

TO: Faculty Senate

FROM: Dave Turnbull Faculty Senate Chair



RE: Proposal to Extend the BA in Business Administration to the Everett Campus

DATE: December 3, 2020

The Fast Track Proposal to Extend the BA in Business Administration to the Everett Campus was reviewed by the Faculty Senate Steering Committee. No comments/concerns were raised and this proposal was approved by unanimous consent. This will be placed as an Information Item on the December 10, 2020 Senate agenda.

**M E M O R A N D U M**

**TO:** Matt Hudelson, Executive Secretary  
Faculty Senate

**FROM:** Becky Bitter, Registrar's Office

**FOR:** Academic Affairs Committee

**DATE:** 2 December 2020

**SUBJECT:** Proposal to Extend the BA in Business Administration to the Everett campus

At its meeting on December 1, 2020, the Academic Affairs Committee discussed the proposal to extend the BA in Business Administration, with the major in Management, to the Everett campus.

The committee had no concerns about the proposal, understanding that there is a need in the area and that the local community colleges are enthusiastic about having this degree offered at Everett.

The committee understood that there are enough faculty to meet the initial demand for the program and that future growth can be accommodated. The degree requirements will be the same as they are on the other campuses.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2021.

**MEMORANDUM**

TO: Faculty Senate

FROM: Elizabeth Chilton, Executive Vice President and Provost *EAC*

SUBJECT: Extend Bachelor of Arts in Business Administration to Everett

DATE: October 19, 2020

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The attached proposal to extend the Bachelor of Arts in Business Administration degree to Everett has been reviewed by the Provost's Office. We support the proposal. Considering the number of students enrolled in Everett-area community colleges who are studying business, the degree has potential to significantly increase enrollment at the Everett campus.

We judge it ready for the Senate review process.

**DEMAND ANALYSIS TO ACCOMPANY NOTICE OF INTENT  
FOR NEW OR EXTENDED DEGREES**

The information from this form will be used:

- In summary form in the Notice of Intent
- In the Financial Analysis spreadsheet
- In the New Degree Proposal form
- In the submission for accreditation to the Northwest Commission on Colleges and Universities after approval by the Board of Regents

**Using the information you developed in the Demand Analysis Workbook, please complete the form below and submit with your Notice of Intent. You do not need to submit the Workbook itself.**

<b>Proposed Degree</b>	<b>Business Administration</b>	<b>Location:</b>	<b>Everett</b>
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**1. Employer Demand**

If you are extending a degree, or have a related existing degree, briefly summarize the employment outcomes for your graduates.

What is the state and regional employment demand for this degree?

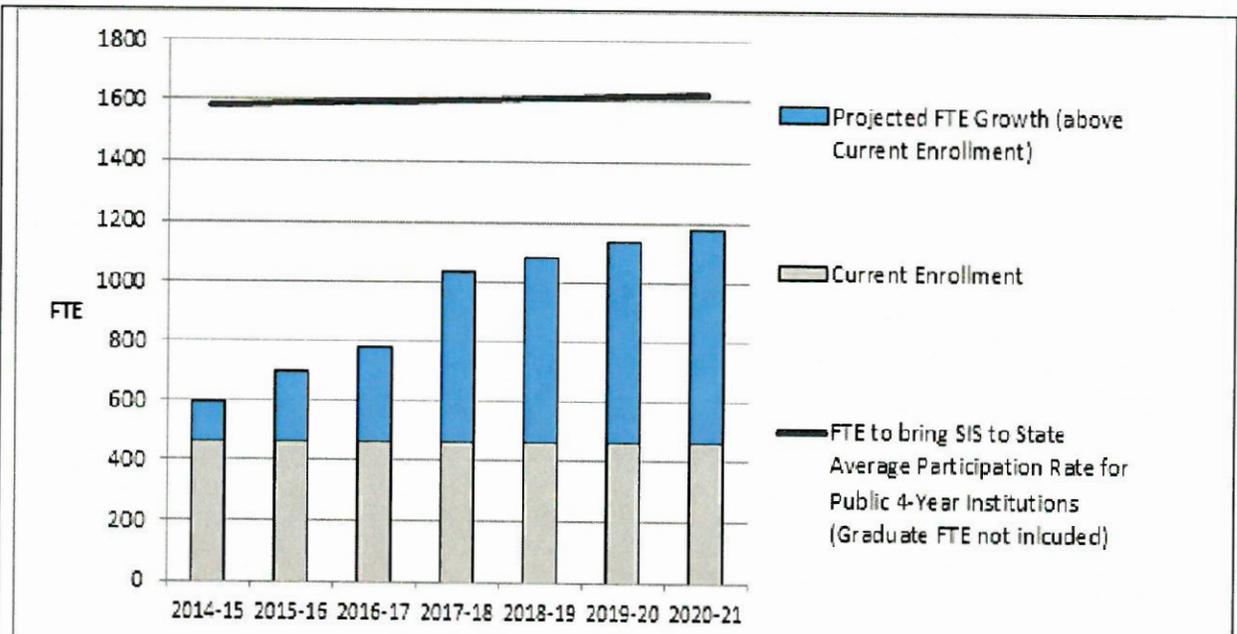
Is long-term employer demand expected to grow, remain stable, or decline?

What is your evidence?

**Answer here:**

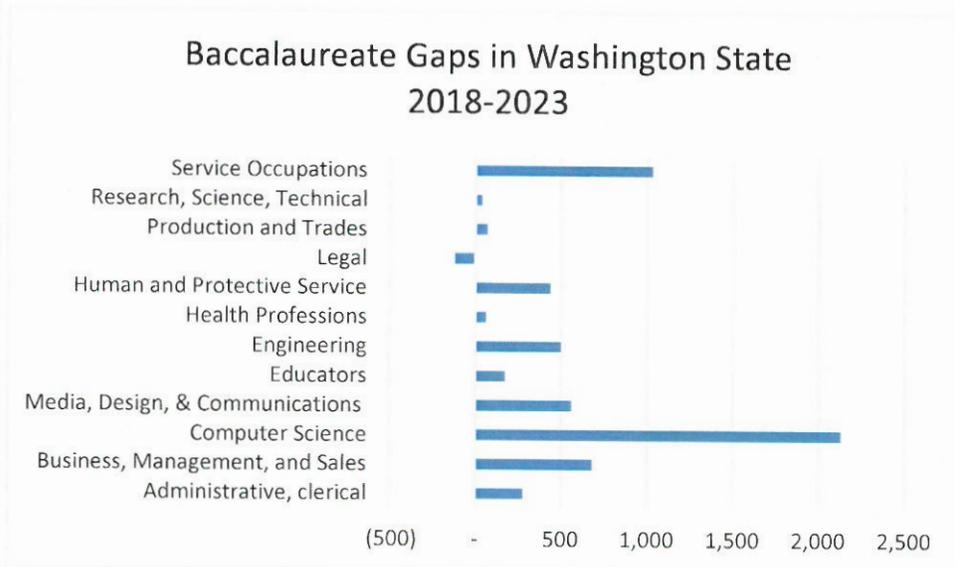
This graph was developed to illustrate the potential growth trajectory of WSU Everett and assumes annual state allocations for new academic programs. One piece of information provided by this graph that is important to our discussion on bringing a new Business Administration program to WSU Everett is the black line that crosses the top of the graph. The line represents the total number of FTEs the North Puget Sound region should be contributing to the State of Washington's average 4-year public university participation rates given the size of the region's population. In essence, the line represents the capacity for growth at WSU Everett.

*GRAPH 1:* This graph shows the difference between actual and potential student enrollment from 2014-21.



In addition to the North Puget Sound region having room to grow with respect to its contribution to the average 4-year public university participation rates, the State of Washington has a gap in the number of bachelor's degrees granted in business and workforce demand for graduates in the business management and sales category. Graph 2 (Washington Student Achievement Council, 2015) illustrates that the third largest baccalaureate gap in the state of Washington between 2018-23 will be in business management and sales category.

GRAPH 2



It is important to note that in the previous graph, future demand for the Business degree outpaces the demand for engineering degrees.

We also hired Hanover Research to conduct an analysis of demand for various business degrees in the North Puget Sound region. Hanover estimates that the workforce demand for general business degree is “high demand.” In particular, Hanover finds that over the next ten years in the state of Washington that the demand for generic business degrees exceeds the supply: over 17,000 degrees are needed, with only 14,000 being supplied by current institutions. This also explains why the Carson College of Business continues to place students: In AY 2019, we had placed 93% of our generic business administration students in jobs within six months of their graduation.

## 2. Competitors

Who are your competitors? What is their competitive advantage? Are competitor-institutions planning to introduce similar programs/expand existing ones? Why is your department/school able to provide the proposed new degree better than other WSU departments/schools or other universities?

### Answer here:

Our competitors in the target market area of North Puget Sound (i.e., Snohomish, Skagit, Island Counties, and the Norther third of King County) are as follows:

- UW Seattle: UW Seattle is more prestigious than WSU Everett and graduates more students. However, their business school is *very* difficult to get into, and thus does not meet local demand for business majors. Also, there is very bad traffic between target market and Montlake campus.
- UW Bothell: UW Bothell is less prestigious than UW Seattle, but on par with WSU. It also cannot handle the full demand. Also, there is bad but not impossible traffic between target market. UW Bothell may be biggest competitor for WSUE.
- Western WA University: WWU is slightly less prestigious than WSU. Also, it is too far to drive for most people in the Everett area. As such, it does not pose significant competition.

No other colleges in the target market offer a four-year degree in generic business.

## 3. Student Demand

Revised: 08/28/17

C:\Users\awight\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\PE1LY17Y\BABA Demand analysis mab 062020.docx

Describe the target market in light of regional population trends, especially in the target age group.

What is the current number of students in existing programs in the proposed market area in this field? What is the potential number of students forecasted?

What are the key characteristics of the market segment you seek? How will your degree serve their needs?

**Answer here:**

The target area is roughly a 45-minute drive to campus, making it Snohomish, Skagit, Island Counties, and the Northern third of King County. Target group is people in 20's and 30's who have an AA degree and seek business skills.

		<b>Table 1</b>					
		<b>Associates degree graduates with a Business focus</b>					
		2018-19		2017-18		2016-17	
College	Program Focus	Transfer AA	Prof Tech AA	Transfer AA	Prof Tech AA	Transfer AA	Prof Tech AA
Bellevue	Business	188	44	192	48	175	57
Cascadia	Business	107		120		96	
Edmonds	Business	198	76	170	61	201	70
Everett	Business	95	52	71	39	59	40
Lake Washington	Business	12	18	14	29	14	36
Seattle Central	Business	169	13	146	10	143	12
Seattle North	Business	88	22	117	29	106	27
Seattle South	Business	83		54	7	59	10
Shoreline	Business	59	35	44	26	25	41
Skagit Valley	Business	37	30	38	38	43	44
Whatcom	Business	48	44	42	40	22	31
<b>Total:</b>		<b>1084</b>	<b>334</b>	<b>1008</b>	<b>327</b>	<b>943</b>	<b>368</b>

This estimate of industry demand is consistent with the last 5 years of experience with the cooperative WSU Everett School of Hospitality Business Management degree program. This program has had a 100% job placement rate with the majority of the graduates accepting employment within the wide variety of hospitality and tourism industry options. There is demand for business education elsewhere in the system. We have data on how full our classes are in Pullman; our excess demand there contributes to the argument that people want to study business even though it is in a different campus.

The market for students considering the WSU Business Administration program is primarily students who are completing the Business Administration program with an Associate of Arts in Business Administration (DTA) degree at community colleges within commuting distance from Everett. At this time approximately 2000 students are enrolled in the last classes leading to the Associate of Arts DTA at Everett Community College. Based on previous enrollment data from the WSU Everett program, HECB and institutional research, and surveys of students in the Business Administration program at Everett Community College, it is believed that 20 EvCC students will enter the WSU junior year portion of the Business

Administration program in the Spring of 2020. In addition, enrollment information from the WSU Business Administration program indicates that 10 students in each junior class can be expected to come from other community colleges in the North Puget Sound area (primarily Edmonds and Skagit Community Colleges). These data are consistent with five years of experience with enrollment at the WSU Everett programs.

**Expected FTE**

Year 1		Year 2		Year 3	
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How did you arrive at these numbers? How do they compare with your current enrollments in an existing degree or option, or related degree?

**Answer here:**

Attaining our projected enrollment goal of students will depend on WSU-E's ability to solidify new degree program offerings. WSU NPSE is uniquely positioned in the State of Washington and within the WSU System. Its 2+2 model of access emphasizes identifying, recruiting, and admitting students who will first attend the community college with the intention of transferring into the upper division of a high-demand major. WSU NPSE's primary feeder institutions are as follows:

Everett Community College	50%
Edmonds Community College	7%
Bellevue College	6%
Cascadia Community College	5%
Seattle Colleges	4.5%
University of Washington	4.5%
Whatcom Community College	3.5%
Skagit Valley College	3%
Out-of-state	3%

The numbers of students coming from our top five feeder colleges can easily be enhanced with more strategic focus in the area of admissions. Note: We were able to move Edmonds Community College (EdCC) from 3 percent of our total to 7 percent within a year because we now have a staff member at EdCC on a regular basis. We expect that EdCC's numbers will be close to double digits in Fall 2017. With a broad base of feeder institutions that are widely dispersed geographically, we will only need to recruit and admit a fraction of the community college transfer population to significantly increase our student numbers.

**4. Recruitment Plan**

How and where are students going to find out about this program? Who will represent this department in its promotion activities? What specific venues can you use to promote an awareness of this new program? What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

**Answer here:**

Because WSU Everett is just starting out, a general Business Administration degree will provide more opportunity to thrive. WSU Everett is in a promising position, already having a Hospitality Business Management degree program. Building off of the HBM degree program, the Business Administration degree can develop key areas of academic focus or concentration, with the Management major likely being the next major. University of Washington started its two branch campuses with a general liberal arts degree and a business degree. That allowed them to begin their growth trajectory utilizing a strong base—both with new programs and students.

What differentiates WSU Everett from other institutions is that it is a new model of higher education in the state that focuses on access, affordability, and efficiency. It is an access model in that place- and time-bound students are able to attend a world-class university and still maintain their employment and keep their families stable. It is an affordability model in that students can save by attending a community college and transfer to WSU for their upper division work and save the cost of relocating to a traditional campus. Finally, it is an efficiency model in that it leverages the resources of the community college. This is what makes this model unique among other 4-year degree granting institutions. Additionally, because business is a high demand degree program, other 4-year institutions may not have the capacity to fill the impending business baccalaureate degree gap.

We will recruit primarily at the top feeder community colleges, and at local employers, Boeing and the Navy. Note that the siting of WSUE on the Everett CC campus gives it high visibility and access to Everett CC students.

Mark Beattie, clinical assistant professor of HBM and associate vice-chancellor of WSUE will represent the CCB.

**PROPOSAL TO EXTEND AN  
EXISTING DEGREE TO AN APPROVED PHYSICAL LOCATION**

Degree Title:	Business Administration
Academic Program:	Business
Academic Plan:	Management
Number of Credits:	120
Department(s) or Program(s):	Management, Information Systems, and Entrepreneurship
College(s):	Carson College of Business
Campus(es):	Everett
Method of Instructional Delivery:	Face-to-face, hybrid with videoconference

Contact Name:	Mark Beattie	Email Address:	mabeattie@wsu.edu
Contact Phone:	425-405-1751	*Proposed start date:	Spring 2021

**\*Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

**SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:**

Chair Signature:	Robert E. Crossler	Date:	6-24-20
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Dean Signature:	Thomas M. Tripp	Date:	9-12-20
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VP Global Campus	n/a	Date:	
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→ Submit to the Provost's Office at [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)

Everett Chancellor	Mark Beattie	Date:	6-20-20
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Spokane Chancellor	n/a	Date:	
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Tri-Cities VCAA	n/a	Date:	
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Vancouver VCAA	n/a	Date:	
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Provost Office:		Date:	
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Comments:	
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For Registrar's Office Use Only:			
Current CIP Code:		New CIP Code:	
		Date:	

**Send completed form in Word format to: [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)**

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?

Who are you trying to attract with this program in the new location? Will it bring new students to the university, better meet the needs of current students, or draw students away from other departments or campuses?

How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?

How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a program extension will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

## Proposal

### Mission and Core Themes (Strategic Goals):

Explain how extending the degree to this location fulfills the strategic plan and the missions of the department, campus, and university.

Washington State University Everett is charged with greatly expanding access to high-quality baccalaureate and graduate degree programs in the region and the state. With a focus on science, technology, engineering, and mathematics (STEM), and High Demand degree programs, the planned growth of WSU Everett is closely aligned with the economic development and vitality of the region and the state of Washington and will prepare graduates for leadership in a rapidly changing and globally connected world.

Core Values:

- ✓ High-quality academic programs
- ✓ STEM and High Demand Degree focus
- ✓ Innovation
- ✓ Entrepreneurship
- ✓ Global Interconnectivity

WSU Everett developed a strategic plan in response to the 2011 legislative mandate to address the longstanding need for improved access to public baccalaureate and graduate degree programs across the North Puget Sound region of Washington. More specifically, it developed a strategy for addressing issues surrounding access to STEM related and high demand disciplines in Snohomish, Island, and Skagit counties.

Prior to the development of the 2012-13 Strategic Plan, the need for increased access to university-level degree completion programs for the North Puget Sound region had been thoroughly examined. More than 20 years of study have backed one consistent conclusion—the region is underserved as it pertains to bachelor and graduate degree program access. In 2011, Senate Bill 5636 passed, acknowledging this limited access issue, and set parameters for transfer of the leadership, management, and operational responsibilities of the Everett University Center to Washington State University (WSU).

Because WSU Everett is just starting out, a general Business Administration degree will provide more opportunity to thrive. WSU Everett is in a promising position, already having a Hospitality Business Management degree program. Building off of the HBM degree program, the Business Administration degree can develop key areas of academic focus or concentration. MIS would be one, Management and Entrepreneurship are two additional areas of potential concentration. University of Washington started its two branch campuses with a general liberal arts degree and a business degree. That allowed them to begin their growth trajectory utilizing a strong base—both with new programs and students.

What differentiates WSU Everett from other institutions is that it is a new model of higher education in the state that focuses on access, affordability, and efficiency. It is an access model in that place- and time-bound students are able to attend a world-class university and still maintain their employment and keep their families stable. It is an affordability model in that students can save by attending a community college and transfer to WSU for their upper division work and save the cost of relocating to a traditional campus. Finally, it is an efficiency model in that it leverages the resources of the community college. This is what makes this model unique among other 4-year degree granting institutions. Additionally, because business is a high demand degree program, other 4-year institutions may not have the capacity to fill the impending business baccalaureate degree gap.

### Educational Offerings:

Describe the program to be extended, and include copies of the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

Please note that any curricular changes must go through the Catalog Subcommittee before the degree extension will be reviewed.

### *Management (120 Credits)*

The Management major has been developed for students interested in pursuing a career as a professional manager. In addition to learning vital management skills such as planning, organizing, leadership, and controlling, students will gain marketable skills by choosing one of two tracks. The Human Resource Management (HRM) track provides skills in areas such as selection, training, motivating, evaluating, and compensating employees. The Innovation and Change (I&C) track provides skills in areas such as managing innovation in networks and teams and managing organizational change processes.

### **Graduation Requirements**

To graduate with a Bachelor of Arts in Business Administration with a major in Management, students are required to complete all admission and graduation requirements listed in the Carson College of Business (CCB) section of this catalog and the coursework included in the sample 4-year plan listed below.

#### **First Year**

<i>First Term</i>	<i>Credits</i>
B A 100	3
Biological Sciences [BSCI] or Physical Sciences [PSCI] <sup>1</sup>	3
ECONS 101 [SSCI] or 102 [SSCI] <sup>2</sup>	3
HISTORY 105 [ROOT]	3
MATH 201 <sup>3</sup>	3

<i>Second Term</i>	<i>Credits</i>
B A 102	1
Biological Sciences [BSCI] or Physical Sciences [PSCI] (with lab) <sup>1</sup>	4
ECONS 101 or 102 <sup>2</sup>	3
ENGLISH 101 [WRTG] or 105 [WRTG] <sup>2</sup>	3
HBM 101 <sup>2</sup>	1
MATH 202 [QUAN] <sup>4</sup>	3
Complete Carson Career Amplifier Program Tier 1	
Apply for Admission into the Major	

#### **Second Year**

<i>First Term</i>	<i>Credits</i>
ACCTG 230 <sup>2</sup>	3
B A 201, 202, and 203, or B A 211	3
B LAW 210	3
COM 102 [COMM], H D 205 [COMM], or MKTG 279 [COMM] <sup>2</sup>	3 or 4
MIS 250	3
Consider studying abroad this summer <sup>5</sup>	

<i>Second Term</i>	<i>Credits</i>
ACCTG 231 <sup>2</sup>	3
Arts [ARTS]	3
B A 204, 205, and 206, or B A 212	3

Humanities [HUM]	3
MGTOP 215 <sup>6</sup>	4
Complete Carson Career Amplifier Program Tier 2	
Complete Writing Portfolio	

### Third Year

<i>First Term</i>	<i>Credits</i>
Diversity [DIVR]	3
FIN 325	3
I BUS 380	3
MGMT 401	3
Social Science or Humanities Elective <sup>7</sup>	3

<i>Second Term</i>	<i>Credits</i>
ENGLISH 402 or 403	3
MGMT 485 [M]	3
MGTOP 340	3
MKTG 360	3
Track Electives <sup>8</sup>	3
Complete Carson Career Amplifier Program Tier 3	

### Fourth Year

<i>First Term</i>	<i>Credits</i>
MGTOP 470	3
International Experience Requirement or Electives <sup>5</sup>	3
Social Science or Humanities Elective <sup>7</sup>	3
Track Electives <sup>8</sup>	6

<i>Second Term</i>	<i>Credits</i>
MGMT 491 [CAPS] or ENTRP 492 [CAPS]	3
International Experience Requirement or Electives	3
Track Electives <sup>8</sup>	3
Electives <sup>9</sup>	5
Complete Carson Career Amplifier Program Tier 4	

### Footnotes

<sup>1</sup> For a total of 7 credits—one Biological Sciences [BSCI] and one Physical Sciences [PSCI] course, including one lab course.

<sup>2</sup> For Students in the Honors Program: ECONS 198 is an approved substitute for ECONS 101 and 102; COM 102/H D 205/MKTG 279 requirement is waived; HONORS 198 is an approved substitute for HBM 101; ENGLISH 198 is an approved substitute for ENGLISH 101; ACCTG 298 is an approved substitute for ACCTG 230 and 231. Honors students may need to enroll in elective coursework to meet University requirement of 120 credits.

- <sup>3</sup> MATH 201 will be waived with an ALEKS score of 80% or higher, or the completion of MATH 202 or equivalent. MATH 106 will be accepted as an alternative to MATH 201 for transfer students.
- <sup>4</sup> Alternative to MATH 202 is MATH 140 or 171.
- <sup>5</sup> All students must complete the International Experience Requirement. Options for completing the requirement can be found in the Carson College of Business Academic Unit section of the catalog under Business (Pullman, Tri-Cities) or Business Administration (Vancouver). Students should consult with their advisor to determine the best option.
- <sup>6</sup> MATH/STAT 212 will be accepted as alternative to MGTOP 215 for transfer students.
- <sup>7</sup> Social Science or Humanities Electives (6 credits) Any courses in ANTH, CRM J, DTC, ECONS, ENGLISH (excluding ENGLISH 402 or 403), FINE ART, FOR LANG, HISTORY, HONORS 270, 280, 370, 380, H D, POL S, PSYCH, SOC, and WOMEN ST not used to fulfill other (including UCORE) requirements.
- <sup>8</sup> Track Electives: Students must complete one of two tracks for the management major. A total of 12 credits are required for each track. The requirements for each track are as follows. Innovation & Change Track: required MGMT 483 [M]; 3 credits from MIS 441, MIS 420, ENTRP 489, MGMT 496; 6 credits from any 300-400-level course taught by CCB. May not include courses from the CCB core, the set of required MGMT/MGTOP courses, or any 498 Internships or 499 Special Topics courses. Human Resource Management Track: required MGMT 450, 455, 456 [M]; 3 credits from any 300-400-level course taught by CCB. May not include courses from the CCB core, the set of required MGMT/MGTOP courses, or any 498 Internships or 499 Special Topics courses.
- <sup>9</sup> Electives: 300-400-level coursework as needed to meet University requirements of 120 credits and 40 upper-division credits.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

Coursework would be delivered on the Everett campus in a traditional face-to-face classroom setting. Some courses may be delivered in a hybrid or flipped classroom mode, presenting content through the learning management system and supplementing with in-class labs and experiential learning activities in a 7-week or full-semester format. These may be augmented utilizing videoconferencing either to or from other campuses in the WSU system, taking advantage of the flexibility in scheduling and/or faculty expertise in a specific area. This will maximize the effectiveness and efficiency in course deliver and faculty utilization. As needed the students may enroll in global campus courses to maintain academic progress toward their degree.

### Assessment of Student Learning and Student Achievement

**\* For graduate programs, please contact the Graduate School before completing this section.**

Please provide a list and description of expected student learning outcomes.

During 2016-2017, the RUGBEE Task Force analyzed wide-ranging information, including stakeholder survey and focus group data, assurance of learning findings and the National Survey of Student Engagement results for the CCB, as part of its efforts to review, evaluate, and propose revisions to the CCB Undergraduate curriculum and co-curricular experiences. RUGBEE is comprised of faculty from all campuses and disciplines within the CCB. In Spring 2017, the UPPC, with faculty input, approved six new learning competencies and a framework. Over the next

year, RUGBEE's charge is to propose curricular and co-curricular experiences to support the new learning competencies. Assessment mechanisms are adapted to capture the effect of these program changes.

***Program Learning Outcomes***

BABA and BAHBM graduates will

Identify, assess and initiate opportunities to create value

Act ethically and professionally

Communicate persuasively, both orally and in writing

Lead a team and act as an effective team member

Make theory-based and data driven decisions

Gain a global business perspective and be sensitive to and respectful of cultural differences

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

The Carson College of Business has a three-part approach to direct measure assessment of learning outcomes for its Bachelor of Arts in Business Administration (BABA) and Bachelor of Arts in Hospitality and Business Management (BAHBM). The approaches are alternated on a semester basis. In addition, the College collects graduating student exit surveys each semester as well as alumni and business surveys annually.

**Assessment 1:** Students complete an objective question exam comprised of 120 items that has, at minimum, two questions for each learning outcome in the core courses. The exam is completed by students at the end of their capstone course in their program of study. This assessment is the predominant measure of BABA and BAHBM learning goal #1.

**Assessment 2:** To assess ethics and global awareness competency (BABA and BAHBM learning goals #2 and #3), students write an essay based on a case selected by the faculty. Assurance of Learning Committee members evaluate the essays based on a calibrated rubric.

**Assessment 3:** Faculty in the capstone courses evaluate class projects in their classes using a calibrated rubric. The projects assess students' abilities as effective communicators and make professional presentations as expressed in BABA and BAHBM Goal #4.

Please indicate as appropriate:

- Assessment of this program will be incorporated into the existing assessment plan for Carson College of Business Assurance of Learning. Please attach a copy of the existing plan.
- A draft assessment plan is attached.
- A curriculum matrix is attached.

**Planning:**

1. Summarize the need for the degree at this location, and what planning steps led to the decision to extend the degree. Who was consulted, and how was the feedback incorporated into this plan?

Information provided by the Washington State Employment Security Department regarding “Occupations in Demand” demonstrates that occupations requiring a bachelor’s in business administration are projected to be in higher demand for the next seven years. For example, the “management analyst” occupation which requires a bachelor’s degree is projected to have 11,415 average annual openings statewide from 2017-2027. Of the total projected openings, 8,816 will be in the counties of Snohomish, Skagit and King (Table 1). Another example is the “computer and information systems manager” occupation. This occupation is projected to be in-demand statewide with estimated annual job opening of 6,263. Of the total projected openings, 5,339 will be in the counties of Snohomish, Skagit and King. “Information security analysts” is another in-demand occupation both statewide and regionally. It is projected to have approximately 77% of its 1,222 annual openings in the counties of Snohomish, Skagit and King.<sup>1</sup> While there are many occupations that could require a business administration degree, these are examples of a few which are in-demand to help demonstrate the overall need for the degree in the region.

The potential areas of specialization for the WSU-E business administration degree (management) are represented in table 1.1 providing a more specific occupational demand breakdown for these areas of specialization. They reflect both “in demand” and “balanced” occupations. All specializations reflect future demand for the region.

**Table 1**  
**Demand of occupations requiring a bachelor’s degree in Business Administration or closely related field**

Workforce Development County	Occupation Title	Long Term Growth Rate	Annual average total openings for 2017 - 2027
Snohomish	Management Analyst	1.9% (In demand)	737
Snohomish	Property, Real Estate, and Community Association Managers	1.0% (In demand)	136
Snohomish	Securities, Commodities, and Financial Services Sales Agents	0.9% (In demand)	114
Skagit	Management Analysts	3.3% (In demand)	264
Skagit	Market Research Analysts and Marketing Specialists	2.2% (In demand)	195
Skagit	Personal Financial Advisors	1.7% (In demand)	63
King	Marketing Managers	4.5% (In demand)	6816
King	Market Research Analysts and Marketing Specialists	3.8% (In demand)	6916
King	Management Analysts	3.5% (In demand)	7815

**Table 1.1**  
**Management Focus**

County	Occupational Title	Annual average total openings for 2017-27	Demand Status
Island, San Juan, Skagit, King, Snohomish	<ul style="list-style-type: none"> <li>• Operations Manager</li> <li>• Admin Services Manager</li> <li>• Management Analyst</li> </ul>	9,948	Balanced and In demand
Snohomish only	<ul style="list-style-type: none"> <li>• Management Analyst</li> </ul>	737	In demand

2. Describe the target audience.

Provide realistic justification for the projected FTE.

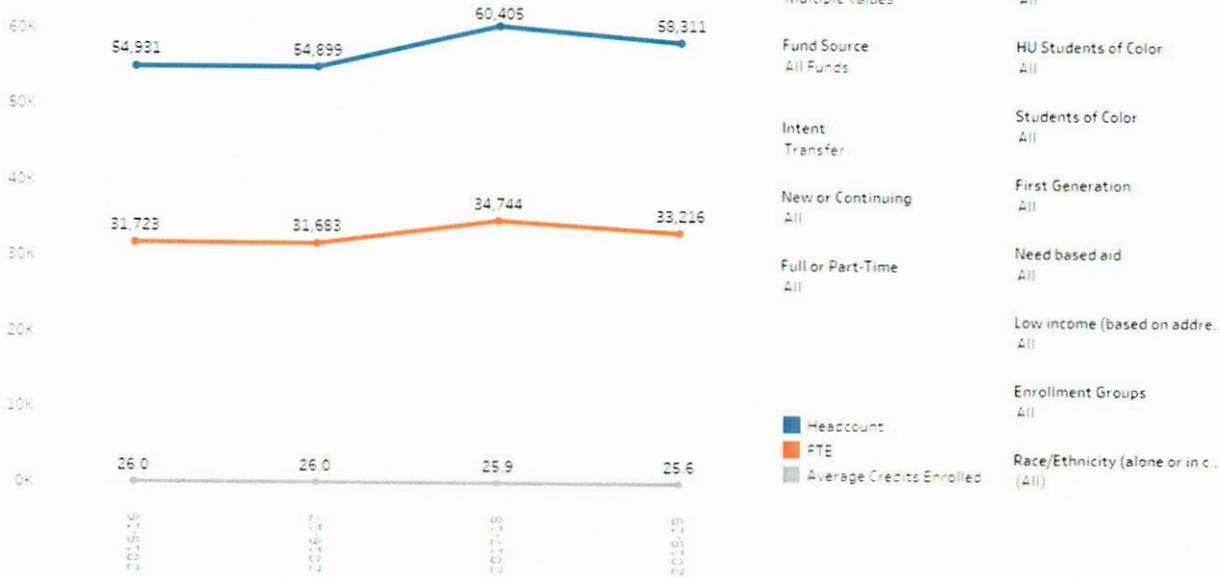
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

Data collected examined projected occupational demand tied to the BABA program, along with the supply of students from the local community and technical colleges within WSU-E's expanded service area. Corporation for a Skilled Workforce (CSW) examined multiple open sources of information to include Department of Labor data from the Washington State Employment Security Department (ESD), enrollment data from the Washington State Board of Technical and Community Colleges, regional needs assessments, agency reports, and employer surveys. The data show a sample of "in demand" jobs that would be available to graduates of the proposed degrees. It is important to note that the labor projections used were prior to the COVID pandemic. While it can be difficult to predict how specific occupations will survive during this pandemic, it should be noted that the Georgetown University Center on Education and Workforce did a study in 2016 on the impact of the 2009 recession, with regards to employees and their education level. It found that, "Compared to workers with a bachelor's degree or higher, job losses during the Great Recession were more severe for workers with an Associate's degree or some college."<sup>ii</sup> This reinforces the need to have more access to bachelor's degree programs within the region.

The availability of community college students have the educational background/credential required to potentially transfer into an "in demand" degree program at WSU-E. The 2018-2019 school year was the most current data available in the open source reporting system. Colleges included in this data collection were Bellevue College, Cascadia College, Edmonds Community College, Everett Community College, Lake Washington Technical Institute, Seattle Colleges, Shoreline Community College, Skagit Valley Community College, and Whatcom Community College. Chart 1 shows the enrollment trends for these colleges during the last four years. It is possible that enrollments will see a decline for spring and summer quarters of the 2020 calendar year given the current COVID-19 pandemic. It is also possible that community colleges could see an increase in enrollments in the fall quarter due to the changes in the economy, and possibility of four-year institutions only teaching online classes.<sup>iii</sup>

### Enrollment Trends



**Chart 1: Enrollment Trends (Bellevue, Cascadia, Edmonds, Everett, Lake Washington, Seattle Colleges, Shoreline, Skagit and Whatcom)**

### Enrollment College

College	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Bellevue	6,897	6,098	6,005	6,434	6,069	12,161	12,758
Cascadia	3,762	3,881	3,932	4,017	4,004	3,990	3,716
Edmonds	7,259	7,307	7,298	6,940	6,746	9,940	8,183
Everett	7,747	9,916	10,514	8,796	8,814	8,745	8,566
Lake Washington	83	109	423	451	544	641	671
Seattle Central	6,009	6,042	6,376	6,214	6,228	6,302	6,876
Seattle North	4,775	5,378	5,406	5,357	4,779	5,150	5,066
Seattle South	3,493	3,566	3,537	3,683	3,595	3,851	3,655
Shoreline	4,458	4,569	4,554	4,290	5,462	5,289	4,863
Skagit Valley	3,800	3,791	3,806	3,600	3,437	3,356	3,216
Whatcom	5,135	4,990	4,807	5,149	5,221	4,980	4,741

**Chart 2 Enrollment by College (Transfer Intent)**

Table 2 illustrates that during the 2018-19 school year, 11 community colleges within the WSU-E extended service area graduated 1,084 students with transfer associate degrees with a program focus on business. These 11 schools saw approximately a 15% increase of business focused transfer AA graduates within the last three reported years (2016-2019). Within Snohomish County for the 2018-19 school year, Edmonds Community College and Everett

Community College combined for a total of 293 graduates with a business transfer focus. Over the last three years Edmonds numbers have been relatively stable while Everett has seen a gradual increase.

**Business Administration**

		Table 2 Associates degree graduates with a business focus					
		2018-19		2017-18		2016-17	
College	Program Focus	Transfer AA	Prof Tech AA	Transfer AA	Prof Tech AA	Transfer AA	Prof Tech AA
Bellevue	Business	188	44	192	48	175	57
Cascadia	Business	107		120		96	
Edmonds	Business	198	76	170	61	201	70
Everett	Business	95	52	71	39	59	40
Lake Washington	Business	12	18	14	29	14	36
Seattle Central	Business	169	13	146	10	143	12
Seattle North	Business	88	22	117	29	106	27
Seattle South	Business	83		54	7	59	10
Shoreline	Business	59	35	44	26	25	41
Skagit Valley	Business	37	30	38	38	43	44
Whatcom	Business	48	44	42	40	22	31
<b>Total:</b>		<b>1084</b>	<b>334</b>	<b>1008</b>	<b>327</b>	<b>943</b>	<b>368</b>

Focused recruitment of first-generation, Pell-Eligible, International Students, and Veteran’s is a continued focus for Everett recruiting as part of our land-grant mission to serve the underserved communities in the North Puget Sound region.

3. What will need to happen at the instructional location in order for this degree to be offered, and what other steps will need to be taken for WSU to offer it?

The addition of Management faculty (One tenure and two career track) would be hired to deliver the coursework for students at the Everett campus. These faculty would be considered part of the MISE department of the Carson College of Business with reporting lines to the Chair of the department and Dean of the College.

4. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

The staffing model of two career-track professors and one tenure-track assistant professor is ideal for this initial launch. This will afford us the opportunity to offer additional business courses that will broaden the spectrum of upper division core courses and electives. Given the current enrollments in SHBM, we will need to factor in the capacity that we have there. SHBM faculty teaching across the major (MKTG 360, MGMT 450, and the upcoming New Carson Cougar curriculum) will allow for full sections of face-to-face courses. This in turn will aid recruitment and retention of our future students.

WSU Everett is including a funding request in the upcoming legislative agenda that would assist in the start-up costs of this and other degree offerings on our campus.

Beginning with the BABA as our overarching degree is an agreed upon start. We also concur that the best program to start with is Management. Given that we have a strong STEM presence on campus already, this degree would be well-positioned within our current mix and would attract like-minded students to our current enrollments.

(FY20-21) In order to build that capacity, we propose a first-year solution for the Carson College of Business at Everett. Using existing faculty and staff lines, we can serve the students in several ways while building the foundation for future programs. Everett based clinical faculty would allow depth in our capacity to meet the instructional needs of the Next Carson Cougar early engagement coursework (BA 100, HBM 101, BA 102, BA 211, and BA 212). In addition, MIS 250, HBM 235 may also be considered as Everett based offerings along with HBM 280 already taught on a regular basis. These courses could also be taught in combination with PhD candidates who could be based in Everett.

(FY 21-22) Year Two would add the Tenure-Track faculty to instruct the upper-division course work as the students move through their academic progression.

(FY 22-23) Year three would add the second career track faculty member as the enrollments grow. No facilities modifications are required for implementation.

WSU Everett views recruitment as a team effort between central enrollment management with joint accountability between CCB and Everett. Currently, we have one full-time Associate Director of Student Services dedicated to recruitment and admissions. There is a .5 Civil Service support staff assigned to assist. Everett recruitment is dedicated to enrollment targets for all seven existing degree programs. The search for an Everett based recruiter has concluded with a new recruiter in place. Joint accountability between CCB and Everett in concert with central enrollment management would be our choice and designing an equitable and effective process could become a model for the university as a whole.

### **Budget:**

Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

Funding sources include support from the Carson College of Business strategic reserves, Central Administration support, philanthropy, and legislative requests. Facility costs include office space (provided), technology, phone (provided) and travel budgets within the scope of the current funding structures of the department. Library support is via WSU Libraries and the dedicated librarian for CCB located in Pullman.

### **Student Services:**

Revised 10.04.17

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Describe how the proposed location will support students (advising, tutoring, health and welfare, childcare, career services, financial services, technology support, etc.).

A key position on any campus is the role of academic coordination. In the past, this role was shared with the Murrow College of Communication and most recently with the College of Arts and Sciences. We are certainly open to sharing the position again should that become a possibility. In the meantime, our current needs give way to rethinking the approach of this role with ways that can contribute to further the goals of CCB. The Carson Coug Accelerator program is designed to engage students early in their business academic career. We are poised to engage our students with this program even as they complete their Business DTA at a local community college through our Dual Admission program. Management and tracking the CCAP would fall to the Academic Coordinator as a function of retention. A recognized need beyond academic advising is in recruitment. The role of an Academic Coordinator can include responsibilities dedicated to building enrollments for the new CCB degree programs would be logical. There is also a recognized need to enhance the system wide enrollments for CCB. Creating a position that focuses on marketing and recruitment for SHBM in Vancouver, Tri-Cities, and Global Campus would help balance enrollments across the system. These efforts could include our new certificate programs in culinary arts and wine business management, plus new ventures such as the Institute for Senior Living. Likewise, this person would be in position to recruit and advise new business students arriving as the additional programs arrive.

### **Physical Facilities and Equipment:**

Describe the physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

WSU Everett is the newest campus in the WSU System. Every classroom and seminar room are complete with the latest teaching technology and every room has videoconferencing capability. These are supported with full-time technology support staff for classroom and lab spaces. Office space is available and outfitted with desk, shelves, chairs, phone, and cabinets.

### **Library and Information Resources:**

Describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

Library access is primarily through WSU Libraries and the dedicated CCB librarian. WSU Everett has agreements with the City of Everett Library, Sno-Isle Libraries, and Everett Community College libraries to extend services to our students. Students have access to all required curriculum as determined by the faculty and no new resources are expected to be required through the library to support this degree.

### **Faculty:**

List the anticipated sources or plans to secure qualified faculty and staff.

Faculty and staff would be hired through the prevailing practice of CCB and supported by current WSU Everett business faculty. All faculty teaching in Everett are held to the same qualifications as faculty on all WSU campuses. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program, and will hire using the normal hiring processes.

### Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

We anticipate very few impacts on other WSU programs or locations. CCB has faculty and majors on the Vancouver, Tri-Cities, and Pullman Campuses. Everett has the SHBM program on its campus presently. According to the market analysis provided by Hanover Research the primary market for Everett is place-bound students, so the addition of the major is unlikely to attract large numbers of students away from the other campuses. The addition of this major in Everett enhances the opportunity to coordinate offerings across campuses and we are putting in place procedures for doing so in a systematic way. We anticipate the addition of the BABA will allow us to use our resources more efficiently in order to serve students on all campuses, as instruction may originate from any campus that offers business.

We anticipate that the needs associated with new enrollments will be met with the addition of proposed faculty as the enrollments grow and with the existing capacity in courses currently being offered. Therefore, the addition of the major should not affect faculty teaching loads or the ability to offer courses on the other campuses.

### Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

All new degree programs will be evaluated continuously for enrollment and fiscal metrics. Under-performing degrees will be discontinued once the college, department, and Everett campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sun-setting a degree (phasing out a degree for non-performance), need for courses that are provided will also be analyzed to ensure little or no impact on other departments and programs that rely on those courses. Any discontinued degree will include an appropriate teach-out plan and students will be supported to graduation.

### Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Send in Word format to: [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)

<sup>i</sup> Employment Security Department Washington State. Learn about an occupation. Retrieved from <https://esd.wa.gov/labormarketinfo/learn-about-an-occupation#/search>

<sup>ii</sup> Carnevale, A. P., Jayasundera, T., & Gulish, A. (2016). America's Divided Recovery: College Haves and Have-Nots. Georgetown University Center on Education and the Workforce.

<sup>iii</sup> Fink, J. & Davis, J. (2020). How Will COVID-19 Affect Community College Enrollment? Looking to the Great Recession for Clues. Retrieved from <https://ccrc.tc.columbia.edu/easyblog/covid-community-college-enrollment.html>

## NOTICE of INTENT (NOI)

### NEW DEGREE or EXTENDING DEGREE to NEW LOCATIONS and/or to the Global Campus

Send this completed NOI in Word format electronically to the Office of the Provost  
([provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)).

Prior to your completing a full degree proposal, this form is circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP) for a 30-day review. You may be contacted by other institutions regarding your plans.

Degree Title:	Bachelor of Arts in Business Administration
Academic Program:	Business
Academic Plan:	varies
Number of Credits:	120
Department(s) or Program(s):	Business
College(s):	Carson College of Business
Campus(es):	Everett
Method of Instructional Delivery	Face-to-face, Hybrid AMS

Contact Name:	Chip Hunter	Email	chip.hunter@wsu.edu
Contact Phone:	509-335-3596	Proposed start date:	Fall 2019

**Program Description and Rationale:** Describe the proposed program, including focus, overview of the curriculum, and a brief rationale for offering the program at this time and/or place.

We propose to offer a baccalaureate program in Business Administration at WSU Everett, starting in Fall 2020, as an extension of the Business Administration degree in Pullman. The program will be identical to the one now existing in Pullman, Tri-Cities, Vancouver, and Global Campus. The method of delivery will be live classroom instruction with full-time and adjunct WSU faculty located in Everett as well as AMS classes delivered by WSU faculty from other campuses.

The rationale for offering business administration at WSU Everett is a) in recognition of the growing need for business professionals in the North Puget Sound region and b) that the new program will be funded by enrollment. A secondary rationale is that it allows us to better utilize our existing resources in Everett. That is, we currently have small classes in Everett and several of those are in courses that would also be taken by the BABA student (e.g., MKTG 360). So externally, we fill demand and internally we build economies of scale from our existing classes. We will cooperate with other campuses in the WSU System in a manner identical to the cooperation we have had in our existing degree offerings at WSU Everett. In addition, we will work closely with Everett CC and our other local partner institutions offering degree pathways in business areas using a 2+2 transfer model. Offering access to business administration is congruent with the mission of WSU Everett, the Carson College of Business, and the University as a whole.

**Documentation of need for program, with emphasis on student demand.** Describe how the program and/or location will support the state's goals for higher education. Identify similar programs offered by other public or independent institutions in the region, and differentiate it from similar programs. Identify any options for collaboration.

The State's goals may be found at: <http://www.wsac.wa.gov/> "policy"

According to our latest statistics, approximately 93% of WSU Business Administration graduates either have accepted job offers or have accepted graduate school admission offers at the time of graduation. The HECB, SBCTC, and Workforce Board have identified Business Administration as one of the state's "high demand" fields of study.

The presence of Boeing is the largest economic force in the Everett area, and employs 10,000 workers, many of whom are employed in business functions. Boeing prefers to hire local highly qualified employees, due to increased retention of those employees compared to those who are hired from out of state. In addition to the Boeing, there are numerous companies that are its suppliers and many others that operate independently and are in need of business graduates.

This estimate of industry demand is consistent with the last 5 years of experience with the cooperative WSU Everett School of Hospitality Business Management degree program. This program has had a 100% job placement rate with the majority of the graduates accepting employment within the wide variety of hospitality and tourism industry options. There is demand for business education elsewhere in the system. We have data on how full our classes are in Pullman; our excess demand there contributes to the argument that people want to study business even though it is in a different campus.

The market for students considering the WSU Business Administration program is primarily students who are completing the Business Administration program with an Associate of Arts in Business Administration (DTA) degree at community colleges within commuting distance from Everett. At this time approximately 2000 students are enrolled in the last classes leading to the Associate of Arts DTA at Everett Community College. Based on previous enrollment data from the WSU Everett program, HECB and institutional research, and surveys of students in the Business Administration program at Everett Community College, it is believed that 20 EvCC students will enter the WSU junior year portion of the Business Administration program in the Spring of 2020. In addition, enrollment information from the WSU Business Administration program indicates that 10 students in each junior class can be expected to come from other community colleges in the North Puget Sound area (primarily Edmonds and Skagit Community Colleges). These data are consistent with five years of experience with enrollment at the WSU Everett programs.

Students at community colleges learn about this program through their Business faculty and through campus visits by representatives of the Carson College of Business Dean's office. Community college faculties know about the program for two reasons. First, WSU actively participates in the Economic Alliance for Snohomish County, Workforce Snohomish, WSBCTC and related groups. WSBCTC is an organization of 2 and 4-year college faculty who work on transfer issues within the state. Second, the CCB Dean's office has a program for regular visitation of business programs at community colleges. As a result of these programs, WSU has strong partnerships with community college programs and information about new engineering programs travels quickly to the target audience.

At this time, most other baccalaureate universities offer Business Administration degree programs

emphasizing the high demand and employment needs of the region, however, none are located within the Island, Skagit, and Snohomish County service area.

**Format and Articulation:** Note when and where the program will be offered (day/evening/weekend/campus/online, etc.) and, for undergraduate programs, the plan for articulation with associate degree programs, including any applicable major-ready pathways. (Assistance can be provided by the Transfer Clearinghouse, [transfercredit.wsu.edu](http://transfercredit.wsu.edu)).

The Carson College of Business prepares students for innovative and impactful careers in business by effectively applying core business competencies, encouraging ethical and professional behavior, employing a global perspective, enhancing abilities to make data-driven decisions, leading teams, and communicating persuasively. The Carson College of Business reaches students across the state of Washington (and beyond) by offering its programs at the Everett, Global, Pullman, Tri-Cities, and Vancouver campuses.

The Carson College of Business is among two percent of business schools worldwide to achieve accreditation by the Association to Advance Collegiate Schools of Business (AACSB), the world's premier business education accrediting body, at the baccalaureate, master's, and doctoral levels. The Carson College of Business's undergraduate and graduate business programs are consistently ranked among the top business programs in the country by *U.S. News & World Report*. For current rankings of Carson College programs, visit our website, <https://business.wsu.edu/about-carson/rankings-facts/>.

Faculty across disciplines produce scholarly and applied research at the main campus in Pullman as well as campuses in Everett, Vancouver, and the Tri-Cities. In addition to these campus and a thriving Global campus, international activities include partnerships and/or programs in Chile, China, Ecuador, France, Greece, Ireland, Italy, Korea, Spain, Switzerland, Tanzania, and Thailand. For more information and news about the college, its students, and programs, visit [business.wsu.edu](http://business.wsu.edu).

#### **Bachelor of Arts in Business Administration**

The Carson College of Business offers seven majors under this degree: Accounting, Entrepreneurship, Finance, International Business, Management, Management Information Systems, and Marketing.

#### **Bachelor of Arts in Hospitality Business Management**

The Carson College of Business offers two majors under this degree: Hospitality Business Management, and Wine and Beverage Business Management.

#### **Student Learning Outcomes**

Upon completion of the Bachelor of Arts in Business Administration and the Bachelor of Arts in Hospitality Business Management, graduates will have the knowledge to be able to:

- Act ethically and professionally.
- Make theory-based and data-driven decisions.
- Identify, assess, and initiate opportunities to create value.
- Gain a global business perspective and be sensitive to and respectful of cultural differences.
- Communicate clearly and persuasively, both orally and in writing.
- Lead a team and act as an effective team member

#### **Certification Requirements**

Given high demand for business courses and strict accreditation requirements, acceptance into the Business Administration (BA) and Hospitality Business Management (HBM) degree majors is competitive and course

enrollments are limited. A student must meet the following minimum requirements to be eligible to apply for certification into a CCB major:

1. Complete the following certification courses with a grade of C or higher:
  1. BA 100 Introduction to Business
  2. HBM 101 Professional Development
  3. BA 102 Exploring Careers in Business
  4. Math 201 Mathematics for Business & Economics (Math 202 or ALEKS score of 80% or higher is an acceptable substitute)
  5. ECONS 101 Microeconomics, OR ECONS 102 Macroeconomics
2. Completion of the Carson Career Amplifier Program Year 1
3. WSU cumulative GPA of at least 2.50 and not on academic probation
4. Completion of at least 27 credit hours

Students will be placed in rank order based on GPA and other performance criteria. The top students then are certified based on the number of spots available that semester.

To be eligible for certification into a CCB minor, a student must meet the following minimum requirements:

1. Be certified in a major
2. Have a cumulative GPA of at least 2.50 and not on academic probation

Students will be placed in rank order based on cumulative GPA and other performance criteria. The top students then are certified based on the number of spots available that semester.

Students must apply for major/minor certification during the term they anticipate completing the above requirements. On the Pullman campus, early application during the first half of the semester is encouraged to avoid delays in course enrollment. <https://business.wsu.edu/undergraduate/certify/majors-requirements>

In order to remain certified in the Carson College of Business, students must maintain a minimum of 2.50 business GPA. Students who do not meet this requirements are subject to Academic Rule 56.

### **Carson College Core Business Requirements**

The following Core Business classes are designed to provide business majors with a solid foundation in business, strengthen their professional skills, and meet the learning outcomes listed above.

- BA 100 Intro to Business
- HBM 101 Professional Development
- BA 102 Exploring Careers in Business
- BA 201 Ethics, BA 202 Teams, BA 203 Innovation; or BA 211 Ethics, Teams, Innovation
- BA 204 Decision Analysis, BA 205 Spreadsheets, BA 206 Data Visualization; or BA 212 Decision Analysis, Spreadsheets, Data Visualization
- ACCTG 230 Intro to Financial Accounting
- ACCTG 231 Intro to Managerial Accounting
- BLAW 210 Law & the Legal Environment of Business
- MGTOP 215 Business Statistics
- MIS 250 Managing Information Technology
- IBUS 380 International Business
- MGTOP 340 Operations Management; or HBM 494 Service Operations Management (HBM/WBBM majors only)
- FIN 325 Intro to Financial Management
- MKTG 360 Marketing

## International Experience Requirement (IER)

### Learning Outcomes

Upon completing the IER, students should be able to:

- Appreciate differences in the external environmental factors that affect global business
- Identify the specific elements of the cultural environment that affect global business decisions
- Evaluate the implications of the external environmental factors on global business decisions
- Incorporate global economic, political and cultural factors when making global business recommendations

Students can satisfy the IER requirements by completing one of the following:

1. Study abroad for 6 or more credit hours. Two smaller study abroad programs may be cumulated to meet the entire 6 credit-hour requirement. International students in the Carson College of Business (not including WSU Global students) will meet their study abroad requirement through their study in the United States.
2. Complete a major or minor in a foreign language.
3. Students that demonstrate proficiency in a foreign language (e.g., STAMP test) will be deemed to have met the Carson College of Business International Experience Requirement. [Honors College students that meet their demonstrated proficiency in a foreign language will also be deemed to have met the Carson College of Business IER.]
4. Complete a minimum of one year of international experience in any of the following areas: military service, Peace Corps, Volunteer work with an organization, missionary work, or other. Documentation must be submitted to the student's academic advisor for approval.
5. Complete two of the following:
  - a. The Global Leadership Certificate or other certificate with a major international component (e.g. The East Asia Program) as approved by the administrative head of the International Business Institute or Department of Marketing and International Business.
  - b. A brief study abroad program of at least 3 credit hours.
  - c. An "international non-business course". Approved courses include: AMDT 413; ANTH 301, 306, 307, 309, 312, 316, 317, 320, 330, 350, 370, 405, 417, 418, 450, 469; ARCH 428; ASIA 302, 315, 373, 374, 477, 479; BIOLOGY 401; CES 301, 325, 372, 377, 379, 380, 401, 405, 421, 426, 470; COMSOC 321; CRM J 405; CROPS SCI 360; ECONS 427, 428, 430, 433, 453; ENGLISH 373, 410, 457; FINE ART 331; FOR LANG 410; H D 350, 403; HISTORY 331, 373, 374, 436, 464, 466, 473, 477, 479, 491, 492, 494, 495; HUMANITY 350; PHIL 314, 315; POL S 314, 424, 427, 435; RUSSIAN 410; SOC 331, 332, 375, 415; SOE 300, 312, 390, 412; SOIL SCI 360; TCH LRN 480, 487; WOMEN ST 316, 332, 340, 406.
  - d. An approved 300-400-level "international business or economics course". Approved courses include: ACCTG 420; ECONS 327; FIN 481; I BUS 415, 416, 435, 453, 470, 482, 496; MIS 441.
  - e. At least 3 credits in a foreign language. Approved courses include: CHINESE 101, 102, 203; FRENCH 101, 102, 203; GERMAN 101, 102, 203; ITALIAN 101, 102; JAPANESE 101, 102, 203; LATIN 101, 102; RUSSIAN 101, 102, 203; SPANISH 101, 102, 203. Sign Language is not an approved foreign language to satisfy this requirement. Students who wish to request alternative foreign language courses to be used to satisfy this requirement must work through their academic advisor to prepare a formal request for approval to the International Business Institute.
  - f. An international internship approved by the Department of Marketing and International Business (maximum of 3 credit hours).
  - g. An accepted petition to the Department of Marketing and International Business to allow the use of extensive international travel experiences at the collegiate or corporate level for up to 3 credit hours towards the International Experience Requirement. Although petitions must be approved prior to the international travel, exceptional cases can be reviewed on a case-by-case basis. Normally such an experience will be at least three months in duration.

- h. A University course research project with an international business research focus that is a significant part of the course learning component, and that constitutes 40% or more of the class. The petition for allowing a project work to count towards the International Experience Requirement should be signed off by the course instructor, and the final approval will be made by the Department of Marketing and International Business for Pullman based students, and an IBUS Fellow or Area Director for urban campus students. \*
- i. Participate as finalists in an international or global case competition (e.g., Global Case Competition conducted by WSU International Programs). The determination of whether a case competition can be counted towards the International Experience Requirement will be made through a petition to the Department of Marketing and International Business. Although only final round participants can be considered, exceptional cases that did not make it to the final round can also be considered on a case-by-case basis by the International Business Institute or Department of Marketing and International Business, which will make the final approval.

\* Students also need to obtain pre-approval from course instructor prior to start of project work on the petition form that is available with advisors at the respective campus locations.

### **Carson Career Amplifier Program**

The Carson Career Amplifier Program (CCAP) engages students in co-curricular activities and programs that provide students with the opportunity to develop professional skills and experiences that employers are seeking. In addition to required coursework, earning a degree in the Carson College of Business requires students to complete several categories of co-curricular requirements each year. Categories are based on a subset of the National Association of College and Employers (NACE) Career Readiness Competencies and include:

- Communication
- Leadership
- Professionalism
- Career Management

The CCAP program helps students to develop the professional skills needed to become business leaders of tomorrow. With a focus on professionalism, networking, and engagement, students will select from a menu of online and in-person activities that satisfy each requirement. Each year, CCAP requirements become progressively more involved; from learning about student success strategies in the freshman year, to participating in an internship or study abroad as a junior or senior. Details about requirements for satisfying annual milestones can be found on the Carson College website.

Students can expect to spend a minimum of 7-10 co-curricular hours each year, depending on how students choose to satisfy each requirement. However, as students become involved in leadership activities and high impact learning experiences, the amount of co-curricular hours will increase. For example, over the course of one academic year, a student attending weekly club meetings could spend about 26 hours in club meetings, a summer internship could total 300-400 hours, and a 6-week faculty led study abroad program averages about 250 hours.

Examples of activities that could be used to satisfy competencies:

**Communication:** • Networking events • Professional development seminars on resume/cover letter development and interview preparation • Mock interviews • Jobs or volunteer work that involve public speaking;

**Leadership:** • Increasing commitment/involvement in clubs and organizations resulting in the opportunity to take on leadership roles. Includes business clubs, student government, current work, Greek & Residence Hall leadership, community organizations, roles such as Resident Assistant (RA) and Research Assistant. • Structured leadership programs/trainings • Increasing leadership responsibilities within current employment;

**Professionalism:** • Activities that increase student understanding of professional standards expected in higher education (in and outside the classroom) • Activities that increase student understanding of professional standards

expected by employers (internships & careers) • Opportunities that allow students to strengthen and demonstrate their professionalism and work ethic;

**Career Management:** • Assessing oneself (strengths/weaknesses, interests/dislikes, abilities, values) • Learning about majors, internships, careers/employers, professional development opportunities in order to make informed decisions • Setting major/career goals based on analyzing oneself and career opportunities • Identifying areas within one's skillset that need to be developed/strengthened • Pursuing activities that strengthen areas needing growth & development.

Options used to satisfy competency will be based on the availability of events/activities at each campus and Global Campus students will have the ability to satisfy requirements through events/activities in their surrounding community and current employment site. If an activity/event is not on the list, students, advisors, and faculty will have the ability to propose additional events/activities that align with the goals for a competency. Each year (based on credit hours) will be tracked as milestones in the myWSU system. Completion of the first year of the CCAP is required for certification into the College. Subsequent years will be tracked annually. Completion of the CCAP for all 4 years is required for graduation.

### **Graduation Requirements**

In addition to fulfilling the University requirements for graduation listed in the Summary of Academic Policies section of the WSU Catalog, to graduate with a CCB degree, students must also meet the Carson College of Business requirements listed below, and the major requirements (described in the departmental section of this catalog).

#### **Carson College of Business Requirements:**

- Completion of Certification requirements listed above.
- Completion of requirements listed in the Schedule of Studies.
- Completion of the International Experience Requirement (listed above).
- Completion of the Carson Career Amplifier Program (requirements for each of the 4 years) (see above).
- Completion of at least two 'Writing in the Major' [M] courses for each major.
- A minimum cumulative GPA of 2.50 in all CCB courses (counting only WSU business courses taught by CCB including HBM courses). Economic Sciences courses or other courses outside the college are not included (with the exception of Econ 327 which is cross-listed with a CCB course).
- At least nine 300-400-level business courses must be WSU courses\*.

\* A WSU course is a course that does not require evaluation for transfer credit.

#### **Additional Information and Requirements**

Enrollment in most 300-400-level business courses is restricted to students who have met these requirements and have certified in a BA or HBM degree major. Students certified in non-business majors may enroll in restricted 300-400-level business courses with permission of the department chair as space is available.

The chair of the department and/or the associate dean of the college must approve in writing any business courses to be satisfied by transfer, correspondence, independent study, or other credit. Additional transfer, correspondence, and independent study credit (within University limits on these credits) may count toward the 120 hours required for the degree and/or satisfy requirements other than major courses.

Only general elective courses that are not University Common Requirements (UCORE), not core/major requirements, and not offered by the CCB may be taken pass, fail.

An honors senior project is required for Honors students.

#### **Double Majors in Business**

Students may pursue two business majors (double major) by completing at least 15 additional credits (18 credits for accounting) from courses specifically required by the second major and distinct from those used to satisfy the first major, including two Writing in the Major [M] courses per major. Courses used to fulfil the primary major cannot be used to fulfill the requirements of the second major. A double major with Hospitality Business Management and Wine Business Management is not permitted.

### **Second Bachelor's Degree**

Students who are pursuing a bachelor's degree outside of the College of Business may obtain a second degree of Bachelor of Arts in Business Administration by completing the following additional requirements:

- Complete the business certification requirements listed above and apply for certification.
- Complete all college and major requirements, including two Writing in the Major [M] courses per major, and the International Experience Requirements listed above.
- Complete a minimum of 150 credit hours.

Students seeking a second degree with a business major must apply for certification into the Carson College (see Certification Requirements above) before they can enroll in 300-400-level business courses. Students should consult the Carson Center for Student Success for specific degree requirements.

### **Transfer Students**

Students planning to transfer to Washington State University should follow, as closely as possible, the University and College requirements listed above. It should also be noted that courses taken at community colleges are not accepted as transferable equivalents to 300-400-level courses at WSU. Transfer students are strongly advised to use the WSU Transfer Clearinghouse website to see how credits will transfer to WSU and to refer to the Carson Center for Student Success website for additional transfer information specific to Business.

**Students:** Describe the student population to be served, and project enrollments for five years (see Demand Analysis Workbook)

Students will be primarily coming to WSU Everett from the local community colleges with a Direct Transfer Associate of Arts and Sciences degree. Everett Community College will be the primary feeder school for new students. EvCC enrolled 2015 State FTE Business DTA students in spring 2018. Carson College of business has a total enrollment of 1089 currently enrolled (system-wide) students that live within 30 miles of Everett. Offering transfer pathways along with access to additional business course offerings will be the main attraction for new students.

The WSU Everett fall 2019 headcount is 283. For FTE, the figure is 251.40 (state-funded) or 252.20 (state-funded and non-state funded).

- Minority: 34.6%
- First in family (first-gen on dashboard): 41.7%
- Veterans: 4.6%
- Average age is 25.6
- International 5.7%

These figures were provided in the Enrollment briefing for fall 2019.

### **Resource Implications:**

The resources are manageable. The Carson College of Business has managed its resources well the last five years and currently runs a large surplus. It can afford the estimated costs (\$235,508 first year; see attached budget spreadsheet) with negligible reallocation (estimated less than \$4,000 per year). This is in part because the EBB is substantial (e.g., estimated to begin at \$158,400 the first year with 33 students), and because the major can be added with a just a few faculty (i.e., two clinical track and one tenure-track by the fifth year of the program). For more detail, please see the attached budget

spreadsheet.

- **Demand Analysis – complete Workbook #1 and attach Demand Analysis Form**
  - See Attached.

**SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:**

Chair Signature:	n/a	Date:	
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Dean Signature:	Thomas M. Tripp	Date:	9-12-20
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VP Global Campus		Date:	
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→ Submit to the Provost's Office at [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)

Everett Chancellor	Mark Beattie	Date:	6-20-20
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Spokane Chancellor	n/a	Date:	
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Tri-Cities VCAA	n/a	Date:	
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Vancouver VCAA	n/a	Date:	
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Provost Office:		Date:	
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Comments:			
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Send completed form in Word format with attachments to: [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)

- Attach Demand Analysis Form
- Attach College/Campus degree planning