1. New Program Development – Roger Stanford
   A) Business Systems Analyst Associate of Applied Science – Concept Review ........................................................... Page 2
   B) Entrepreneurship Technical Diploma .............................................................. Page 5
   C) Hospitality Management Associate of Applied Science........................ Page 12
   D) Supply Chain Management Associate of Applied Science .............. Page 17

2. Higher Education Partners Update – Roger Stanford
Concept Review / Program Proposal
District Request (TC-OCCCRPA-1A)

District – Western Technical College
Date – June 10, 2015
Program Title – Associate of Applied Science, Business Systems Analyst
Program Aid Code and Number – TBD
District Contact – Mike Poellinger, poellingerm@westerntc.edu
Primary Education Director – Katie Roberts
Concept Proposal Date – September 2015

A. Proposed Aid Code and Proposed Program Number
TBD

B. Proposed Program Title
Business Systems Analyst

C. Tentative Program Description
This program provides the students with the knowledge and skills necessary to understand the structure, policies, and operations of an organization in order to identify business problems and opportunities in the context of the business requirements. Business Systems Analysts collaborate with stakeholders to recommend solutions that enable the organization to achieve its goals. Graduates are prepared to work in multiple industries and professions.

D. Occupational Area to be Served - Occupational Title and Standard Occupational Classification (SOC) Code
Business systems analysis is distinct from financial analysis, project management, quality assurance, organizational development, testing, training, and documentation. However, depending on the organization, a business systems analyst may perform some or all of these related functions. At present, the occupation of Business Systems Analyst is not a unique SOC code. The job title is found under Computer Systems Analyst. Job titles with an * are those reported under Computer Systems Analyst. The following SOC codes and job titles may be served by graduates of the Business Systems Analyst program:

- Computer and Information Systems Managers (11-3021)
- Computer Systems Analyst (15-1121)
- Information Security Analysts (15-1122)
- Management Analysts (13-1111)
- Operations Research Analysts (15-2031)
- Applications Analyst*
- Business Analyst*
- **Business Systems Analyst**
- Computer Analyst*
- Computer Systems Consultant*
- Information Systems Analyst (ISA) *
- Systems Analyst*
G. Analysis of How this Program Supports Employment Demand

In late 2014, as part of its on-going environmental scanning efforts Western conducted an analysis of high demand occupations and career pathways and identified several areas that existing program offerings do not serve. One area the team identified is the need to develop professional programming in business systems analysis.

Encouraged by initial inquiries and conversations, additional research using standard sources such as the Bureau of Labor Statistics, O*Net, and Western’s primary labor market analysis tool, Economic Modeling Specialists, Inc. (EMSI) created a picture of national, district, and regional demand. In addition, a snapshot using a third-party scan established how other higher education institutions have addressed the need for Business Systems Analysts. This scan explored the program offerings at Rasmussen College and the courses offered through Globe University in La Crosse, WI (Appendix A). This research indicated that both computer skills and business savvy are required to balance personnel, processes, and technology.

From a national perspective, there is an expectation of 11% growth for all occupations through 2020 (U.S. Department of Labor, Bureau of Labor Statistics - Appendix B). Several business systems analyt-related occupations show much higher levels of growth. These include:

- Computer and Information Systems Managers - 15%
- Computer Systems Analyst - 25%
- Information Security Analysts - 37%
- Management Analysts - 19%
- Operations Research Analysts - 27%

While a district focus is the primary emphasis in new program development, a national perspective is important to understand in this particular instance. Occupations in the 21st century evolve and expand at incredible rates. It is possible that many Midwestern companies and those within the district may not yet recognize the need for Business Systems Analysts.

A Business Systems Analyst crosses multiple industries and connects to various types of companies or institutions all found within Western’s district. According to John Nitecki, IT manager at Kwik Trip, the position of Business Analyst is the fastest growing and biggest demand he currently has. Follow-up questions sent to employers participating in the DACUM found noteworthy support in hiring Associate Degree graduates.

Nationally, trends indicate that many employees beyond retirement age had to continue to work because of the recent recession. As the economy continues to improve and the stock market rebounds those employees nearing retirement age are more apt to feel comfortable leaving the workforce. An analysis of the age of the current personnel within these five occupations shows 34% are fifty-five or older with nearly
10% sixty-five or older (Appendix C and Appendix D). A search in Wisconsin Tech Connect identifies eleven different regional companies posting for job openings with job descriptions comparable to Computer Systems Analyst (Appendix F).

District Demand
- A district analysis conducted with EMSI indicates a 12% growth from 2017-2024 for Business Systems Analyst services. This represents 35 annual openings within the Western district (Appendix C).
- A breakdown of individual counties reveals a 26% projected growth in Buffalo County.

Regional Demand
- A Seven Rivers Region analysis conducted with EMSI indicates a similar 12% growth from 2017-2024 for Business Systems Analyst. This represents 51 annual openings within the 7 Rivers Region (Appendix D).

H. Documentation of Member Participation and Outcomes of the Ad Hoc Group

Western conducted a focus group on May 7, 2015, with 10 employers. Discussion focused on 1) career progression through the field of business systems analysis; 2) trends, challenges, and opportunities experienced by employers; 3) duties and tasks performed by business systems analysts; and 4) suggestions for Western as the program development process advances. Appendix E presents a list of attendees as well as a synopsis of the results.

I. Summary of Initial Discussions with Other WTCS Districts Offering a Similar or Same Program

Western explored other districts for similar programs. Northcentral Technical College recently added a 70 credit associate of applied science degree called IT-Business Analyst (10-152-6). The following excerpt is from their program description: “Graduates will be prepared to function as a liaison between IT and content experts. Graduates will be able to support the software development needs of businesses in a wide variety of industries, including healthcare, manufacturing, insurance, finance and software publishing.” This coincides with the DACUM results.

Northcentral’s program consists of both face-to-face and online courses. Many of the courses originate in other IT or Business programs and lead to the following Program Outcomes:
- Gather and analyze business requirements.
- Apply existing knowledge to learning new languages and tools.
- Work effectively on software development team.
- Apply best practices of the Agile software development methodology.
- Design application and web user interfaces for usability.

J. Expected State Board Program Approval Meeting Date

September 2015
A. Proposed Aid Code and Proposed Program Number

31-142-2

B. Proposed Program Title

Entrepreneurship

C. Tentative Program Description

This program provides the students with the knowledge and skills necessary to develop and manage independent small businesses. Graduates of the program are skill in business administration; enterprise planning and entrepreneurship; start-up; small business operations and problems; personnel supervision; capitalization and investment; taxation; business law and regulations; e-commerce; home business operations; and applications to specific sectors, products, and services.

D. Occupational Area to be Served - Occupational Title and Standard Occupational Classification (SOC) Code

The small business administration – related SOC codes include:

- Managers, All Other (11-9199)
- General and Operations Managers (11-1021)

E. Median Hourly Earnings (EMSI)

For self-employed and extended proprietors: $15.05 / hr.

F. Source of Single Source Request

N/A
G. Analysis of How this Program Supports Employment Demand

According to the Ewing Marion Kauffman Foundation (2015), the aging of the Baby Boomers and the emergence of the Millennials are two of the biggest demographic developments affecting the United States workforce and economy. Rates of business creation have slowed across the nation—a trend that is alarming since new and young businesses account for a significant portion of all new job creation (retrieved from http://www.kaufman.org). According to the Entrepreneurship Policy Digest (an educational policy brief from the Ewing Marion Kaufman Foundation, February 2015), college courses focused on entrepreneurship have increased from 250 in 1985 to more than 5000 in 2008. The percentage of entrepreneurs age 55-64 has also increased from 14% in 1996 to 23% in 2013.

From a district standpoint, an analysis of Western’s alumni database indicates that over 1100 graduates from Western have started their own businesses. A review of labor market projections for small business administration in the Western district indicates a nearly 9% change for 2017-2024. This equates to 46 annual openings.

A summary report generated from O*NET Online (retrieved from March 12, 2015) indicates that these types of occupations require a “medium preparation” from an education standpoint. Most occupations in this zone require training in technical or vocational schools, related on-the-job experience, or an associate’s degree.

Finally, a recent presentation provided by Brian Fudka, La Crosse County Planner, through the La Crosse Chamber Leadership program (March 11, 2015) highlighted La Crosse County’s renewed focus on entrepreneurship and small business development. This presentation emphasized the need for the region to be strategic in its economic development efforts, particularly in the area of entrepreneurship and small business creation. The presentation recognized how education providers in the region are ramping up programming and how economic development specialists are working to provide accessible incubator space and capital.

Combined, these recent trends and discussions point to the need to expand Western’s presence in economic development. To achieve this Western anticipates specific, easily accessible, and flexible education opportunities related to entrepreneurship and small business development.

H. Documentation of Member Participation and Outcomes of the Ad Hoc Group

In lieu of an ad-hoc focus group, Western’s Curriculum Services Coordinator conducted interviews with several entrepreneurs throughout the Western district. Using a framework similar to the “mini-DACUMs” Western typically conducts, the interviews focused on understanding the education and career progression experienced by the individual entrepreneurs. In addition, the interviews incorporated discussion related to emerging trends, challenges, opportunities, and essential duties and tasks.

Interviewees included the following individuals:
1. Paul Borsheim, Owner, Borton Construction
2. Robert Hembd, Owner, Financial Planning, My Legacy
3. Jeffery DeBoer, Owner, DBS Tool and Die
4. Ben Bockenhauer, Owner, Benny’s Sit and Spin Laundermat and Roscoe’s Vogue Bar
5. Tyler Hunzeker, Owner, Sodko
6. Scott Gumz, Owner, SKG Entertainment and Co-Owner Body and Soul
7. Kimberlee Lawrence Gumz, Massage Therapist and Co-Owner Body and Sol
8. Tracy Baus, Owner, Home Cleaning Service
9. Jen Woyicki, Owner, Muddy Waters, Spillway and Smokey’s Bar
A summary of primary duties include the following areas of emphasis:

- Supervise employees (hire, manage, train, lead)
- Recognize and respond to customer needs
- Develop business plan and budget
- Market the business
- Communicate with vendors
- Incorporate technology

The discussion of trends revealed challenges related to managing the impacts and opportunities associated with social media, an aging client base, employees’ lack of customer service skills, rapid evolution of technology, and the need for immediate gratification on the part of the consumer. Interviewees stressed the importance of having an entrepreneurial mindset that incorporates a passion for business, an openness to new opportunities, firm but flexible business perspective, a willingness to work hard, and a willingness to fail.

I. Summary of Initial Discussions with Other WTCS Districts Offering a Similar or Same Program

In an effort to understand the experiences of other WTCS colleges and their entrepreneurship-related programs, Western reached out to Milwaukee Area Technical College (MATC) and Northcentral Technical College (NCTC). Findings include the following:

- Development of related programming was spurred by feedback from advisory committees or both the Business Management program and the Supervisory Management program, from student course-taking patterns, and from employment outcomes (many owning their own businesses or returning to the technical college system after receiving their bachelor’s or master’s degree to pursue this specific skill set).
- NCTC’s offering is a combination of existing coursework from Supervisory Management, Business Management, Marketing, and Accounting programs. Course offerings are both face-to-face and online.
- MATC currently has 160 students enrolled in online and interactive distance learning (IDL) course offerings on Mondays through Wednesdays from 6:00-9:00 p.m. It is an “intentional” adult-focused offering.
- In both examples, there were no capital expenses attributed to growth of these programs.
- MATC expressed interest in conversations on opportunities to share curriculum and offerings; however, this would require extensive conversations between the two institutions that could possibly occur later in the development process.
- Enrollments have been steady at both colleges with neither recruitment nor retention presenting an issue.

J. Expected State Board Program Approval Meeting Date

September 2015

K. Documentation of District Board Approval of the Concept Review

Please see Appendix A

L. Final Estimate of FTE and Headcount

18 FTE’s

M. Response to Issues/Concerns Raised by State Board at the Concept Review
• Correction to median wage reflects correct class of worker to include only Self-Employed and Extended Proprietor in new EMSI report while still using previous SOC code occupations. See section E above. Previous median wage reported of $35.06/hr is now $15.05/hr. See Appendix C for updated EMSI report.
• WTCS Board requested course list with descriptions. Please see Appendix D for anticipated course list.

N. Consideration of Adult and Traditional Learner Career Pathways

Western Technical College’s approach to Career Pathways is a modification of the 10 Components of a Program of Study developed by WTCS and Wisconsin Department of Education. A cross-functional Steering Team provided oversight to align each component with Western’s unique characteristics.

Individual work groups will collaborate with faculty and staff to evaluate circumstances and context to develop solutions that respond to each component.

<table>
<thead>
<tr>
<th>Component</th>
<th>Application of Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Align with college policies, priorities, and legislative initiatives</td>
<td>The Entrepreneurship program proposal aligns with the college’s priority to grow adult-focused programs. The Center for Adult Learning in conjunction with the Business Division will offer this program.</td>
</tr>
<tr>
<td>2. Establish regional partnerships</td>
<td>Western’s initial planning for the program involved several key employers in the district. In conjunction with the Resource Development Office, Business and Industry Services, and the Foundation, the college will identify strategic partnerships that can boost enrollment, increase retention, enhance completion, and ensure job placement.</td>
</tr>
<tr>
<td>3. Engage faculty and staff in professional development</td>
<td>In a collaborative effort the Center for Adult Learning, the Business Division, and the Human Resources Department will support faculty hired to teach in this program. The Faculty Quality Assurance System will provide the structure for delivery of professional development. In addition, the Academic Excellence and Development Division will provide on-going training multiple times per year.</td>
</tr>
<tr>
<td>4. Create and evaluate pathway metrics and outcomes</td>
<td>As part of its Strategic Planning and Achieving the Dream work, Western has identified several metrics and evaluation points to measure the success of the implementation of new programs and pathways. Most importantly, it has identified metrics and evaluation points to gauge student success. Key metrics include: Students Served, Stakeholder Satisfaction, Cost per Credit Hour, Success in Developmental Courses, Transition from Development Education to Credit Courses, Transition from Transcripted Credit, C or Better Course Completion, Term-to-Term Retention, Year-to-Year Retention, Credential Attainment, Job Placement, Collegiate Transfer</td>
</tr>
<tr>
<td>5. Establish entrance assessment techniques and standards</td>
<td>As part of its Achieving the Dream implementation plan, Western has identified the need to redesign entrance assessment and placement.</td>
</tr>
<tr>
<td>6. Create purposeful pathway design and course sequencing</td>
<td>Western plans to deliver the program in a method that will allow adult learners to gain the knowledge and skills necessary to start a small business or to expand expertise to improve an existing business</td>
</tr>
</tbody>
</table>
venture. Western will explore the offerings of other WTCS to identify similar laddering approaches.

7. Develop transcripted credit agreements, credit for prior learning, and transfer agreements

Once the pathway design and course sequencing are established, Western will work with K-12 Relations and the Center for Adult Learning to identify appropriate courses for transcripted credit agreements in the high schools. Western has established a process for awarding credit for prior learning using the CAEL principles. Establishing a method to award credit for prior learning will occur after creating course outcome summaries and performance assessment tasks rubrics.

8. Provide career counseling and intrusive advising

In a collaborative effort, the Center for Adult Learning, Learner Support and Transition, and Welcome Center staff will provide advice and support for both incoming and current students.

9. Employ contextualized and engaging teaching and learning strategies

Faculty combine real-world situations with a learner-centered approach to create coursework that provides the student the knowledge and skill necessary to succeed. Through Western’s Faculty Quality Assurance program, instructors are encouraged to synthesize subject matter and general instructional methods into robust teaching strategies.

10. Conduct formative and summative assessment

Program faculty employ formative assessments throughout coursework that is an integrated part of their teaching strategy. A summative assessment formally evaluates a student in all Program Outcomes (TSA, Core Abilities) and provides evidence of competence.

O. Documentation of Costs

<table>
<thead>
<tr>
<th>Estimates for the proposed program (to the nearest $100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Capital Costs (if &gt; $50,000)</td>
</tr>
<tr>
<td>2. Total Instructional (Function 1) Costs</td>
</tr>
<tr>
<td>3. Estimated Student FTEs</td>
</tr>
<tr>
<td>4. Program Instructional Costs/FTE</td>
</tr>
<tr>
<td>5. Average Cost/FTE (from Schedule B)</td>
</tr>
<tr>
<td>6. Cost Analysis Indicator (CAI)* (4/5)</td>
</tr>
</tbody>
</table>

Analysis of the Cost/Benefit to District Stakeholders

Several elements of this program contribute to its cost-effectiveness. With coursework offered fully online, this program requires very limited capital resources. In addition, the staffing model incorporates a shared program head and adjunct faculty.

This program endeavors to provide an educational niche to cultivate the entrepreneurial spirit in the community. Through course content and delivery, Western will create opportunities for students to gain essential skills and knowledge in a convenient manner.
Appendix A – District Board Approval of Program Concept
# Appendix B - Proposed DRAFT Curriculum

<table>
<thead>
<tr>
<th>Term</th>
<th>Inst. Area</th>
<th>Course Name</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrepreneurship Fundamentals Certificate</strong></td>
<td>102</td>
<td>Business Profit Overview</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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<tr>
<td></td>
<td>196</td>
<td>Entrepreneurial Mindset</td>
<td>TBD for Program Approval Submittal to WTCS</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>Entrepreneurial – Communication Tools</td>
<td>TBD for Program Approval Submittal to WTCS</td>
</tr>
<tr>
<td></td>
<td>196</td>
<td>Entrepreneurial Leadership Fundamentals</td>
<td>TBD for Program Approval Submittal to WTCS</td>
</tr>
<tr>
<td></td>
<td>102</td>
<td>Business Community Resources</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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<td></td>
<td>102</td>
<td>Entrepreneurial Challenges</td>
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<td></td>
<td>111</td>
<td>Marketing Social Media Strategies</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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<tr>
<td></td>
<td>104</td>
<td>Marketing Niche Development</td>
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<tr>
<td></td>
<td>102</td>
<td>Business Ownership Strategies</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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<td>104</td>
<td>Entrepreneurial Idea Scanning</td>
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<td></td>
<td>104</td>
<td>Marketing Growth Industry Identification</td>
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<td>114</td>
<td>Business Funding Models</td>
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<tr>
<td><strong>Small Business Development Certificate</strong></td>
<td>104</td>
<td>Entrepreneurial Concepting</td>
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<td>196</td>
<td>Entrepreneurial - Management Practices</td>
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<td>104</td>
<td>Marketing - Market Research</td>
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<td>104</td>
<td>Marketing - Competitive Analysis</td>
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<td>102</td>
<td>Marketing - Feasibility Study</td>
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<tr>
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<td>114</td>
<td>Business Operational Finances</td>
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<td>102</td>
<td>Marketing - Small Business Strategies</td>
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<td>101</td>
<td>Business - Startup Costs</td>
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<td>101</td>
<td>Business Operational Accounting</td>
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<td>154</td>
<td>Business - Operational Software</td>
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<td>104</td>
<td>Marketing - Selling Principles</td>
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<td>196</td>
<td>Entrepreneurial Leadership Practice</td>
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<td><strong>Business Expansion Certificate</strong></td>
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<td>Entrepreneurial - Employment law</td>
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<td>102</td>
<td>Business Operational Planning</td>
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<td>116</td>
<td>Entrepreneurial Recruitment and Hiring</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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<td></td>
<td>135</td>
<td>Marketing - E-Business Fundamentals</td>
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<tr>
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<td>104</td>
<td>Marketing - Customer Growth and Expansion</td>
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<td>104</td>
<td>Marketing - Website Resources</td>
<td>TBD for Program Approval Submittal to WTCS</td>
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</tbody>
</table>
Associate of Applied Science – Hospitality Management Concept Review
District Request (TC-OCCCRPA-1A)

District – Western Technical College
Date – June 2, 2015
Program Title – Associate of Applied Science, Hospitality Management
Program Aid Code and Number – 10-109-2
District Contact – Tracy Dryden, 608-789-6179, drydent@westerntc.edu
Primary Education Director – Katie Roberts 608-266-8887
For Program Approval Date – September, 2015

A. Proposed Aid Code and Proposed Program Number

10-109-2

B. Proposed Program Title

Hospitality Management

C. Tentative Program Description

This program provides the students with the knowledge and skills necessary to supervise staff and manage basic operations in hospitality-oriented organizations including food and beverage service, travel and lodging, and recreation and tourism.

D. Occupational Area to be Served - Occupational Title and Standard Occupational Classification (SOC) Code

The following occupations may be served by the Hospitality Career Pathway. The associate degree offering is geared toward those with supervisory and management roles as indicated by *.

- 11-9051 Food Service Managers*
- 11-9081 Lodging Managers*
- 11-9199 Managers, All Other*
- 35-2021 Food Preparation Workers
- 35-3041 Food Servers, Non-restaurant
- 35-9031 Hosts and Hostesses
- 37-2012 Maids and Housekeeping Cleaners
- 39-1021 First Line Supervisors of Personal Service Workers*
- 39-3031 Ushers, Lobby Attendants, and Ticket Takers
- 39-3091 Amusement and Recreation Attendants
- 39-6012 Concierges
- 39-9099 Person Care and Service Workers, All Other
- 43-4171 Receptionists and Information Clerks

E. Median Hourly Earnings (EMSI)

For supervisors and managers - $22.33
F. Source of Single Source Request

N/A

G. Analysis of How this Program Supports Employment Demand

As part of its on-going environmental scanning efforts, Western has identified the need to develop programming in the field of hospitality management. In late 2014, Western conducted an analysis of high demand occupations and career pathways and identified several areas that were not served by existing program offerings. Discussions were conducted at each of the five Regional Learning Centers and information gleaned from these conversations reaffirmed the need to explore programmatic offerings related to hospitality management.

Western’s main campus in La Crosse is located in close proximity to the downtown business district where several new facilities have been built. According to the Director of the La Crosse Visitors’ and Convention Bureau, occupancy of hotels have remained high. As a result, three additional hotels are planned for construction in the near future.

Representatives from the Ho Chunk nation indicated that a 170 million dollar investment will be made to its facilities to enhance hospitality and tourism services throughout the Western district. Western’s Mauston Campus is located in close proximity to Wisconsin Dells, a hot bed of recreation and hospitality.

Spurred by the conversations at Western’s Regional Learning Centers, additional research was conducted to validate the findings. Sources such as the Bureau of Labor Statistics, O*Net, and Western’s primary labor market analysis tool, Economic Modeling Specialists, Inc. (EMSI) were used to create a snapshot of district and regional demand. In addition, a scan was completed to create an understanding of the needs of the hospitality industry and how other higher education institutions have addressed this need. This scan explored 1) the typical and common course work in hospitality programs; 2) the offerings of Ivy Tech Community College in Indiana; 3) specific course examples from technical colleges; 4) Globe University’s offerings; 5) the Ho Chunk Nation’s needs; and 5) general trends in the hospitality industry.

The scan indicated a trend in stackable credentials leading from certificates to technical diplomas and associate degrees. An overlap between the hotel/lodging industry and the culinary/food and beverage services was evident, particularly in the middle management positions. The scan also identified the colleges within the WTCS that offer similar programs. Each college was contacted by the Director of Adult Learning to understand the dynamics in offering a hospitality management-focused program.

District Demand

- A district analysis conducted with EMSI indicates an 8.6% growth from 2017-2024 for the hospitality career pathway. This represents 234 annual openings within the Western district (Appendix B).
- An analysis of the management portion of the career pathway indicates a 5.8% growth for the same time period with an estimated 27 annual openings.

Regional Demand

- A Seven Rivers Region analysis conducted with EMSI indicates a 7.6% growth from 2017-2024 for the hospitality career pathway. This represents 300 annual openings within the 7 Rivers Region.
- An analysis of the management portion of the career pathway for the same time period in the 7 Rivers Region indicates an estimated 38 annual openings.
H. Documentation of Member Participation and Outcomes of the Ad Hoc Group

Western conducted a focus group on March 5th with 14 employers. Discussion focused on 1) career progression through the field of hospitality; 2) trends, challenges and opportunities experienced by employers; 3) duties and tasks performed by entry-level hospitality managers and supervisors; and 4) suggestions for Western as the program development process progresses. Employer participants included:

1. Jessi Davidson, Office Manager, La Crosse Community Theater
2. Ryan Puffer, Box Office Manager, La Crosse Community Theater
3. Valerie Erickson, General Manager, Hilton Hotels
4. Brent Johnston, Sales Manager, Hilton Hotels
5. Marcus Lewis, Ho Chunk Nation
6. MicaMarie McCann, Ho Chunk Nation
7. Cathy Bauer, Cabin Coffee
8. Tonya Thomas-Mihalovic, Courtesy Corporation (MacDonalds)
9. Crystal Hanson, Operations Manager, Courtesy Corporation (MacDonalds)
10. Dave Clements, Executive Director, La Crosse Area Visitors and Convention Bureau
11. Ray Slattery, Sales Management Faculty/Former hotel and restaurant management
12. Jessica Himmer, Clubhouse Manager, La Crosse Country Club
13. Dan Murphy, Director of Lunda Center, Western Technical College
14. Kim Grannum, Small Business Owner and BIS Consultant

I. Summary of Initial Discussions with Other WTCS Districts Offering a Similar or Same Program

Western conducted an exploration with other districts with similar programs (Milwaukee, Waukesha, and Lakeshore). Milwaukee and Lakeshore both provided in-depth information regarding their programs. Findings include: 1) both colleges established an unmet labor market need, particularly in the hotel/lodging industry; 2) graduates of the program are able to find employment in training-related occupations; 3) retention is good; 4) connection to the high schools for recruitment is key at Lakeshore, while Milwaukee stated that it is not necessary to recruit as it is a popular program; 5) Lakeshore’s program is not accredited but does follow the American Hotel and Lodging Institute curriculum; 6) Milwaukee is exploring accreditation through the Accreditation Association for Hospitality Management that UW-Stout has; 7) Lakeshore plans to align the hospitality program with its culinary programs and is adding a dining room course so that graduates are able to manage restaurant operations as well; 8) Milwaukee stated that their program has been in place for a number of years and believe that it is a “steady and low maintenance program,” 8) Milwaukee encourages involvement with the State Hotel and Lodging Association or a local hotel group to pull this together; and 9) Milwaukee has solid evidence that graduates with an AAS have strong placement in good jobs.

K. Documentation of District Board Approval of the Concept Review

Please see Appendix xx.

L. Final Estimate of FTE and Headcount

25.2 FTEs (42 headcount with average annual credit generation per student of 18)

M. Response to Issues/Concerns Raised by the State Board at the Concept Review

Western received no issues or concerns to address for the State Board.

June 16, 2015
A steering team led by the College’s Career Pathway Coordinator has modified OCTAE’s (Office of Career, Technical, and Adult Education) ten components of a program of study to guide its work in career pathway and new program development. Western’s existing career pathways and all new programs will consider the following ten components: (1) alignment with college policies, priorities, and legislative initiatives; (2) development of regional partnerships; (3) professional development of faculty and staff; (4) creation and evaluation of pathway metrics and outcomes; (5) entrance assessment techniques and standards; (6) purposeful pathway design and course sequencing; (7) transcripted credit agreements, credit for prior learning, and transfer agreements; (8) career counseling and intrusive advising; (9) contextualized and engaging teaching and learning strategies; and (10) formative and summative assessment. The table below describes how the college will attempt to address each of the ten components as the program moves through the development and launch phases.

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<td>The Hospitality Management program proposal aligns with the college’s priority to grow adult-focused programs. The program will be offered through the Center for Adult Learning in conjunction with the Business Division. The program will be structured to incorporate stackable credentials.</td>
</tr>
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<td>2. Establish regional partnerships</td>
<td>Western’s initial planning for the program involved several key employers in the district. In conjunction with the Resource Development Office, Business and Industry Services, and the Foundation, the college will identify strategic partnerships that can boost enrollment, increase retention, enhance completion, and ensure job placement.</td>
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<td>3. Engage faculty and staff in professional development</td>
<td>Faculty hired to teach in this program will be supported in a collaborative manner by the Center for Adult Learning, the Business Division, and the Human Resources Department. The Faculty Quality Assurance System will provide the structure for delivery of professional development. In addition, the Academic Excellence and Development Division will provide on-going training multiple times per year.</td>
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| 4. Create and evaluate pathway metrics and outcomes | As part of its Strategic Planning and Achieving the Dream work, Western has identified several metrics and evaluation points to measure the success of the implementation of new programs and pathways. Most importantly, it has identified metrics and evaluation points to gauge student success. Key metrics include:  
  - Students Served  
  - Stakeholder Satisfaction  
  - Cost per Credit Hour  
  - Success in Developmental Courses  
  - Transition from Development Education to Credit Courses  
  - Transition from Transcripted Credit  
  - C or Better Course Completion  
  - Term-to-Term Retention  
  - Year-to-Year Retention  
  - Credential Attainment  
  - Job Placement  
  - Collegiate Transfer |
| 5. Establish entrance assessment techniques and standards | As part of its Achieving the Dream implementation plan, Western has identified the need to redesign entrance assessment and placement. |
| 6. Create purposeful pathway design and course sequencing | Western intends to use information gathered during the DACUM to establish a career pathway with embedded credentials sequenced in such a manner that students are able to move easily into and out of the pathway at multiple points. Western plans to deliver the program in a method that will allow for adult learners to either stay employed concurrently while completing coursework, or to job out and return when ready to proceed to the next step of the career pathway. Western will explore the offerings of other WTCS to identify similar laddering conditions. |
approaches that can be incorporated. Early research indicates the possibility of a one-term embedded pathway certificate and a one-year embedded technical diploma within the associate of applied science degree.

7. **Develop transcripted credit agreements, credit for prior learning, and transfer agreements**
   Once the pathway design and course sequencing are established, Western will work with K-12 Relations and the Center for Adult Learning to identify appropriate courses for transcripted credit agreements in the high schools. Western has established a process for awarding credit for prior learning using the CAEL principles. Upon completion of course outcome summaries, performance assessment tasks and rubrics will be established for the purpose of consistently awarding credit for prior learning.

8. **Provide career counseling and intrusive advising**
   In a collaborative effort, the Center for Adult Learning, Learner Support and Transition, and Welcome Center staff will provide advice and support for both incoming and current students.

9. **Employ contextualized and engaging teaching and learning strategies**
   Faculty combine real-world situations with a learner-centered approach to create coursework that provides the student the knowledge and skill necessary to succeed. Through Western’s Faculty Quality Assurance System (FQAS) and Achieving the Dream work, renewed focus will be placed on the synthesis of subject matter and general instructional methods into robust teaching strategies.

10. **Conduct formative and summative assessment**
   Program faculty employ formative assessments throughout coursework that is an integrated part of their teaching strategy. A summative assessment formally evaluates a student in all Program Outcomes and provides evidence of competence.

### O. Documentation of Costs

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### P. Analysis of the Cost/benefit to District Stakeholders

Several elements of this program contribute to its cost-effectiveness. The program requires very limited capital resources. The staffing model will incorporate a shared program head and adjunct faculty. While longer-term growth of the program may result in offering this for regional locations or on the main campus in an evening and/or weekend face-to-face or blended format, the program will initially be offered online reducing the direct and indirect cost per credit hour.
A. Proposed Aid Code and Proposed Program Number:

10-182-1

B. Proposed Program Title

Associate of Applied Science, Supply Chain Management

C. Tentative Program Description

The program provides the students with the knowledge and skills necessary to supervise staff and manage basic operations in the field of logistics and supply chain management.

D. Occupational Area to be Served - Occupational Title and Standard Occupational Classification (SOC) Code

The following occupations may be served by the Logistics and Supply Chain Management Career Pathway. The associate degree offering is geared toward those with supervisory and management roles as indicated by *.

- 11-9199 Managers, All Other*
- 11-3061 Purchasing Managers*
- 11-3071 Transportation, Storage, and Distribution Managers*
- 13-1081 Logisticians
- 43-5061 Production, Planning, and Expediting Clerks
- 51-1011 First-line Supervisors of Production and Operating Workers*
- 51-9061 Inspectors, Testers, Sorters, Samplers, and Weighers
- 53-7011 Conveyor Operators and Tenders
- 53-7199 Material Moving Workers

E. Median Hourly Earnings (EMSI)

For supervisors and managers - $22.05

F. Source of Single Source Request

N/A
G. Analysis of How this Program Supports Employment Demand

As part of its on-going environmental scanning efforts, Western has identified the need to develop programming in the field of logistics and supply chain management. In late 2014, Western conducted an analysis of high demand occupations and career pathways and identified several areas that were not served by existing program offerings. Discussions were conducted at each of the five Regional Learning Centers and information gleaned from these conversations reaffirmed the need to explore programmatic offerings related to logistics and supply chain management.

Western’s district is home to several food, retail, building materials, and manufacturing distribution centers including Coca Cola, Inland, Trane, Ashley Furniture, Kwik Trip, Ocean Spray, Reinhart Foods, Wal-Mart, Gold-n-Plump, Schilling, Organic Valley, Westby Creamery, and Walzcraft. Careers in transportation, distribution, purchasing, production, and inventory control have bright outlooks throughout the counties within the Western district.

Spurred by the conversations at Western’s Regional Learning Centers, additional research was conducted to validate the findings. Sources such as the Bureau of Labor Statistics, O*Net, and Western’s primary labor market analysis tool, Economic Modeling Specialists, Inc. (EMSI) were used to create a snapshot of district and regional demand. In addition, a scan was completed to create an understanding of the needs of the logistics and supply chain management field and how other higher education institutions have addressed this need. This scan explored 1) the typical and common course work in logistics and supply chain management programs; 2) the offerings of Ivy Tech Community College in Indiana and Greenville Technical College in South Carolina; 3) specific course examples from technical colleges such as Milwaukee Area Technical College and Fox Valley Technical College; 4) Globe University’s offerings; and 5) an analysis of a potential talent gap in this field.

Trends in higher education for logistics and supply chain management offerings include coursework related to accounting, business, marketing, manufacturing transportation, logistics in manufacturing, and supervision. Some programs focus on giving already experienced individuals the edge to move into management. Others focus on building knowledge in students who have no history or experience in the logistics and supply chain field. It is this information that propels Western into consideration of new program development with the strong possibility of an adult-focused career pathway that incorporates stackable credentials.

District Demand

A district analysis conducted with EMSI indicates a 6.1% growth from 2017-2024 for careers in logistics and supply chain management. This represents 84 annual openings within the Western district. A demographic analysis of individuals employed in this field reveals an aging workforce with 55% of the workforce age 45 or older. Specific occupations expected to experience solid growth within the district include conveyor operators and tenders (19%), logisticians (12%), and transportation, storage, and distribution managers (12%).

Regional Demand (7 Rivers Region)

A 7 Rivers Region analysis conducted with EMSI indicates a 4.7% growth from 2017-2024 for careers in logistics and supply chain management. This represents 105 annual openings within the 7 Rivers Region. Specific occupations in the 7 Rivers Region expected to experience solid growth include conveyor operators and tenders (12%), logisticians (11%), and transportation, storage, and distribution managers (10%).
An ad-hoc focus group was conducted on Tuesday, March 10th with 13 individuals employed in or representing the field of logistics and supply chain management. This focus group explored emerging trends, challenges, and opportunities in the logistics and supply chain management field; duties and tasks associated with individuals employed in related occupations; and specific software, equipment, and other knowledge, skills, and abilities needed for success. Employer attendees included the following:

1. Jerry Anderson, Coca Cola
2. Ying Vang, HR Manager, ORC Industries, Inc.
3. Mark Steigerwald, Corporate Manufacturing Director, ORC Industries, Inc.
4. Kevin Westrom, Production Scheduler/Leadership Trainer, Gold-n-Plump
5. Robert Remis, Vice President of Service, Remis Power Systems
6. Jason Hollerman, Inventory Manager/Customer Solutions and Sales, Remis Power Systems
7. Terry Bauer, Reinhart Food Supply
8. Dan Ludwig, Westby Creamery
9. Adam Pruitt, Westby Creamery
10. Rolly Dyck, Vice President and General Manager, Schilling Supply Company
11. Adam Degenhardt, Service Manager, Kenworth
12. Garet Wetzel, Vice President, Supply Chain, Inland Label and Marketing Service
13. Greg Weelan, Inland Label and Marketing Service

A discussion of trends, challenges, and opportunities revealed that employers struggle to find individuals with strong work ethic and solid communication skills. Several employers advised that the field of logistics and supply chain management can be very broad. In the same vein, discussion revealed that there is a common core across multiple occupations serving the logistics and supply chain management career pathway.

A mini-DACUM approach was used to identify potential duties and tasks for individuals who manage the logistics and supply chain operations within these organization. Primary duties include:

- Execute tasks with safety, quality, and productivity
- Measure results that meet requirements
- Improve work processes, systems, and materials
- Administer scheduling systems
- Identify business, job, and project requirements
- Allocate appropriate resources
- Coach to continue improvement
- Communicate with internal and external stakeholders and customers
- Manage inventory
- Provide customer service
- Supervise staff
- Apply systems thinking concepts

Possible occupations identified through discussions include:

- Buyer/planner
- Inventory manager
- Shipping/receiving associate
- Logistics manager
- Material handler
- Plant manager
- Quality inspector
I. Summary of Initial Discussions with Other WTCS Districts Offering a Similar or Same Program

In an effort to understand the experiences of other WTCS colleges and their logistics and supply chain management-related programs, Western reached out to Fox Valley Technical College, Lakeshore Technical College, Milwaukee Area Technical College, Northcentral, and Northeast Wisconsin Technical College. Fox Valley, Lakeshore, Northcentral and Milwaukee responded with input. Findings include:

- Many programs are geared toward working adults and can be accessed online (Fox Valley, Northcentral, Lakeshore, and Milwaukee)
- Three of four colleges experienced high levels of retention which they attribute to the adult population.
- Fox Valley and Milwaukee reported some out-of-district students, primarily in the online offerings (Fox Valley 10%, Milwaukee with military).
- Four colleges indicate that there are no capital expenses other than for the learning management system to deliver online courses.
- Fox Valley offers credentials through APICS, its certifying body.
- Northeast is focused on logistics, while Fox Valley has made modifications to reflect a broader and more generalized supply chain management program that incorporates the APICS principles (http://www.apics.org).

J. Expected State Board Program Approval Meeting Date

September 2015

K. Documentation of District Board Approval of the Concept Review

Please see Appendix xx.

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N. Consideration of Adult and Traditional Learner Career Pathways

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