



**Statement of Need:**  
**Bachelor of Applied Science**  
**In Applied Management**

February 15, 2018

Pierce College  
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Lakewood, Washington 98498  
253-964-6500

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## Statement of Need Cover

### Program Information

Institution Name: Pierce College

Degree Name: Bachelor of Applied Science in Applied Management CIP Code: 52.0201

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

Degree: Associate in Business (AAS-T) CIP Code: 52.0201 Year Began: 2018

Degree: Associate in Business (AAS) CIP Code: 52.0201 Year Began: 1979

Proposed Start Implementation Date ( i.e. Fall 2014): Fall 2019

Projected Enrollment (FTE) in Year One: 20 at Full Enrollment by Year: **2024**

Funding Source: State FTE: ☒ Self-Support: ☐ Other: ☐

### Mode of Delivery

Single Campus Delivery: Pierce College District (Puyallup and Fort Steilacoom)

Off-site: Internship opportunities

Distance Learning: Online and/or hybrid courses

**Statement of Need:** *Please see criteria and standard sheet. Page Limit: 20 pages*

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2/26/18  
\_\_\_\_\_  
Date

## **Executive Summary**

### **Reality Check**

Once, a high-school diploma was the ticket to get a good paying job. Then, at least some college or an associate degree did the trick. Now, increasingly more businesses require a bachelor's degree for new positions – even though the current holders of those positions may not have one. This phenomenon is called upcredentialing. It is real and it is widespread. Significantly, a 2010 U.S. Census Bureau study finds that those with only a high school diploma are more likely to be unemployed and will earn less than those with a bachelor's degree.

Today's workers need to be highly educated – prepared to use an array of critical thinking, communication, collaboration, creative, and technical skills to solve business problems and meet organizational goals. Employers regard bachelor's degrees as proof of these skills and as an indicator that a worker has ambition and stamina to stay the course during uncertain and rapidly changing times. Additionally, globalization and automation threaten the viability of jobs as they can be outsourced, offshored, routinized, or programmed. A different workforce is needed. No matter the reason, employers want highly-skilled workers. Many employers don't have time for on-the-job training. Such efforts require resources and carry risks: What if the person is not coachable, not driven, doesn't have the skills, or leaves for a better offer once they are trained? Businesses want to minimize risks and optimize returns. They regard the bachelor's degree as an assurance that their employees are up to the task upon employment.

On the other side of this equation is the public good that higher education provides. Colleges do not exist merely to prepare human capital for business profit. There are larger interests at hand. Our democracy rests on the vitality of the middle class; on optimism that one has a good chance at achieving their American Dream; on tangible progress toward a better quality of life for self, family, and community. When large segments of our society – especially those who are historically disenfranchised and who will soon make up the majority of the populous – do not have equitable access to pathways to success, the foundation upon which democracy is built can crumble.

Institutions of higher education and workforce training – one in the same – are charged through statewide strategic plans to find the middle ground where private gain and public good meet. Yes, businesses need highly-educated workers to be highly productive and compete in a dynamic and ever-changing reality. Yes, workers need access to middle-wage jobs to prosper in our evolving world. This much is certain: We are past debating the truisms of these statements. What is called for now is to increase the capacity of our education and workforce preparation system to provide as many highly-educated workers – especially place-bound working adults – with the credentials they need to give businesses the confidence that workers are ready to take on challenges of the 21st century.

Pierce College is answering that call. We plan to meet the market gap by offering a compelling Bachelor of Applied Science in Applied Management (BAS-AM) not only because there is an abundance of need to meet labor demands or because we can, but because we must. The endurance of our increasingly

diverse county, state, and nation depends on more educational institutions offering pathways to the needed credentials. Without expanded baccalaureate production capacity, many will be left off the pathway to prosperity.

### **BAS in Applied Management for Place-Bound Adults**

**Work-Compatible for Busy Lives.** The Pierce College BAS-AM is an affordable, work-compatible, mostly online baccalaureate option for place-bound working adults who have an associate degree in professional-technical areas. It is for diverse student populations who have not historically benefitted from or had ready access to traditional bachelor pathways. It is for working professionals, adults with young children, and others in need of the flexibility not readily offered by traditional classroom formats.

The BAS-AM is a 180-credit program, where approximately 90 of the credits seamlessly stack on top of the existing AAS and AAS-T Applied Business degrees offered by Pierce College. Other credits from other AAS-T from business programs in the region will have articulated pathways to transfer to the Pierce College BAS-AM. Details on transfers and program specializations will be discussed in the program proposal stage of the BAS development process.

**Efficient and Effective Degree Completion.** The Applied Business program understands that time is literally money. We value our students' limited time *and* capital investment. Thus, we intend to deliver cost-effective, value-added, quality educational experiences that will have real returns – in terms of productivity, job readiness, wage increases, competitiveness, among others – upon entering the workforce and/or moving forward to graduate school.

**Intercollegiate Relations.** Pierce College is working closely with Tacoma Community College to offer applied management options to meet the diverse needs of students, employers, and the Pierce County community. We have also researched and aligned our work with several other colleges who have Applied Business BAS degrees. We are engaged in discussions with Central Washington University about how to efficiently transfer Pierce College students to their BAS in Information Technology and Administrative Management (BAS-ITAM) program and to build effective maps into other business-related areas. We will continue to connect this project to our work with our Business Major Ready Pathway partners (CWU, UWT, WWU, PLU, etc.).

### **Program Outcomes**

- **Communication.** Communicate effectively in various forms using an appropriate channel for the situation.
- **Teamwork and Collaboration.** Work effectively and ethically within and across groups/teams to achieve common goals.
- **Equity, Diversity, and Inclusion.** Apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives to achieve organizational goals.
- **Strategic Thinking.** Use quantitative and qualitative business principles to analyze, synthesize, and evaluate business problems in order to design and execute effective and ethical business solutions.
- **Information Competency.** Apply appropriate information location, selection, and attribution norms to solve business problems.

- **Sustainable Business Model.** Analyze and evaluate the impact of various business models on communities, the environment, and the society at large.
- **Entrepreneurial Mindset.** Demonstrate an action-oriented entrepreneurial mindset open to innovation, opportunities, and change in order to capture, create, and communicate value in business settings.

## Context

While there are macro forces shaping the *nature* of jobs, there are also micro and historical forces quietly affecting who has *access* to those jobs.

## Demographic Check

Today's racial minorities will be tomorrow's majority (Sanburn). Soon thereafter, there will be no clear majority — only a mosaic of humanity. According to demographers using U.S. Census data, by the mid-2050s, no racial or ethnic group will make up a majority ("By 2055").

### Pierce County

The diversification of the populous is playing out right here in Pierce County. While it is the second most populous county with the second largest labor market in the state, it is proportionally more diverse, more female, and has more young children. See Table 1.

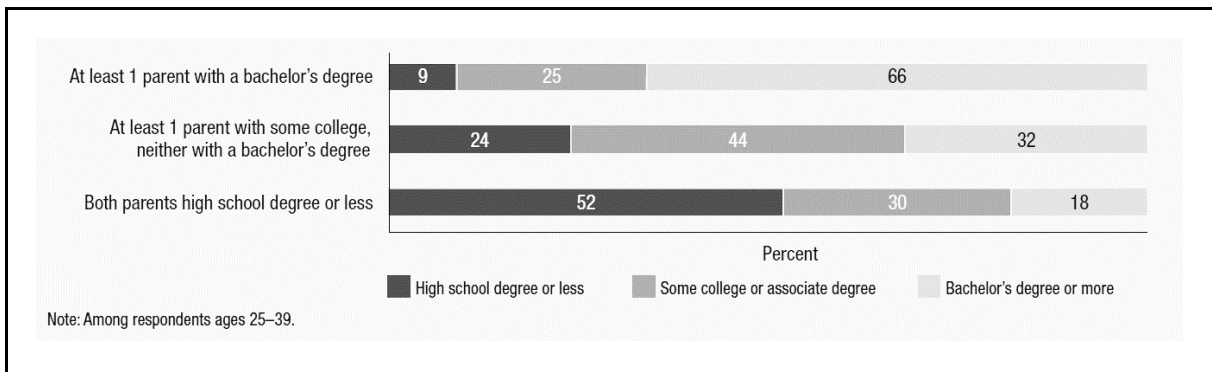
**Table 1. Pierce County and Washington State Demographics**

	Pierce County	Washington State
<b>Population by age, 2016</b>		
Under 5 years old	6.8%	6.2%
Under 18 years old	23.7%	22.4%
65 years and older	13.4%	14.8%
<b>Females, 2016</b>	50.3%	50.0%
<b>Race/ethnicity, 2016</b>		
White	75.6%	80.0%
Black	7.5%	4.1%
American Indian, Alaskan Native	1.7%	1.9%
Asian, Native Hawaiian, other Pacific Islander	8.2%	9.4%
Hispanic or Latino, any race	10.6%	12.4%

Source: U.S. Census Bureau QuickFacts

**Education Attainment.** During 2011-2015, Pierce County residents held fewer bachelor's degrees (24.7%) as a proportion of its population than King County (48%), the state (32.9%) or the nation (29.8%) (U.S. Census). It is well established that education and income are highly linked. Studies have also found that there is a strong correlation between the education of a parent and the subsequent educational attainment of an offspring. See Figure 1. Thus, baccalaureate attainment has long-term implications for Pierce County residents to contribute to and participate in the county's economic vitality.

**Figure 1. Educational Attainment by Young Adults Ages 25-39**

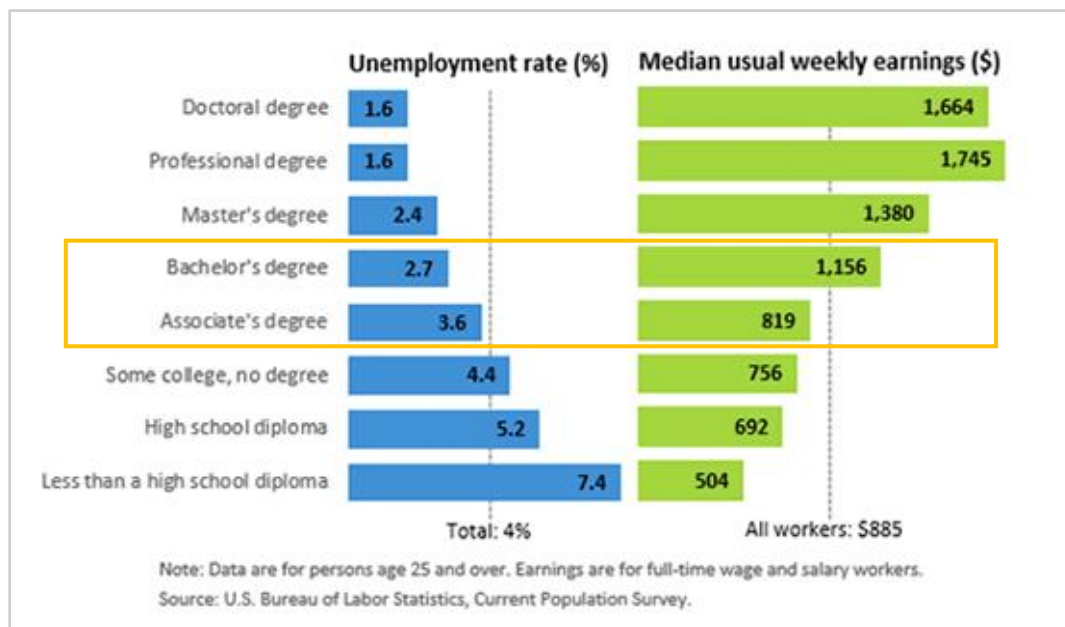


Source: Board of Governors of the Federal Reserve System, "Report on the Economic Well-Being of U.S. Households in 2016."

**Personal Income.** In 2015, the County's per capita personal income (\$44,600), lagged behind its sister county to the north – King County (\$72,530), the state (\$51,898), and the nation (\$48,112) (U.S. Census).

While current labor markets are tight – with unemployment rates at historic lows at the national level (4.1%), Pierce County is higher at 5.4%, much higher still compared with King County (3.6%), and the state (4.5%). This has particular social costs (e.g., social services) as studies consistently find that those with only a high school diploma are more likely to be unemployed and earn significantly less than those with a bachelor's degree. See Figure 2.

**Figure 2. Unemployment Rates and Earnings by Educational Attainment, 2016**



Source: U.S. Census and U.S. Bureau of Labor Statistics, 2016

## Socio-economic Check

The aforementioned factors and others pose serious challenges for Pierce County, our state, indeed our country – where access to middle-wage jobs is not only critical to individual success, it is foundational to generational economic persistence. It also has enduring implications to economic-growth capacity and to our nation’s democratic strength.

With the majority of our population soon to be of historically-disenfranchised communities, the central question is *how* to prepare a diverse workforce to thrive in a dynamic, digitized world, where automation and globalization pose workforce disruptions and potential displacements.

While there are macro forces shaping the *nature* of jobs, there are also micro and historical forces quietly affecting who has *access* to those jobs.

## Credentials Check

Increasingly, employers are requiring a bachelor’s degree for jobs that traditionally did not require one. This phenomenon, known as “upcredentialing,” was brought to light by a 2014 Burning Glass study, “Moving the Goalposts: How Demand for a Bachelor’s Degree is Reshaping the Workforce.”

The study finds that while this practice is widespread across industries and occupations, it is especially dramatic in occupations historically dominated by workers without a college degree. For example, more and more employers are requiring a four-year degree for executive secretary and executive assistant positions – even as existing job holders do not hold one. This has resulted in a 46% credentials gap in 2013 for this occupation title. See Figure 3. There are no signs of abatement in upcredentialing.

**Figure 3. Credential Gap in Administrative and Clerical Roles**

Occupation Title	Credentials Gap	% Job Holders with BA+ (Source: American Community Survey)	% Postings Requiring Bachelor's Degree (Source: Burning Glass)	2013 Job Postings (Source: Burning Glass)
Executive Secretaries and Executive Assistants	46%	19%	65%	65,046
Credit Authorizers, Checkers and Clerks	40%	26%	66%	2,466
Insurance Claims and Policy Processing Clerks	24%	25%	49%	16,833
Production, Planning and Expediting Clerks	16%	32%	48%	70,102

Source: *Moving the Goalposts: How Demand for a Bachelor’s Degree is Reshaping the Workforce*. Burning Glass, 2014.

Possible impacts on family-wage business occupations are noteworthy as well. See Figure 4. Foremost among these is that “many middle-skill career pathways are becoming closed off to those without a bachelor’s degree – a group that still comprises nearly two-thirds of the U.S. workforce” (Moving the Goalpost, 2014). This has negative, lasting consequences for diverse communities – like those in Pierce County, for whom access to higher education has been historically riddled with challenges.

**Figure 4. Credential Gap by Middle-Skills Occupation Family**

Occupational Family (+ Top Titles)	Credentials Gap	%Job Holders with BA+ (Source: American Community Survey)	% Postings Requiring Bachelor's Degree (Source: Burning Glass)	2013 Job Postings in Middle Skills Occupations (Source: Burning Glass)
<b>Management</b> - Production Supervisors - Transportation, Storage, and Distribution Managers	26%	42%	68%	710,652
<b>Office and Administrative Services</b> - Executive Secretaries and Executive Assistants - Insurance Claims Clerks	25%	20%	45%	865,134
<b>Business and Financial Operations</b> - Employment, Recruitment, and Placement Specialists - Training and Development Specialists	21%	51%	72%	535,921
<b>Computer and Mathematical</b> - Computer User Support Specialists - Computer Network Support Specialists	21%	39%	60%	226,240
<b>Sales and Related</b> - Wholesale and Manufacturing Sales Representatives - Supervisors of Retail Sales Workers	13%	43%	56%	1,391,113
<b>Architecture and Engineering</b> - Electrical and Electronic Engineering Technicians - Mechanical Drafters	10%	26%	36%	73,431
<b>Healthcare Practitioners</b> - Registered Nurses - Radiologic Technologists	0%	33%	33%	888,539

Source: *Moving the Goalposts: How Demand for a Bachelor's Degree is Reshaping the Workforce*. Burning Glass, 2014.

## Employer Check

This notable shift in the need for higher credentials result in jobs that are harder or longer to fill, which has its own economic costs. The practice persists, however. According to Burning Glass, employers may be upcredentialing for several possible reasons: a) jobs are becoming more complex and require new skills, b) employers favor more educated workers, and/or c) a bachelor's degree signals work-readiness, ambition, or drive. Such motivations cannot be ignored.

The credentials gap poses challenges *and* creates opportunities for workforce-preparation institutions. With education attainment and personal income historically linked, Pierce County's socio-economic vitality cannot *rely* on natural student demand for higher education – given macro, micro and historical forces dynamically at play – it must *promote* it.

## Criteria 1. Relationship to institutional role, mission, and program priorities

“Create quality educational opportunities for a diverse community of learners to thrive in an evolving world.”

~ Pierce College Mission Statement

### Mission Fulfillment

To address the growing employer demand for a workforce ready to take on 21<sup>st</sup> century business challenges, Pierce College intends to offer a high-quality, outcomes-based Baccalaureate of Applied Science in Applied Management (BAS-AM) with specializations in high-demand occupations. This aligns with our mission to “create quality educational opportunities for a diverse community of learners to thrive in an evolving world.” It specifically provides a competitive pathway for our increasingly diverse workforce to access middle-wage jobs – and offers students an equitable chance to realize their American Dream.

The BAS-AM addresses our 2017-2024 strategic plan core themes of Access, Contribution to Community, and Student Learning and Success. See Appendix A for a list of all themes and their objectives.

**Core Theme: Access.** *The community Pierce College serves will have access to comprehensive educational offerings and support services.*

1. *Learning opportunities will align with students’ educational and career goals, and will be consistent with workforce needs.*
2. *Students will have timely access to the support services they need to accomplish their educational and career goals.*
3. *We will engage with, and equitably serve, our diverse communities.*

### Access

As a public institution with an open-enrollment policy to educate and prepare the workforce, Pierce College’s first charge is that of *access* to quality, equitable, and relevant learning opportunities. We recognize that without such access, individuals, their families, and communities cannot thrive. We are also cognizant of the fact that avenues leading to family-wage jobs are dynamic and ever changing – challenging us to be agile and innovative.

We intend to use our strengths to address today’s workforce preparation needs. Indeed, we are called to address a *credentials gap* – brought about in part by the practice of upcredentialing, where employers are requiring a bachelor’s degree for jobs that historically did not require one. However, BAS-AM offer is not solely directed to respond to this recent phenomenon.

**Core Theme: Contribution to the Community.** *Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.*

1. *We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community.*
2. *Our community will recognize Pierce College's value and impact.*
3. *We will foster economic equity and development within our community.*

### ***Contribution to Community***

Our goal is to “foster economic equity and development within our community” by creating and delivering a bachelor’s degree that is aligned with our student’s education and career goals as well as industry needs and expectations. We intend to deliver a skills- and knowledge-based degree that both our graduates and employers *value* for years to come. Our BAS-AM program will contribute to the greater statewide economic development effort by deepening the pool of highly-qualified workers able to take on challenges of the 21<sup>st</sup> century – where critical thinking, communication, and collaboration skills as well as a creative and innovative mindset are key to personal and organizational success.

**Core Theme: Student Learning and Success.** *Students will experience quality, relevant learning that maximizes their potential for success.*

1. *Students will make timely progress toward their educational and career goals.*
2. *Students will achieve institutional and programmatic learning outcomes.*
3. *Students will be successful when they transfer for further education or move directly into the workforce.*

### ***Student Learning and Success***

Of course, none of this matters without first ensuring the success of those we serve. The BAS-AM is centrally designed for students to “experience quality, relevant learning that maximizes their potential for success.” We are not interested in merely issuing a degree. Our mission remains foremost in our education design and delivery. We are committed to positioning students to *thrive in an evolving world*. Thriving in today’s society means that graduates are competitive both in the workplace and as candidates for graduate schools. Consequently, our programmatic learning outcomes will account for business and education pathways that facilitate lifelong learning and success.

### **Programmatic Priorities**

**Industry and Education Alignment.** The BAS-AM is built upon our Associate in Applied Science – Transfer (AAS-T) and AAS in Applied Business degrees with strong alignment to labor market skills in high-demand occupations (marketing, sales, human resources, and project management). Given that there are significant variations in business occupations across industries – and that business disruptions

are now the norm, our strategic programmatic priority is to prepare graduates to be flexible and agile workers able to add value to organizations for years to come. We will also design our curriculum to help graduates add to their skills toolbox through certifications and other appropriate credentialing methods.

**Efficient and Effective Degree Completion.** The Applied Business program understands that time is literally money. We value our students' limited time as well as capital investment; and, therefore, intend to deliver valuable, quality educational experiences that will have real returns – in terms of productivity, job readiness, wage increases, competitiveness, among others – when they enter the workforce and/or move forward to graduate school.

The BAS-AM is designed to naturally stack on top of our AAS-T and AAS degrees and provide pathways for those with certifications to facilitate efficient and effective degree completion. The Applied Business department has steadfastly worked to create a scoped-and-sequenced set of courses within the larger Guided Pathways work of the College to enable smooth transition from lower division to upper division coursework. (See section “Criteria 4” for more discussion about Guided Pathways.) It is our priority to minimize barriers to completion, maximize educational value, and optimize workforce entry.

## **Criteria 2. Support of the statewide strategic plans**

“Find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education.”

~ Overarching goal of the SBCTC Mission Study:

### **That Was Then – This is Now**

Once, a high-school diploma was the ticket to get a good paying job. Then, at least some college or an associate degree did the trick. Now, increasingly more businesses require a bachelor's degree for new positions. Institutions of higher learning and workforce education are challenged to adapt to this new reality.

### **Shared SBCTC Mission**

Pierce College shares the wisdom of the overarching and specific goals of the SBCTC Mission Study, specifically contributing to goals 1, 2, and 4 and 5. See Table 2.

As ever, we are centrally driven to “create quality educational opportunities for a diverse community of learners to thrive in an evolving world.” Our mission reflects our commitment to meet the challenges of educating and preparing a diverse workforce in the 21<sup>st</sup> century. We believe that by developing a high-quality baccalaureate program for students to access high-demand jobs, we honor our students *trust* in us – precisely because we are stewards of their *hope*. Their pathway to success is our reason for being.

**Table 2. SBCTC Mission Study Overarching and Specific Goals**

**Overarching goal of the SBCTC Mission Study:** Find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education.

**Goals**

1. Serve more people, including groups who have been underserved in the past.
2. Close the statewide skills gap for technically trained workers.
3. Increase funding for adult basic skills programs.
4. Contribute more to the production of baccalaureate degrees.
5. Work with our partners in the P-20 education system to create seamless, easy to-navigate pathways for all students.
6. Use performance measures and funding as incentives to improve student retention and achievement.
7. Invest in sustaining faculty and staff excellence.
8. Build a 21st century learning infrastructure.
9. Promote the adoption of web-based and mobile technology tools for eLearning and online student services.
10. Devote a larger share of system resources to teaching and learning by making smarter use of technology and promoting efficiencies in college district governance.

We understand that the unpredictability of our increasingly globalized and automated economy poses pressing challenges for workers to continually learn and adapt to changing circumstances. Therefore, our program design and delivery will support local and statewide initiatives to prepare an agile, innovation-minded, and job-ready workforce able to solve dynamic and complex business problems.

“Support the development of a workforce that will provide employers with the workforce needed to succeed and grow.”

~Pierce County Economic Development Strategic Plan 2016-2020, Objective 4, Action 3

That is why the Pierce College BAS-AM is designed to prepare an increasingly diverse workforce to **apply** lifelong-learning and 21<sup>st</sup> century skills (communication, collaboration, creativity, and critical thinking) as well as specific technical skills. By offering the BAS-AM, Pierce College will expand the region’s capacity to close the skills and credentials gap of place-bound, professional-technical, and diverse student populations so that employers have a pool of highly-educated workers ready to meet organizational objectives.

We see our BAS-AM as a cost-effective and value-added degree for those who historically have not had access to baccalaureates. In so doing, more of Pierce County residents can support themselves, their families, and be able to contribute to the socio-economic resilience of the greater community.

### Shared WASC Strategic Goal

In 2013, the Washington Achievement Student Council (WASC) set forth a 10-Year Strategic Roadmap to increase education attainment in our state. Among its findings are listed in Table 3.

**Table 3. WASC 2013 Roadmap Findings**

#### ***Washington Student Achievement Council 2013 Roadmap Select Findings***

- *Too many Washingtonians—especially persons of color, individuals from low-income families, English Language Learners, and those with disabilities—do not participate in postsecondary education. As a result we rank low nationally in the percentage of Washingtonians enrolled in postsecondary education.*
- *Washington faces underlying access and capacity challenges as more students enroll in high-cost programs that prepare them for high-demand jobs.*

In 2016, the WASC reaffirmed its 2013 recommendations and presented before the Governor and Legislature its 2017-2019 Strategic Action Plan which refined its two state-level strategic goals to specify an age range: 1) All adults in Washington, *ages 25-44*, will have a high school diploma or equivalent; and 2) At least 70 percent of Washington adults, *ages 25-44*, will have a postsecondary credential.

“At least 70 percent of Washington adults, ages 25-44,  
will have a postsecondary credential.”

~WASC, 2017-2019 Strategic Action Plan

It is important to underscore the **magnitude** of the challenge. According the 2016 U.S. Census estimates, 43.4% of our state’s population ages 25 and older have postsecondary credentials (associate, 9.8%; bachelor, 21.3%, and graduate or professional degrees, 12.3%). With upcredentialing on the rise, this credentials-goal gap underscores the need for substantially more baccalaureate degrees.

**Hope in Prime Working Years.** By offering an affordable and work-compatible BAS-AM to access high-demand, middle-income occupations, Pierce College a) addresses the WASC’s findings and b) helps to increase the very capacity needed to meet WASC’s second goal. By adding to our region’s capability to produce more bachelor’s degrees, we support our state’s overall initiative to increase the ability of underserved populations – many of whom are in their prime working years – to access high-quality education and training. Equipped with the bachelor credential they need to compete for middle-wage jobs, they are better positioned to contribute to and participate in the state’s prosperity. They are also better positioned for wage and skill progression in the sectors where they are employed.

### Criteria 3. Employer/community demand for graduates with baccalaureate level of education proposed in the program

“For Washington’s economic needs to be met, many more individuals will need to attain a postsecondary credential. We must expand current education opportunities and develop innovations to meet the educational attainment goals.”

~ Washington Achievement Student Council, 2017 Roadmap Progress Report, January 2018

#### Labor Trends

State and local trends show that business-related positions requiring a bachelor’s degree are in demand – particularly those in marketing, sales, human resources, and project management. See Table 4. The addition of King County is intentional. That is, while Pierce County residents may be place-bound when it comes to accessing education, they are willing to commute for work. According to the WA ESD, “Many Pierce County residents, looking to replace the manufacturing wages lost during the industrial transition, began commuting to jobs in King County. Today, more than 25 percent of the workforce in Pierce County travels to jobs in King County.”

**Table 4. Long-Term Job Outlook for Target Occupations Requiring a Bachelor’s Degree**

SOC Code*	SOC Title	National Job Outlook 2016-26 Source: US Bureau of Labor Statistics	WA Numeric change % change 2014-24 Source: O*Net Online and U.S. Department of Labor	WA Projected annual openings 2014-24 Source: O*Net Online and U.S. Department of Labor	Pierce / King County Outlook Source: WA ESD
11-2021	Marketing Managers	10% <i>Faster than average</i>	From 5,780 to 7,520 <i>30% change</i>	300	In Demand
11-2022	Sales Managers	7% <i>As fast as average</i>	From 8,300 to 10,020 <i>21% change</i>	390	In Demand
11-3121	Human Resources Managers	9% <i>As fast as average</i>	From 3,400 to 4,130 <i>22% change</i>	180	In Demand
13-1071	Human Resources Specialists	7% <i>As fast as average</i>	From 14,530 to 17,720 <i>22% change</i>	720	In Demand
**13-1082	Project Management Specialists	2017-27: 6.7M project management jobs in project-oriented industries 213,974 new project management jobs in U.S. annually			In Demand
13-1151	Training and Development Specialists	11% <i>Faster than average</i>	From 5,510 to 6,280 <i>14% change</i>	220	In Demand
13-1161	Market Research Analysts; Marketing Specialists	23% <i>Much faster than average</i>	From 16,800 to 22,760 <i>36% change</i>	840	In Demand
<b>Total (Not including Project Management Specialists)</b>				<b>2720</b>	

\* SOC – Standard Occupation Code as defined in 2018. \*\* SOC 13-1082 is a new subcategory established in 2018 under SOC 13-1080 (Logisticians and Project Management Specialists). It is a growing field and now has its own detailed occupational code.

**Abundance of Need.** As evidenced by the data tables in this section and Appendix B, business-related occupations in marketing, sales, human resources, and project management remain strong for the foreseeable future. The data also shows wide gaps between bachelor degree completers for these occupations and the demand to fill them at the state level. Given that Pierce County is the second largest labor supply in the state, we are confident that the data reflects degree-completer shortage in the County. See Table 5.

**Table 5. Washington State Labor Supply of Select Occupations Requiring a Bachelor's Degree, 2015**

Units of analysis	Program completers 2015	Totals of 12-month HWOL new openings	Total of 12 months UI Claimants	Total 12-month's supply (UI claimants plus program completers)	Gap between supply and demand
Advertising/Public Relations	188	5,159	2,419	2,607	-2,552
Clerical Supervision and Management	428	12,310	6,491	6,919	-5,391
Human Resources Management	176	11,454	2,104	2,280	-9,174
Marketing Management and Research	991	15,362	5,507	6,498	-8,864
<b>Totals</b>	<b>1783</b>	<b>44,285</b>	<b>16,521</b>	<b>18,304</b>	<b>-25,981</b>

Source: Washington Employment Security Department, 2015. This accounts for the number of graduates from colleges and universities entering the workforce as well as the number of UI claimants. <https://esd.wa.gov/labormarketinfo/supply-demand-report>

With such an abundance of labor supply needs, Pierce College is certain that our BAS-AM will be an attractive option for place-bound working adults. This cost-effective and value-added degree will equip our graduates with the credentials they need to be competitive in filling entry-level and mid-level management occupations.

**Table 6. Pierce County Select Standard Occupation Classification Projections, 2015-2025**

SOC code	Occupational title	Estimated employment 2015	Estimated employment 2025	Net Growth 2015-25	Average annual opening due to growth 2015-20	Average annual opening due to growth 2020-25	Average annual total openings 2015-20	Average annual total openings 2020-25
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	902	1118	216	28	16	312	332
11-2021	Marketing Managers	134	172	38	5	3	46	50
11-2022	Sales Managers	643	781	138	19	9	228	239
11-3121	Human Resources Managers	174	220	46	5	4	54	58
13-1071	Human Resources Specialists	1260	1626	366	46	27	455	491
13-1151	Training and Development Specialists	532	635	103	11	10	152	163
13-1161	Market Research Analysts and Marketing Specialists	671	999	328	40	26	266	300
<b>Totals</b>		<b>4316</b>	<b>5551</b>	<b>1235</b>	<b>154</b>	<b>95</b>	<b>1513</b>	<b>1633</b>

Source: Washington Employment Security Department, 2015

**Table 7. Pierce County Supply of Baccalaureate Holders**

Annual Supply of Related Bachelor in Business Degrees (2015-2016)	
Clover Park Technical (BAS in Operations)	6
CWU (BA, BS, and BAS in various general business degrees)*	30 (314)**
UW-T (BA in Business)*	62
PLU (BA in Business)*	113
	211 to 495
Projected Annual Total Job Openings (2015-2020)***	1513
<b>Gap</b>	<b>-1302 to -1018</b>

Source: IPEDS/College Navigator. \* Only BA in Business Administration and Management, General are included. For example, BA in Accounting is not included.

\*\*CWU BA, BS, and BAS degrees in all branches and modalities. Graduates at the Lakewood branch is likely less than 30 annually for BA, BS, and BAS business-related degrees.

Indeed, CWU estimates that about six students enrolled in the BAS-ITAM in fall of 2017.

\*\*\* Pierce County 2015-2015 Select Standard Occupation Classification Projections. See Table 6.

#### **Criteria 4. Applied baccalaureate program builds from existing professional and technical degree program offered by the institution**

“...having a baccalaureate degree program available at a local community college increases the educational attainment opportunity for students who might not be able to pursue one otherwise, thus supporting statewide goals of increased baccalaureate degree production.

~ Program growth and graduate employment outcomes of Washington's applied baccalaureate degree, SBCTC Research Report 17-4, August 2017

#### **Strong Institutional Ecosystem**

Pierce College does not venture into the BAS world lightly. We have done due diligence and are deeply committed to offering a **sustainable** BAS in Applied Management (BAS-AM) that is **valued** by both graduates and employers long after the degree is awarded. We embrace this journey as part of our tradition of supporting student success in a dynamic world, which now increasingly requires baccalaureate degrees for middle-wage jobs.

Pierce College builds our BAS-AM on top of our existing professional-technical associate degrees (AAS-T and AAS) in business. These degrees are taught by a devoted team of highly-qualified, highly-experienced and awarded full-time and adjunct faculty representing in-demand business occupations. The BAS-AM will also leverage on at least three of our institutional strengths: a) institutional intelligence in the development and delivery of strong BAS programs, b) increases in degree completion rates, and c) efficiencies in degree completions based on pathways work.

#### ***Institutional BAS Intelligence***

**Leverage Existing BAS Programs.** The Pierce College BAS-AM leverages our institutional intelligence around effective and value-added baccalaureate programs. As of 2018, Pierce College has three quality BAS degrees serving place-bound, working adults: Dental Hygiene (BAS-DH), Homeland Security Emergency Management (BAS-HSEM), and Teaching (BAS-T, P-3 Certification). We have been cautious in our selection of BAS programs to pursue. Each must meet both local and statewide criteria and our internal benchmarks. The BAS-DH is an addition with statewide merit. The BAS-HSEM is an online degree with several collaborating colleges. The BAS-T meets the needs of our partnering school districts in terms of addressing the teacher shortage (particularly in the area of Special Education).

The strong enrollment in these BAS programs is a testament to the careful consideration and the substantial evidence of need before the decision was made to expand BAS-awarding capacity. As state policymakers and various workforce advocacy groups recognize, the state needs more baccalaureate degrees to increase our workforce productivity and maintain our competitiveness on the world stage. The BAS-AM is clearly an area of growth. As such, we continue to invest in our library, enrollment, advising, eLearning, and other related areas to support our BAS students and programs.

### *Increased Graduation Rates*

**Achieving the Dream.** Pierce College is one of two recipients of the coveted 2017 Leah Meyer Austin Award, given annually to a college or colleges in the Achieving the Dream Network (ATD). As the highest award in the ATD network, award recipients must show measurable improvement in student outcomes (i.e., completions rates) across student groups driven by top-to-bottom cultural change in the institution.

Pierce College has moved the needle in three-year completion rates. Indeed, the rates have increased by 68% – from 18.7% in 2007-10 to 31.4% in 2013-16. Our deliberate march toward meeting the 45% three-year degree and certificate completion rate by 2020 includes a substantial reduction of opportunity gaps among student groups. By increasing the number of degree completers, Pierce College increases the pool of diverse students who will be eligible for the BAS pathways – thereby, contributing to statewide strategic plans to meet employer demands for a highly-educated workforce.

### *Efficient Degree Completions*

**Guided Pathways.** To support our mission and Achieving the Dream goals, Pierce is one of five colleges to receive the 2016 Guided Pathways implementation grant from College Spark Washington and the SBCTC. We are implementing our five-year plan to help students complete their degrees efficiently and effectively. By using an evidence-based approach to simplify course choices, the likelihood that students graduate increases. To boot, they will also graduate *sooner* – saving them time and money. Increased graduation rates and more efficient degree completion produce more associate degree holders who are then able to get on baccalaureate pathways. This will fundamentally support and sustain BAS programs at Pierce College and throughout the region.

### *AAS-T and AAS in Applied Business as Foundation to BAS in Applied Management*

The Guided Pathways work also resulted in the strengthening of our professional-technical business degrees. Among the products of this work that now serve as foundation for the BAS-AM are as follows:

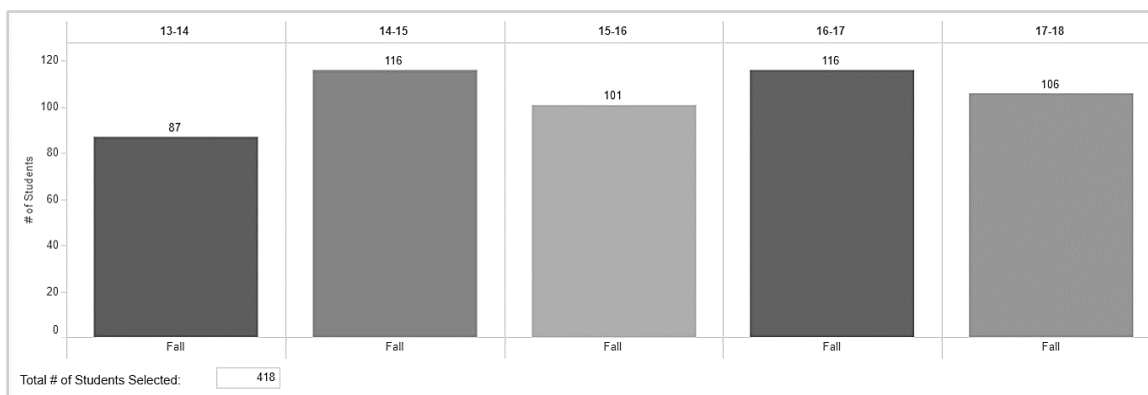
- **Program and course outcomes alignment.** Programmatic and course-level outcomes are updated to reflect current industry expectations around work skills and knowledge.
- **Transparent education plans.** Courses are strategically scoped-and-sequenced to promote learning-outcomes mastery and facilitate degree completion.
- **Rebranded Associate Degree.** Professional-technical associate degree is renamed and rebranded from Associate in Business to Associate in *Applied* Business. This serves to differentiate this workforce preparation degree from the Associate in Business (DTA/MRP).
- **Two Associate in Business Pathways.** An AAS-T degree is added to meet growing interest in transfers to BAS degrees. We now offer AAS and AAS-T.
- **Project Management National Alignment.** Achievement of Registered Education Provider (REP) status for Project Management through the Project Management Institute (PMI).

### *Professional-Technical Associate Degree Enrollments*

The number of students seeking workforce training continues to be strong at Pierce College. See Figure 5. Due to open-enrollments and changing enrollment status (full time or part time) from quarter to

quarter, actual cohort size can be elusive to track. Nevertheless, a fall cohort proxy is the number of students coded for “Workforce (Any Business)” and are new to Pierce College: 29 (2012), 13 (2013), 33 (2014), 29 (2015), and 35 (2016) – or an average of 28. Of note, professional-technical associate in business degree completion rate improved in the last three years with a 62% increase from 2013-2017. See Table 8. Recent improvements are likely due in part to our Achieving the Dream efforts. Such progress is encouraging as we prepare to offer a BAS-AM.

**Figure 5. Student Headcounts with AAS in Business – Professional Technical Intent, Fall 2013 - 2017**



Note: The above are unduplicated student headcounts, new and returning students during the last five fall quarters.

**Table 8. Degree Completion History (2012-2017)**

Degree Award	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2013-2017 % change
Associate of Business	21	23	20	26	34	62%
% Change Year over Year		10%	-13%	30%	31%	

## Criteria 5. Student demand for program within the region

Expanding the mission of the community college to offer the baccalaureate degree is a logical step since the community college can provide the degree to more learners, at convenient locations, in a more learner-centered environment, and at a greatly reduced cost to the learner and the state.

~ Kenneth P. Walker in *Opening the Door to the Baccalaureate Degree*, 2001.

## Business-Related Associate Degrees in Pierce County Service Area

According to the College Navigator, there were 263 students graduating with associate in business-related degrees within Pierce County in the school year 2015-2016. Taking into account the number of place-bound graduates with similar degrees in the last five years, we believe the pool of BAS-AM candidates is substantial – enough to warrant an expansion of BAS pathways within the region.

## Student Interest in Pierce College BAS in Applied Management

In order to gauge internal student interest in a BAS-AM at Pierce College, we conducted a survey of students taking professional-technical and general business courses in February 2018. There were 80 respondents: 40 (50%) AAS in Business (Professional Technical), 16 (20%) AA in Business (DTA), and 24 (30%) undeclared or with intent to earn non-business-related degrees – collectively categorized as “other.” (Responses from the 24 respondents who identified as “other” are removed from the analysis to present a more accurate reflection of interest in a baccalaureate in business program.)

Preliminary findings suggest there is strong interest in a bachelor in applied management at Pierce College as evidenced by 46% with a “Strongly Agree” rating when asked to rate their interest in such a program. See Table 9. Furthermore, between 61% and 70% responded “Definitely” in rating their level of interest in studying three high-demand occupations. See Table 10.

**Table 9. Student Survey: Level of Interest in Pierce College Bachelor in Applied Management, N=56**

<b>Survey Prompt:</b> Scale of 0-10 with 0=Strongly Disagree and 10=Strongly Agree <b><i>If offered at Pierce College, I would be interested in pursuing a bachelor in applied management with select business concentrations.</i></b>	
<ul style="list-style-type: none"> <li>Of AAS-Business (Professional Technical) and AA in Business (DTA) respondents, N=56: <ul style="list-style-type: none"> <li>33 (60%) rated 8-10; 26 (46%) rated 10</li> </ul> </li> <li>Of AAS-Business (Professional Technical) respondent, N=40: <ul style="list-style-type: none"> <li>24 or 60% rated 8-10; 18 (45%) rated 10</li> </ul> </li> </ul>	

**Table 10. Student Survey: Level of Interest in Select Business Occupations, N=56**

Occupation Fields	Definitely Not	Probably Not	Neutral	Probably	Definitely	Probably+ Definitely
<b>Human Resource</b>	<b>7.1%</b>	<b>3.6%</b>	<b>28.6%</b>	<b>23.2%</b>	<b>37.5%</b>	<b>60.7%</b>
Responses	4	2	16	13	21	34
<b>Project Management</b>	<b>1.8%</b>	<b>3.6%</b>	<b>25.0%</b>	<b>35.7%</b>	<b>33.9%</b>	<b>69.6%</b>
Responses	1	2	14	20	19	39
<b>Marketing</b>	<b>8.9%</b>	<b>5.4%</b>	<b>21.4%</b>	<b>32.1%</b>	<b>32.1%</b>	<b>64.3%</b>
Responses	5	3	12	18	18	36

**Table 11. Projected BAS-AM Cohort Enrollment (2019-24)**

Student Enrollment Status	2019-20	2020-21	2021-22	2022-23	2023-24
FTE Enrollment	20	22	24	26	30
% Change Year over Year		10%	9%	8%	15%

## **Criteria 6. Efforts to maximize state resources to serve place-bound students**

As national demand for a more highly educated workforce grows, states are challenged to meet the needs of their local economies with the existing baccalaureate degree capacity. [Applied baccalaureate] degrees at community colleges are viewed as a cost-effective option to meeting this demand.

~ Program growth and graduate employment outcomes of Washington's applied baccalaureate

### **BAS in Applied Management for Place-Bound Adults**

**Work-Compatible for Busy Lives.** The Pierce College BAS-AM is an affordable, work-compatible, mostly online baccalaureate option for place-bound working adults who have associate in professional-technical degrees and who wish to gain value-added credentials in high-demand business occupations. It is for diverse student populations who have not historically benefitted from, or had ready access to, regular baccalaureate pathways. It is for working professionals, adults with young children, and others who are in need of the flexibility not readily offered by traditional classroom formats.

**Baccalaureate Pathway for Professional-Technical Associate Holders.** It is built on top of professional-technical associate degrees to allow those with such degrees to efficiently and effectively earn the BAS-AM. This design addresses the time- and cost-prohibitive aspects of earning a bachelor's degree. That is, it foregoes the need to start over with another general associate degree or to take significant additional courses to meet baccalaureate entry requirements. Simply put, the BAS-AM builds upon the credits a professional-technical degree holder already has.

**Value-Added, Outcomes-Based Workforce Training.** The Pierce College BAS-AM delivers rigorous, outcomes-based, interactive courses that are aligned with labor market skills and knowledge expectations. Central to the BAS-AM educational philosophy is the design and delivery of high-quality, equitable learning experiences. This value-added baccalaureate degree positions graduates to be competitive, highly-skilled, and highly-valued workers in high-demand occupations.

### **Intercollegiate Relations**

#### ***Collaboration with Tacoma Community College***

With such a substantial unmet need for business graduates in Pierce County, Pierce College and Tacoma Community College are committed to a collaboration around applied management options to meet the diverse needs of the students, employers, and the Pierce County community. Pierce College and TCC will support the needs of our county and differing populations by coordinating applied management options – to include the modality of offerings, specializations, and shared courses. We expect to come together quarterly to discuss and coordinate our efforts to optimally serve the Pierce County service area.

### *Intent to Promote Clover Park Community College's BAS in Operations*

Clover Park Community College offers a BAS in Operations with a focus on preparing industrial production managers. Pierce College will continue to advise students who seek training in the business function of operations to consider this baccalaureate degree. We expect that our BAS-AM will be distinctly different in course offerings, focusing on non-production oriented professions.

### *Intent to Partner with Central Washington University*

**IT-Focused Degree.** CWU offers a BAS with specializations in Information Technology and Administrative Management (BAS-ITAM). As per CWU's website, the BAS-ITAM "bridges the gap between information technology and administrative management." The AM specialization leads to positions that typically supervise office employees, design office work systems, maintain internal and external communication systems, and compile meaningful reports from information processing. In contrast, the Pierce College BAS-AM will prepare students in high-demand fields like human resources and sales/customer service supervision.

**Continued Collaboration.** Pierce College and CWU met to discuss streamlining the transfer process for those students interested in the BAS-ITAM and other related business pathways. We met briefly with CWU again via SKYPE (3/12) to discuss our BAS-AM Statement of Need and will do so again in conjunction with TCC (4/16) to discuss the student demand and industry needs in Pierce County that are driving the development of our BAS in Applied Management pathway. We will also discuss opportunities for collaboration to better serve Pierce County and build pathways for students to successful employment.

### *Articulated Transfer Agreements*

Pierce College accepts that our BAS-AM is not for all students. We appreciate continued partnerships around Transfer Academic Program Plans (TAPP) and other articulated agreements with our college and university partners. We intend to honor our continued collaboration to promote bachelor programs that align with student education and career goals. Moreover, we are committed to working together to design and deliver rigorous programs that feed graduate-level pathways.

### **Closing Remarks**

Pierce College believes – as the data shows and statewide strategic goals attest – that the need and demand for baccalaureate attainment is great. Given our mission to "create quality educational opportunities for a diverse community of learners to thrive in an evolving world," we choose to answer the call to add educational capacity in our service district so that more students have pathways to middle-wage jobs. Their quality of life and the prosperity of Pierce County, the state, and our nation depend on their ability to be productive participants in a dynamic world of work – which now requires workers to have bachelor's degrees. An increasingly diverse population needs that ticket to success. They deserve to have their *opportunities realized*. Pierce College stands ready to provide a pathway to achieving their American Dream.

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## Appendixes

### A. Pierce College 2017 - 2024 Strategic Plan and Core Theme Objectives

#### CORE THEMES AND OBJECTIVES

##### Access

*The community Pierce College serves will have access to comprehensive educational offerings and support services.*

1. Learning opportunities will align with students' educational and career goals, and will be consistent with workforce needs.
2. Students will have timely access to the support services they need to accomplish their educational and career goals.
3. We will engage with, and equitably serve, our diverse communities.

##### Excellence

*Pierce College will assure quality and continuous improvement in all endeavors.*

1. Departments and programs will meet or exceed their stated outcomes.
2. We will meet the requirements for accreditations, fiscal viability, compliance measures, and other elements necessary to sustain our work.
3. We will provide, and employees will engage in, learning and development opportunities that contribute to mission fulfillment.

##### Contribution to Community

*Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.*

1. We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community.
2. Our community will recognize Pierce College's value and impact.
3. We will foster economic equity and development within our community.

##### Equity, Diversity, and Inclusion

*Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.*

1. Our infrastructure will foster positive teaching, learning, and working opportunities.
2. Employees and students will be engaged in, and support, shared governance.
3. We will engage students, employees, and community members in ways that respect human dignity and lead to equitable, inclusive experiences.

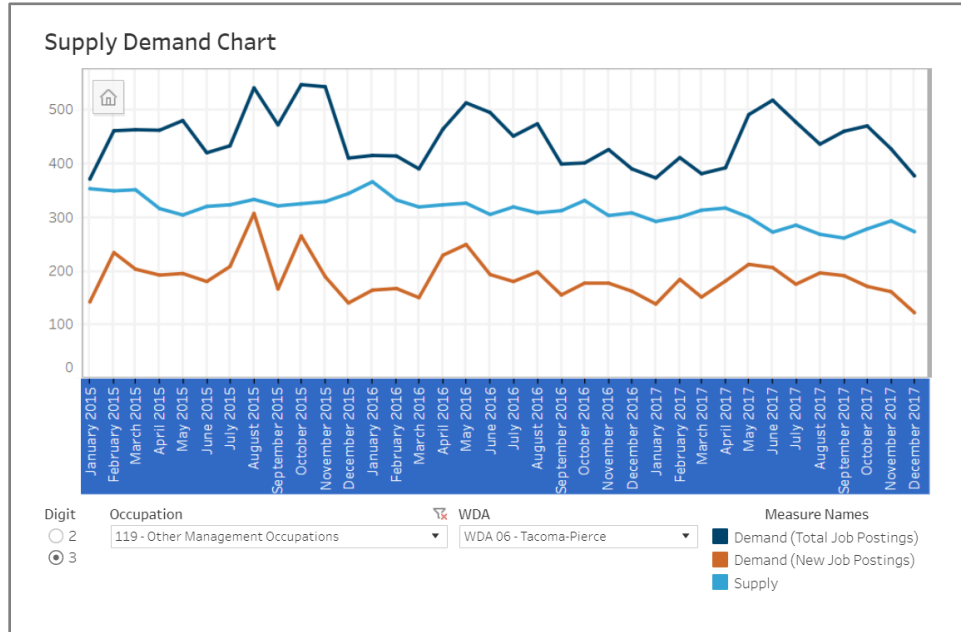
##### Student Learning and Success

*Students will experience quality, relevant learning that maximizes their potential for success.*

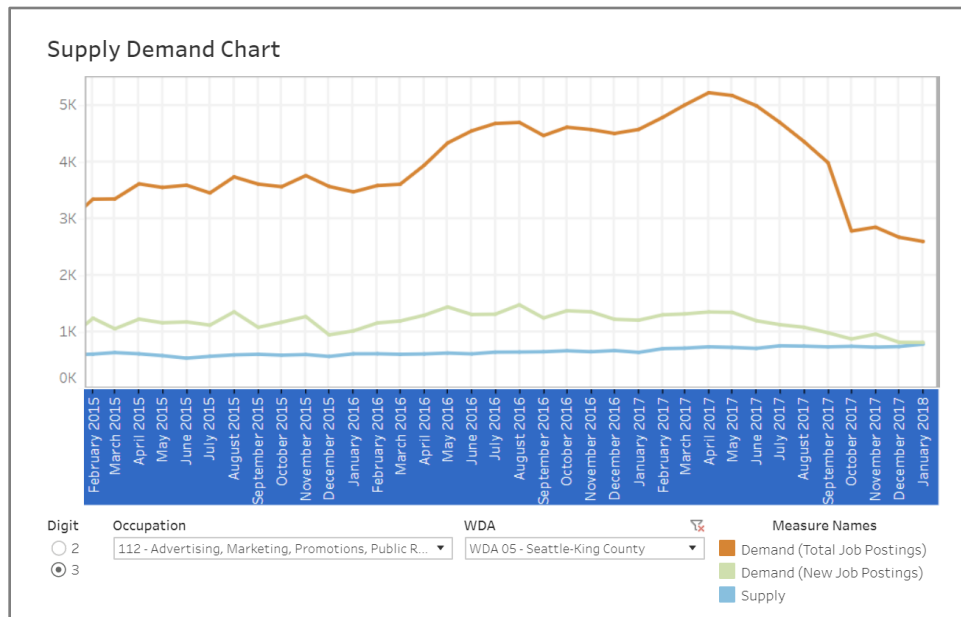
1. Students will make timely progress toward their educational and career goals.
2. Students will achieve institutional and programmatic learning outcomes.
3. Students will be successful when they transfer for further education or move directly into the workforce.

## B. Supply / Demand Charts for Related Business Management Occupations (2015-2018)

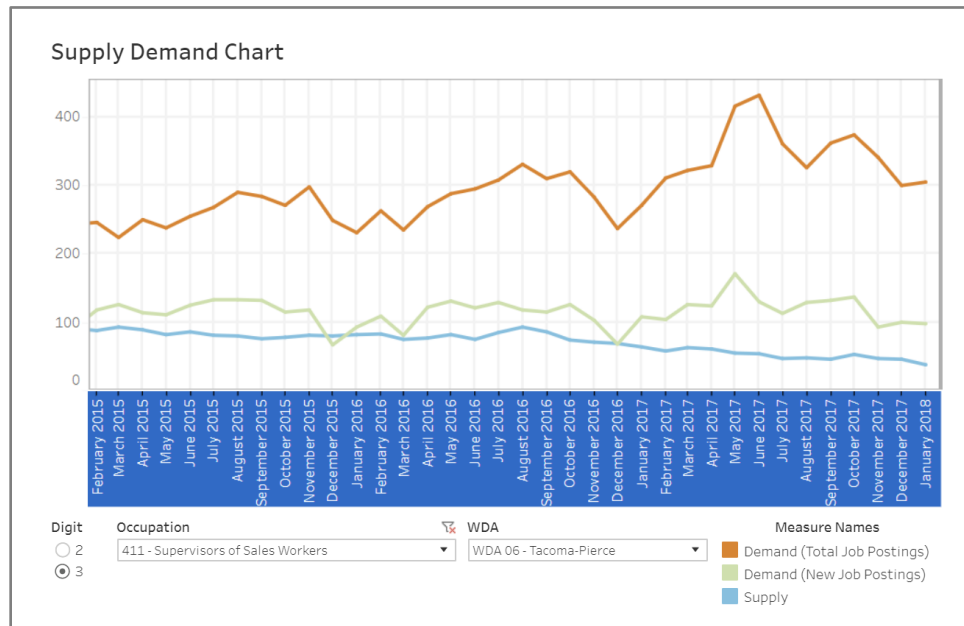
**Figure 6. Tacoma-Pierce Supply / Demand: Other Management Occupations**



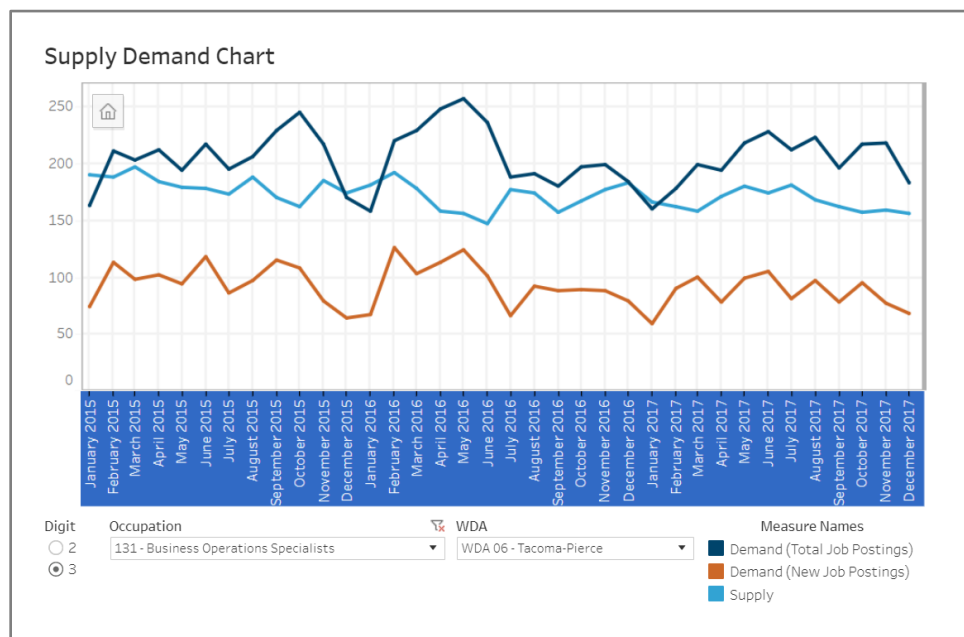
**Figure 7. Seattle-King Supply / Demand: Advertising, Marketing, Promotions, Public Relations**



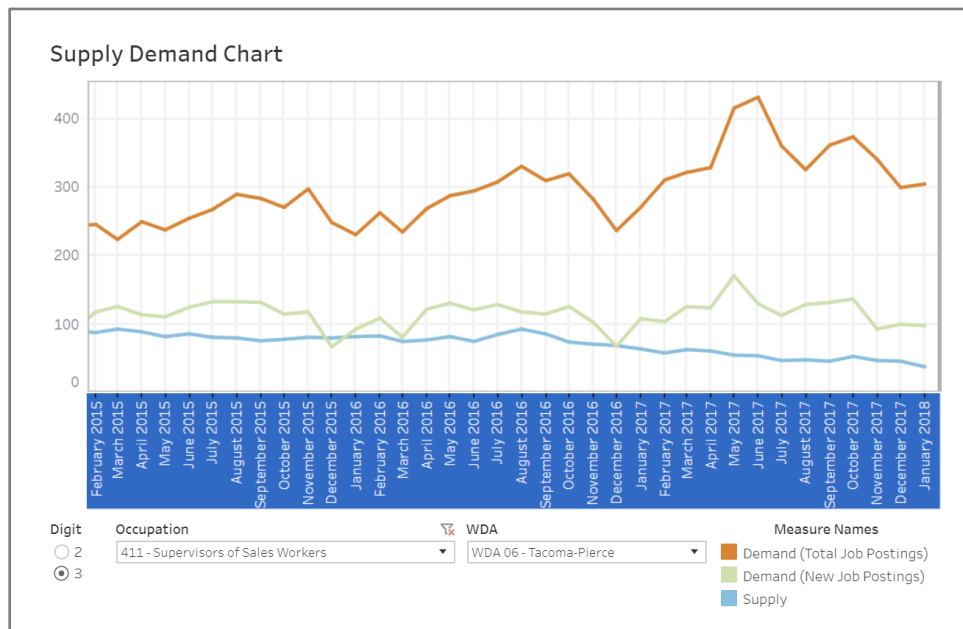
**Figure 8. Tacoma-Pierce Supply / Demand: Supervisor of Sales Workers**



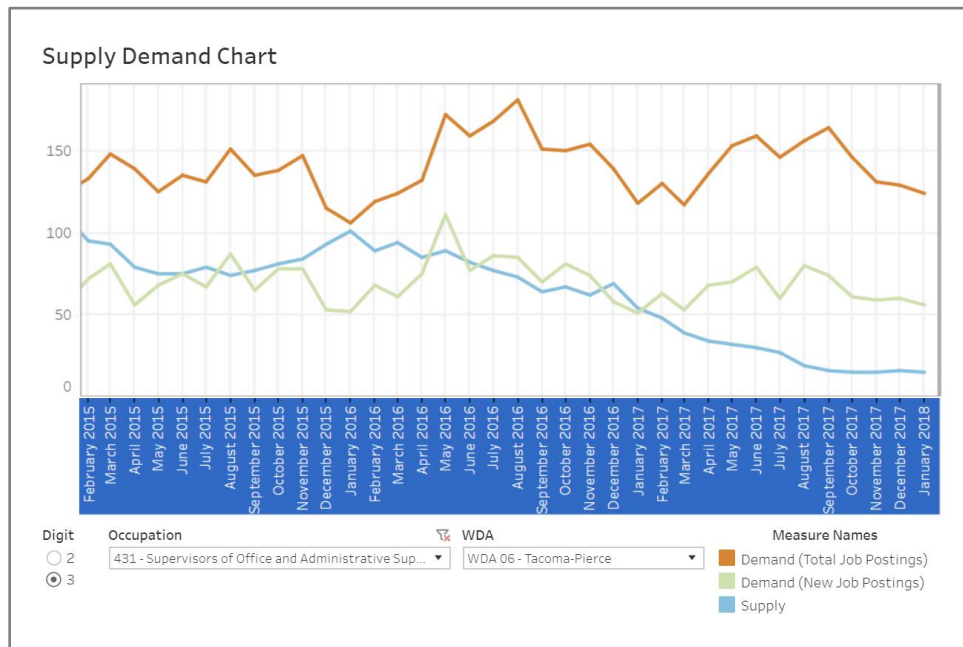
**Figure 9. Tacoma-Pierce Supply / Demand: Business Operations Specialists (Project-Related Roles, Project Management)**



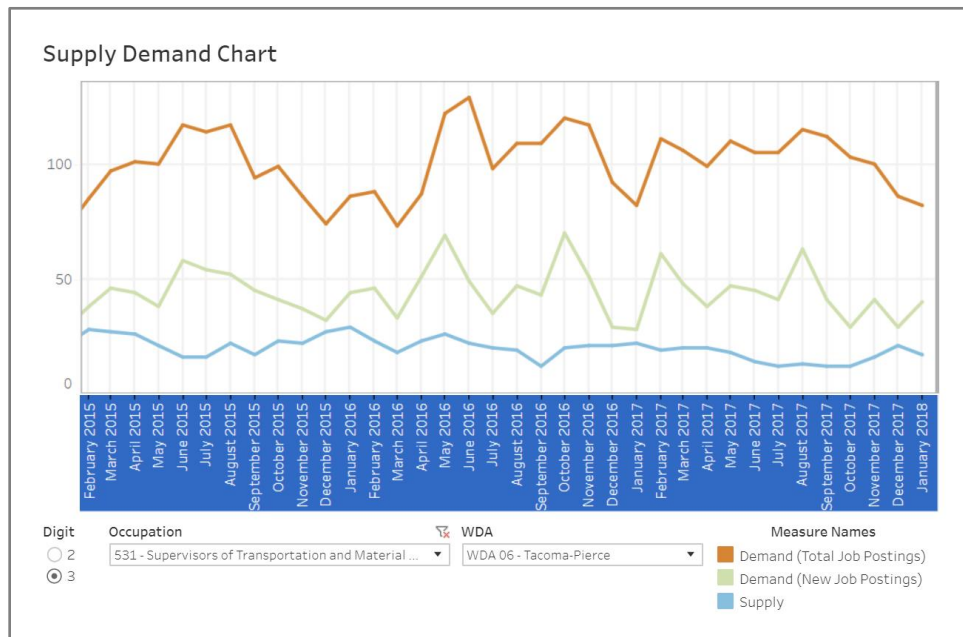
**Figure 10. Tacoma-Pierce Supply / Demand: Supervisor of Sales Workers**



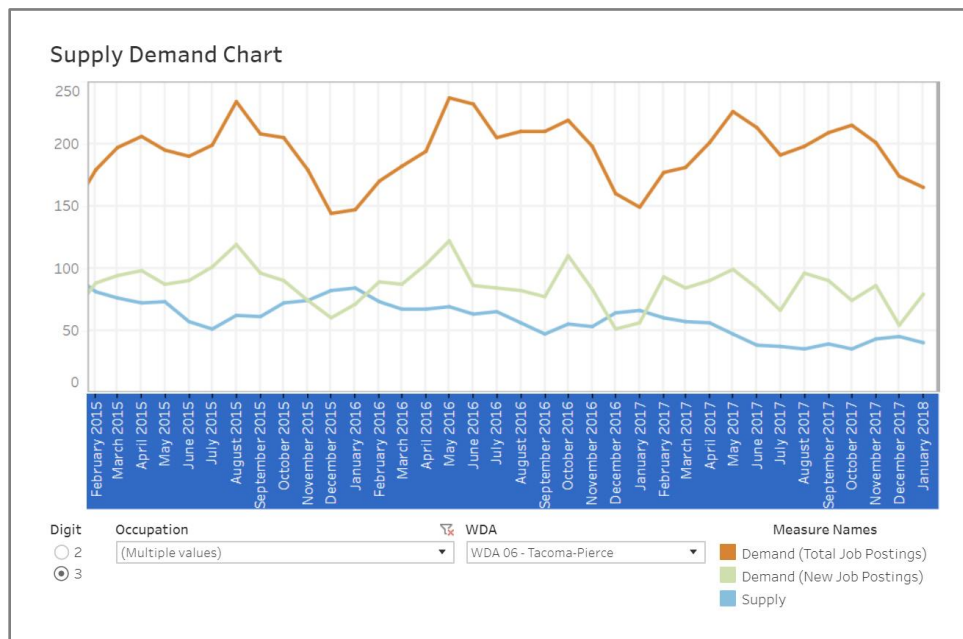
**Figure 11. Tacoma-Pierce Supply / Demand: Supervisor of Office and Administrative Support**



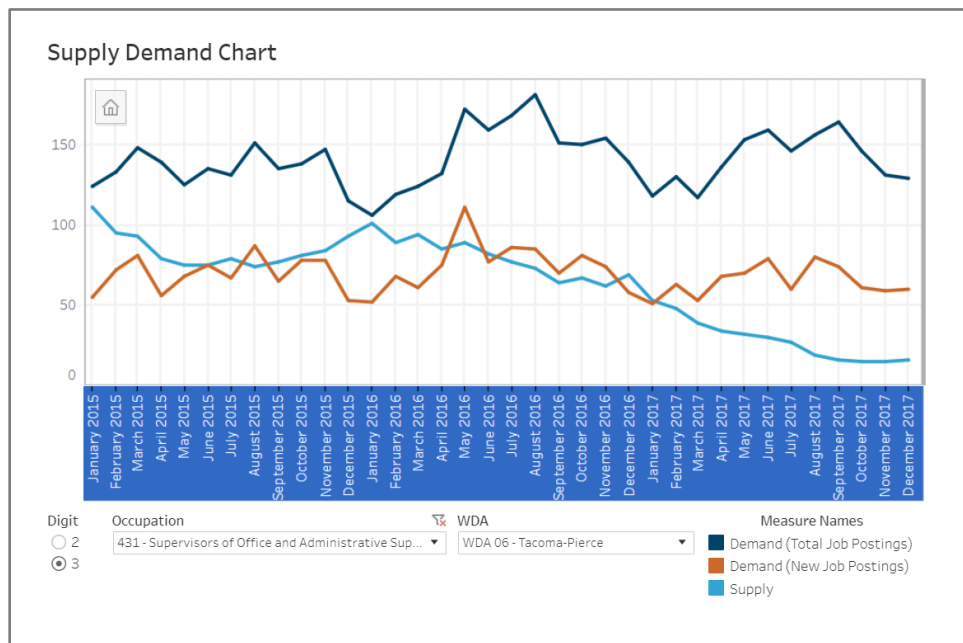
**Figure 12. Tacoma-Pierce Supply / Demand: Supervisors of Transportation and Materials Moving Workers (PM)**



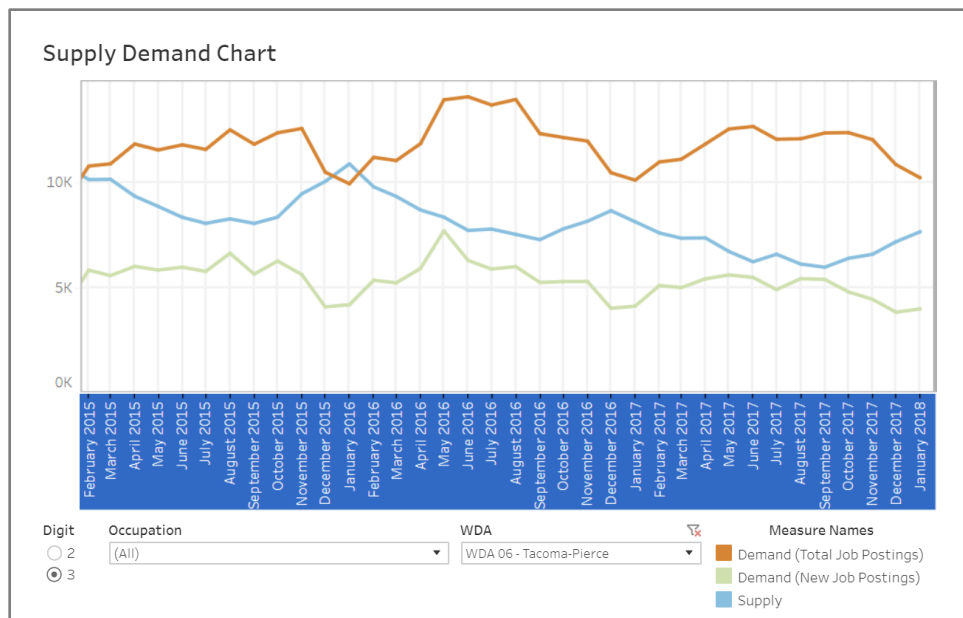
**Figure 13. Tacoma-Pierce Supply / Demand: Supervisors of Production Workers**



**Figure 14. Tacoma-Pierce Supply / Demand: Supervisors of Office and Administrative Support Services**



**Figure 15. Supply / Demand for All Occupations in Pierce County**



**Figure 16. Supply / Demand for All Occupations in Pierce County**

