learning systems
- Web based research databases

***Applied bachelor degrees fill
skill gaps in practical, market
driven fields where job
requirements have advanced
beyond the associate degree level.***

Contact:

Katie Dailey
BAS Completion Facilitator
360-538-4030
katie.dailey@ghc.edu

Further Information:
www.ghc.edu/BAS

Manspeaker Instructional
Building, Room 2424

Program Rack Card (front and back)



Bachelor of Applied Science (BAS) in ORGANIZATIONAL MANAGEMENT

**Earn your
bachelor degree
without leaving
the Harbor!**



*The BAS program
in Organizational
Management aims to move
current workers from entry
level jobs to management
positions, while creating a
stepping stone for leadership
within the community.*

*Applied bachelor degrees fill skill gaps in practical, market
driven fields where job requirements have advanced
beyond associate degree level.*

Bachelor of Applied Science (BAS) in ORGANIZATIONAL MANAGEMENT

*The BAS-OM program builds on
your already earned Associate's
degree with an additional 90 credits
of upper-division coursework.*

Course topics include:

- Leadership
- Human Resources
- Grant Writing
- Data Analysis
- Project Management
- Social Responsibility
- Excel

... and much more!

*Stop by today for
application information, a
complimentary transcript
review, and to get your
questions answered.*



Contact:
Katie Dailey
BAS Completion Facilitator
360-538-4030
katie.dailey@ghc.edu

www.ghc.edu/BAS

Manspeaker Instructional
Building, Room 2424

Program Poster with Return Card



Bachelor of Applied Science (BAS) in
**ORGANIZATIONAL
 MANAGEMENT**



The BAS program in Organizational Management aims to move current workers from entry level jobs to management positions, while creating a stepping stone for leadership within the community.

**Start
 Now!**

Stop by today for:

- Application information
- A complimentary transcript review
- And, to get your questions answered!

Manspeaker Instructional
 Building, Room 2424

360-538-4030

Email: katie.dailey@ghc.edu

www.ghc.edu/BAS

**Earn your
 bachelor
 degree
 without
 leaving the
 Harbor!**



Tell me more about the BAS – Organizational Management Program at Grays Harbor College!

Name _____

Email _____

Phone _____

Associate Degree _____

College(s) Attended _____

Address _____

City _____ State _____ Zip _____


More Info: www.ghc.edu/BAS  **GRAYS HARBOR COLLEGE**

Pull up banner (6' tall)


Bachelor of Applied Science (BAS) in

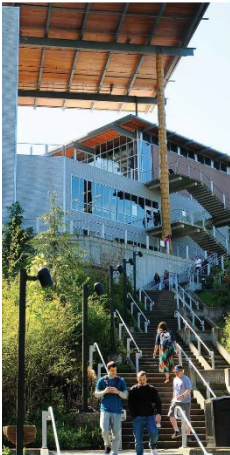
ORGANIZATIONAL MANAGEMENT

*Earn your bachelor degree
without leaving the Harbor!*



*High quality
instruction*

**GRAYS HARBOR
COLLEGE** 




*Low cost
tuition*

*Individual
support*

www.ghc.edu/BAS

Appendix 4 Improved, Online Application

A-Z Index
Business & Community
Bishop Center
Phone Directory
Intranet
Donate
Contact Us
Apply Now



◀ Quick Links

Get Started
Areas of Study
Student Resources
Campus Guide
About GHC

BAS Application

* Indicates Required Field. Please include a response in all required fields before continuing to the next page. If you are confused with what is being asked, please call 360-538-4030 to talk with the BAS Completion Facilitator.

1 Pre-Application Checklist
2 College Transcripts
3 Personal Statement
4 Work Experience

5 Survey
6 Contact Info

▶ Checklist

Each of the following steps must be completed prior to submitting your application for a BAS Program at GHC:

- 1. Complete (or update) the free Grays Harbor College admissions application ***
 Please note: All applicants must complete the online GHC application, even if currently a student at GHC. Without an updated application, which states your planned start date, and your program of interest as BAS, your application cannot be processed.
 - Yes, I have completed the GHC application.
 - No, I have not yet completed the free application to GHC

<https://www.ghc.edu/>

2. Request that Official Transcripts from all previous colleges attended be submitted to the GHC Admissions Office. *

- Yes, I have requested official transcripts
- I have ordered transcripts to be sent upon degree completion
- My degree or credits were earned at GHC, so I do not need to request a transcript.
- I have submitted my transcripts to GHC within the last 2 years, so they should still be on file.
- I don't know how or where to get official transcripts

3. Pay the BAS Program Application fee of \$25 *

- Yes, I have paid the BAS Program application fee
- No, I have not yet paid the BAS application fee
- I received a fee waiver for attending an event

4. Declare Which BAS program you are applying for. *

- Organizational Management
- Teacher Education
- Teacher Education with Special Education Endorsement
- Forest Resources Management

5. Please be prepared to provide:

- Your name, contact information, and student I.D.
 - Details of previous colleges attended, including a copy of your unofficial transcripts.
 - A listing of your planned courses leading up to program start.
 - Your resume.
 - A personal statement essay* (1-3 pages).
-

4. Declare Which BAS program you are applying for. *

- Organizational Management**
- Teacher Education
- Teacher Education with Special Education Endorsement
- Forest Resources Management

5. Please be prepared to provide:

- Your name, contact information, and student I.D.
- Details of previous colleges attended, including a copy of your unofficial transcripts.
- A listing of your planned courses leading up to program start.
- Your resume.
- A personal statement essay* (1-3 pages).

 PREVIEW the personal statement topics

You will be asked to attach an MS Word document that addresses each of the following topics:

- How will the BAS-OM program help you accomplish your future career goals?
- How will your previous schooling and work experience contribute to your success in the BAS-OM program?
- Explain a time when you've had to work on a team and how you contributed to the overall success of all members of the team.

Click "Next" to begin the BAS Application

[Next](#)[Save and Continue Later](#)