



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: January 2021)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree or certificate (30+ credits) program. For more detail on the NSHE program approval process, see the last page of this form.

DATE SUBMITTED: 1/30/24

INSTITUTION: Truckee Meadows Community College

REQUEST TYPE: ☐ New Degree
☒ New Major or Primary Field of Study
☐ New Emphasis (BAS only)

Date of AAC Approval:

06-05-24

Date of Board Approval:

DEGREE: Check applicable box

- | | |
|---|---|
| <input type="checkbox"/> Certificate: 30+ Credits | <input type="checkbox"/> Associate of Arts (AA) |
| <input type="checkbox"/> Associate of Science (AS) | <input type="checkbox"/> AA/AS |
| <input type="checkbox"/> Associate of Applied Science (AAS) | <input checked="" type="checkbox"/> Bachelor of Applied Science (BAS) |
| <input type="checkbox"/> Bachelor of Arts (BA) | <input type="checkbox"/> Bachelor of Science (BS) |
| <input type="checkbox"/> Master of Science (MS) | <input type="checkbox"/> Master of Arts (MA) |
| <input type="checkbox"/> Doctor of Philosophy (Ph.D.) | <input type="checkbox"/> Other or Named Degree: _____ |

MAJOR OR PRIMARY FIELD OF STUDY (i.e. Animal Science): Applied Business Management

INCLUDED IN THE NSHE PLANNING REPORT: ☒ Yes ☐ No

(Website for NSHE Planning Reports: <https://nshe.nevada.edu/administration/academic-student-affairs/reporting/planning/>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 120

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2025

Action requested (specify full program title):

Approval of Bachelor of Applied Science in Applied Business Management

A. Brief description and purpose of proposed program. For proposed certificates (30+ credits), provide any existing degree or program under which the certificate falls.

The BAS degree in Applied Business Management provides access to the student who already has skills in a technical or specialized subject area, has earned an associate degree and wishes to advance to higher level supervisory and management positions within business, industry, and governmental organizations or start their own business endeavor. Program coursework will broaden the student's knowledge in applied business and management practices and will prepare the student for supervisory and management opportunities within his or her chosen field.

B. Provide a list and description of institutionally approved expected student learning outcomes

1. Identify and describe key theories and practices in the areas of accounting, finance, marketing, management, economics, and business law.
2. Integrate knowledge from discipline studies and multiple functional areas of business to solve business problems and to develop sound business strategies.
3. Independently communicate clearly, appropriately, and persuasively to the audience, both orally and in writing.
4. Analyze and apply appropriate quantitative and qualitative tools to solve business problems related to payroll, taxes, percentages, and future value of money and evaluate information critically to formulate sound business decisions.

C. Provide an institutionally approved plan for assessing student learning outcomes

1. Students will be assessed through successful completion of foundational required courses in of accounting, finance, marketing, management, economics, and business law and graded using standardized rubrics.
2. Students will be assessed through applying knowledge to evaluation of case studies as well as business problem analysis, research and solution hypothesis presentations in upper division courses which will be graded using standardized rubrics.
3. Students will be assessed through both written projects and oral presentations graded using standardized rubrics.
4. Students will be assessed through successful completion of required courses in accounting, bookkeeping and finance with business application projects which will be graded on using standardized rubrics.

Assessment of the degree and courses will be accomplished using guidelines established by the TMCC Assessment and Planning Office. The program will be assessed using the Program/Unit Review process, and specific courses assessed bi-annually using course assessment process established at TMCC.

The data gathered will be shared with the faculty and incorporated into the program assessment protocol for evaluation of rigor and relevance to students, business and industry, and the community. The assessment data will be shared with the advisory committee, faculty, department chair and dean on an annual basis. Input from students, graduates, and employers will be utilized to modify the program content and structure to drive changes to the degree in an effort to remain relevant to the community.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

The BAS in Applied Business Management will serve students by providing access to continuing education where in many cases a bachelor degree path did not exist or was unattainable by a traditional transfer option. This unique program allows students to build upon the technical specialties earned through their associates degree by developing the business acumen and foundational knowledge essential to any business or industry.

b. Success – Increase student success

Students can transfer the full 60 credits from their associate's degree putting them halfway toward a bachelor's degree when they start the program. Offering students the opportunity to add key business principles to their knowledge base, which they can directly apply to existing subject matter expertise, will help them to be more successful in education as well as their future careers as it will open doors to higher level opportunities in the workplace.

This degree will help to position Nevada's System of Higher Education as a system designed to increase the success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.

c. Close the Achievement Gap – Close the achievement gap among underserved populations

A 2022 research study published in the Community College Review, a peer reviewed journal, found that adoption of community college baccalaureate degrees is associated with a 6% to 9.6% increase in total fall enrollment as well as an 11% to 16% increase in full-time enrollment. Low-income students see a roughly 9% to 15% enrollment boost, while adult students see increases between 8% and 10%.

Community Colleges often serve the highest population of underserved populations among institutions of higher education due to their broad admission policies, abundance of support services, and the fact that tuition and fee costs at a community college are lower than at a university and are thus more attainable for those who are underserved due to poverty. TMCC is a Hispanic Serving Institution and therefore has a substantial percentage of Hispanic students who would have the opportunity to access this new bachelor of applied science degree to elevate their education level after completion of their associate degree.

Increasing public service and cultural awareness by encouraging associate degree graduates to earn the BAS in Applied Business Management is a synergistic approach to bridging not only the achievement gap, but the leadership and workforce gap that currently exists in Nevada.

d. Workforce – Collaboratively address the challenges of the workforce and industry education needs of Nevada

This bachelor's program is a niche program; no other BAS in Applied Business Management currently exists within NSHE that will allow students to build upon their expertise learned in

their associate program with the applied business skills they will need to be successful in growing in their chosen industry. Through the use of existing institutional resources, this program will create a new pathway for many Nevada residents to further their educational pursuits and gain the skills to apply business concepts to technical or specialized subject matter expertise which will open opportunities for promotion in the workplace.

e. Research – *Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile*

While this is an applied degree and not geared toward research it does address critical issues facing our state. Nevada is currently one of the fastest growing states in the nation. With a high level of growth come exponential issues with municipal infrastructure, housing, workforce, education and environmental impacts, as well as social impacts of an increase in a culturally diverse population. A trained workforce, that not only has the technical skills but also has the skills to lead and manage in the business world, is critical to meeting the basic needs of a growing population and to the ultimate success of all Nevada industries.

ii. Institutional mission and core themes

TMCC's mission is: "Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen." This program fully ties in to this mission because it offers access for all associate degree holders to participate in an innovative opportunity to achieve a higher level of education to increase their future opportunities for success.

TMCC's core themes match those of NSHE which are addressed above.

iii. Campus strategic plan and/or academic master plan

The BAS in Applied Business Management aligns with TMCC's academic master plan by addressing the goals that the College has set, including:

Increase TMCC's enrollment to keep pace with our community's growth and diversity. As this degree program will be accessible to all associate degree holders it is expected that our enrollment will increase as per trends shown in recent research and that this program will appeal to a diverse student population as it is available to all disciplines.

Increase student success metrics to those of our aspirational peers. The addition of this program is expected to help to increase degrees awarded and encourage completion of associate degrees as well as completion of this new bachelor's degree as there will be a clear and achievable path to completion.

Close the achievement gap among underserved populations. As addressed above in section i.c., this new program will open doors of opportunity for underserved populations to obtain a baccalaureate degree.

Proactively cultivate public-private partnerships to strengthen economic growth and diversification and build a competitive, highly skilled workforce. This program will support all industries in Nevada by building a more highly skilled workforce that has technical skills as well as business acumen.

iv. Other programs in the institution

TMCC currently offers four bachelor of applied science degrees: Career and Technical Education Leadership, Cyber-Physical Manufacturing, Emergency Management and Homeland Security, and Logistics Operations Management. The BAS degrees will have some shared upper division courses. All disciplines at TMCC will be able to have future collaboration with the BAS Applied Business Management program as it offers all TMCC students the opportunity for continuing education.

v. Other related programs in the System

There are no other programs in the System that follow the broad opportunity for students in all disciplines to combine subject matter expertise with coursework containing a very applied business focus that is needed across industry. BAS options for graduates with associate degree do exist but are very discipline-specific and do not include the applied business principles and foundational skills in management of the proposed BAS in Applied Business Management which will allow students to have career growth in their industry of focus. The most closely related program is the BAS in Management and Supervision offered by GBC. However, the curriculum for that program is much more based in general education and theoretical education rather than the practical applied focus of the program proposed by TMCC.

vi. If the program was not included in the NSHE Planning Report, please explain why.

This program was included in the September 2023 NSHE Planning Report.

E. Evaluation of need for the program

i. The need for the program and the data that provides evidence of that need

The Georgetown University Center on Education and the Workforce estimates that by 2031, 43 percent of all jobs and 66 percent of good jobs will demand a bachelor's degree or higher. Their research shows that associate degree holders have lifetime earnings of \$1.4M-\$2.9M, while bachelor's degree holders have lifetime earnings of \$1.9M-\$4.1M, a substantial increase. The College Board *Education Pays 2023* report shows median earnings of associate degree holders is \$52,100 while the median earnings of bachelor degree holders is \$73,300. *The Hechinger Report* warns in a 2022 report that, "... we must not lose sight of the fact that a bachelor's degree is still the most reliable route to the middle class."

After learning about this BAS concept and conducting some research, it was found that this new trend that opens doors for vast numbers of students and supports all industry is gaining traction in other states and that nothing of its kind is offered to TMCC students. Two of our BOR approved aspirational peers offer similar BAS programs that are proving to be successful. Columbia Basin College offers a BAS in Applied Management. This college offers eight bachelor's degrees and in 2022 conferred 36 BAS degrees in Applied Management, the largest program of the eight. North Seattle College offers a BAS in International Business and in 2022 awarded 41 BAS awards which made up 33% of the completions in the six bachelor's degrees they offer.

Supporting students in educational growth and options so that they have more opportunities in the workforce along with supporting local industry with highly skilled and educated employees

are continual goals of TMCC and we realized that offering this innovative program is something we should do as soon as possible. The timing of this will support changing expectations and needs of both students and employers in the post-Covid Nevada as TMCC begins to grow in enrollment again.

ii. Student population to be served

All past, current and future students of TMCC and transfer students can be served by this degree. Students with any associate degree can benefit from developing business and management skills necessary to be successful in advancing their career in any industry. This includes students who have an Associate of Arts, Associate of Science or an Associate of Applied Science degree. While we see the most obvious student as being those with an AAS degree who may have not had a path to a bachelor's degree in the past, there is also opportunity to serve AA and AS students as well. Some students may have majored in a field where their associate is sufficient in the subject matter but they want to gain business skills to be more successful in their industry; some may have majored in an area where there is not a local bachelor's degree to transfer into; others may feel more comfortable in the smaller and more familiar environment of the community college; and finally, others may need to complete a program fully online due to work schedules or living in more remote areas and this program will have a fully online option.

The associate degree indicates knowledge in the field of study and is all that might be needed for many students. However, in many areas where advancement is possible, advanced degrees are a requirement and we currently offer no option for many of our graduates to earn those advanced degrees. The lack of transferability of AAS courses and degree programs prevents many students from seeking a baccalaureate degree, and they forfeit career advancement. Alternatively, those who are desperate for a bachelor's degree turn to private-for-profit institutions that prey on these individuals. Students can lose thousands of dollars on degrees that are not as closely regulated as those in a public institution.

iii. Procedures used in arriving at the decision to offer the program

The initial decision to explore the feasibility of offering this new option was based on the fact that TMCC has many associate degree options that have been considered terminal degrees in the past as they were non-transferable. Our business partners often express frustration that employees have the technical skills they need for entry level positions but that they do not have business, management and leadership skills that they would need to be promotable into supervisory and management positions. The concept of allowing our students to build upon their solid technical skills earned in their associates degrees, with the foundational business and management skills they would need to move up the ladder to leadership roles, seemed like an obvious answer to this ongoing problem. After researching other higher educational institutions that were offering a similar opportunity, it was clear that these programs are demonstrating growing demand for this type of program and success with completions.

iv. Organizational arrangements required within the institution to accommodate the program

TMCC will need to develop three upper division courses that we do not currently offer. All of the other program requirements and electives are already offered at the College and thus there are no significant impacts to the College or accommodations needed. We will be able to offer the program with the existing full and part time faculty we have in the Business department at this time.

v. The timetable, with dates, for implementation steps

Spring and Fall 2024 – Approval processes including TMCC Curriculum Review Committee and NSHE Academic Affairs Council.

Spring 2025 – Anticipated approval by the NSHE Board of Regents at the March, 2025 quarterly meeting. Anticipated approval by NWCCU.

Late Spring/Summer 2025 – Begin promotion of new program following NWCCU approval, begin development of new courses.

Fall 2025 – First semester program is offered, complete development of new courses

Spring 2027 – First graduates of BAS Applied Business Management program

vi. If this or a similar program already exists within the System, what is the justification for this addition? Please describe the nature and extent of the consultation with other institutions that have similar programs.

No BAS degrees in Applied Business Management exist within the system. GBC offers the most similar program with their BAS in Management and Supervision. However, as mentioned above, the curriculum for that program is much more based in general education and theoretical education rather than the practical applied focus of the program proposed by TMCC. For example, GBC requires 15 credits of integrative seminar courses in general education concepts including humanities, science, social science, math and research whereas TMCC's program requires only coursework that is directly related to business and management principles. Another example is where GBC requires a general speech communications course, TMCC requires a business presentations course. Topics included in TMCC's program that are not covered by GBC's program include supervision and human relations, safety and risk management, project management, managing cultural diversity, managerial accounting, purchasing and other more applied subject matter coursework.

vii. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System and/or any other applicable sources.

Federal and state data show growth in management occupations across industries. The U.S. Bureau of Labor Statistics projects that from 2021-2031 Management occupations, as an overarching occupation that covers management across industries, are projected to grow 7.6%. The management occupations are broken down into 48 different types of managers and of those 27, or 56%, list bachelor's degree as the minimum education requirement. Even more promising, Nevada Labor Market Information from DETR projects that Management of Companies and Enterprises will grow by 20.4% by 2028 with an annual growth rate of 10.2%.

Indeed, the largest job search engine in the world, currently has 4,393 jobs listed within 25 miles of Reno, NV that require a bachelor's degree. Indeed posts on their website, "In most cases, a bachelor's degree in business, engineering, facility management or information management is required to be a successful administration manager."

F. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Year 1 & 2 – Associate Degree of Choice. All students must have passed a course meeting the Nevada Constitution requirement.

Year 3 – Students will be required to take the following courses. If students have completed any of these as part of their associate degree, they must choose from the list of approved electives below to complete a total of 30 lower division credits. All courses are 3 credits each.

5th semester (15 credits):

- ACC 201 - Financial Accounting
- ACC 202 – Managerial Accounting
- BUS 101 - Introduction to Business
- BUS 117 - Business Calculations and Methods
- MGT 171 - Supervision and Human Relations
- Elective from approved list (see below)

6th semester (15 credits):

- ACC 202 – Managerial Accounting
- MGT 201 - Principles of Management
- MKT 210 - Marketing Principles
- Elective from approved list (see below)
- Elective from approved list (see below)

Approved list: Students will choose 3 additional courses from the following list of courses.

- ACC 222 - Excel for Accounting
- BUS 106 - Business English
- BUS 108 - Business Letters and Reports
- BUS 111 - Workplace Communications
- BUS 112 - Customer Service
- BUS 225 - Business Operations Applied Statistics
- ECON 102 - Principles of Microeconomics
- ECON 103 - Principles of Macroeconomics
- ECON 261 - Principles of Statistics I
- ENT 200 - Fundamentals of Entrepreneurship
- ENT 230 - Financing Your Small Business Venture
- ENT 240 - Marketing for Small Business
- ENT 280 - Entrepreneurship and Business Plan Development
- IS 101 - Introduction to Information Systems
- MGT 212 - Leadership and Human Relations
- MGT 235 - Organizational Behavior
- MGT 283 - Introduction to Human Resources Management

Year 4 – Students will be required to take the following upper division courses:

7th semester (15 credits):

BUS 325 - Legal Environment
BUS 330 - Business Presentations
EDCT 305 - The Global Workforce
LGM 410 - Finance and Budgeting
MGT 469 - Managing Cultural Diversity*

8th semester (15 credits):

LGM 420 - Safety and Risk Management
LGM 440 - Logistics Project Management
MGT 441 - Operational Quality Control and Problem Solving*
MGT 485 - Applied Business Ethics*
SCM 474 - Purchasing and Global Sourcing

* Indicates new course to be created

ii. Program entrance requirements

An earned associate degree of at least 60 credits is required to enter the BAS Applied Business Management program.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

A total of 120 credits is required to complete the BAS Applied Business Management. Sixty of those credits will come from the associate degree and 60 will be BAS requirements. Thirty credits must be from upper division courses. Students must maintain a 2.0 GPA or higher.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

This program does not require an external specialized accreditation in addition to TMCC's accreditation by Northwest Commission on Colleges and Universities upon approval.

v. For certificates only: Name of any state, national and/or industry recognized certification(s) or licensing examination(s) for which certificate prepares the student, if applicable

N/A

G. Method of Delivery (for the purpose of state authorization [NC-SARA])

**i. How will this academic program be delivered when the program begins?
(mark all that apply)**

- ☐ 100% face-to-face courses
☒ Hybrid (some online courses, some face-to-face courses)
☒ 100% online courses

ii. Learning Placements

Does the academic program have learning placements (e.g. internships, externships, clinical placements, student teaching, etc.) that *may take place outside the state of Nevada*?

- ☐ Yes
☒ No.

H. Institutional Review Process

i. Date of Faculty Review (may include additional information, as needed)

3/8/2024 by TMCC's Curriculum Review Committee

3/15/2024 by TMCC's Faculty Senate (consent agenda)

ii. Describe the process for review and approval by the appropriate academic policy body of the institution

All curriculum changes are reviewed internally by TMCC's Curriculum Review Committee, a standing committee of the Faculty Senate, and then sent to the Faculty Senate for ratification.

I. Readiness to begin program

i. List the educational and professional qualifications of the faculty relative to their individual teaching assignments

All faculty teaching these programs have a master's degree or above in the subject matter which they are teaching. Additionally, all faculty have teaching experience and participate in regular professional development. Faculty within the Business department at TMCC also have specialized degrees including MBA, CPA, JD and PhD credentials.

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

TMCC already has qualified faculty and staff in the Business department.

iii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The addition of this program will contribute to and enhance the success of all associate degree programs at TMCC that do not already have a stackable bachelor's degree as part of the program. TMCC has 74 associate degree programs and only seven bachelor's degree programs so that leaves 67 programs that have the potential to benefit from this additional baccalaureate degree that can be paired with any associate degree.

iv. Recommendations from prior program review and/or accreditation review teams

N/A

J. Resource Analysis

i. Proposed source of funds (enrollment-generated state funds, reallocation of existing funds,

grants, other state funds)

The BAS Applied Business Management will be funded by enrollment-generated state funds.

- ii. Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

- a. (1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 18

3rd Fall semester 38

5th Fall semester 37

- (2) Explain the methodology/assumptions used in determining projected FTE figures.**

As we anticipate 50% of the headcount to be full-time and 50% part-time (half time) students, we calculated FTE as follows:

FT students: $FTE = \text{headcount} * 15/15$

PT students: $FTE = \text{headcount} * 7.5/15$

Overall FTE of FT and PT students: $FTE \text{ for FT students} + FTE \text{ for PT students}$
 $(12 \text{ FT students} * 15/15) + 12 \text{ PT students} * 7.5/15 = 18 \text{ FTE for the 1}^{\text{st}} \text{ Fall semester}$

- b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

1st Fall semester 24

3rd Fall semester 54

5th Fall semester 52

- (2) Explain the methodology/assumptions used in determining projected headcount figures.**

Previous AAS graduates from TMCC were emailed a short survey to determine interest level in this degree. AAS students were the ones chosen for the survey because it is these students who did not have a clear pathway to a bachelor's degree in the past. Of 134 respondents, 87% said they would be interested in getting this degree. As this is a high level of interest, we can expect that there would be at least a modest level of interest from other AAS graduates who did not complete the survey, AA and AS graduates as well as potential students from other institutions who did not have a bachelor's degree option available to them in the past. As such we feel confident that we can start a cohort of 24 students, half full time and half part time, each year of the first five years. Assuming attrition of two students from each group, each year, the headcount and FTE build for the first four years and then level out as part time students begin to graduate. Below is a

snapshot of what this looks like.

| | FT New | FT Returning | Total FT | PT New | PT Returning | Total PT | Total Headcount | Total FTE |
|---------|--------|--------------|----------|--------|--------------|----------|-----------------|-----------|
| Fall 25 | 12 | 0 | 12 | 12 | 0 | 12 | 24 | 18 |
| Fall 26 | 12 | 10 | 22 | 12 | 10 | 22 | 44 | 33 |
| Fall 27 | 12 | 10 | 22 | 12 | 20 | 32 | 54 | 38 |
| Fall 28 | 12 | 10 | 22 | 12 | 30 | 42 | 64 | 43 |
| Fall 29 | 12 | 10 | 22 | 12 | 18 | 30 | 52 | 37 |

iii. Budget Projections – Complete and attach the Five-Year Program Cost Estimate and Resource Requirements Table.

See attached.

K. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

No additional space or facilities will be required to operate this new program. TMCC has adequate available classroom space to accommodate the in-person course offerings and many courses will be offered online resulting in no needed space. No facility changes will be needed.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

N/A

iii. Existing and additional equipment required

Existing classroom equipment will be used and no additional equipment will be needed.

L. Describe the adequacy and availability of library and information resources

Located in the Learning Commons on the Dandini Campus, the Elizabeth Sturm Library serves the needs of students, faculty, staff and community members by providing high-quality academic research resources, embracing new and emerging technologies, supporting distance education and lifelong learning, and promoting information literacy across all disciplines.

M. Student services

i. Describe the capacity of student support services to accommodate the program. Include a description of admissions, financial aid, advising, library, tutoring, and others specific to the program proposal

This program will use existing student support services that are available to all TMCC students including admissions, financial aid, advising, library, tutoring and others. There are no different student support services required to run this program and the number of students added by this

program is not expected to cause undue hardship on any student services areas. Representatives from these areas serve on TMCC's Curriculum Review Committee and have approved this new program proposal.

ii. Describe the implications of the program for services to the rest of the student body

There will be no change in general services offered to the rest of the student body by the addition of this program. All services available to students now will continue to be available. This program has potential to have a positive effect on the rest of the student body as it is open for all TMCC associate degree completers and makes streamlined access to a bachelor's degree available to the student body.

N. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

N/A

ii. Consultant's summary comments and recommendations

N/A

iii. Summary of proposer's response to consultants

N/A

O. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

Articulation agreements are not necessary as all associate degree holders will be available to participate in this program. The proposed BAS Applied Business Management is designed to transition any AA or AAS into the program. However, we may put simplified 2+2 agreements in place with WNC and GBC to make it clear that students will need to meet the NSHE Board of Regents general education requirements.

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

Articulation agreements are not necessary as all associate degree holders will be available to participate in this program.

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

Articulation agreements are not necessary.

P. Summary Statement

TMCC's Bachelor of Applied Science in Business Management will help students take the next step forward in their career. This unique program allows students to build upon the technical specialties

earned through their associate's degree by developing the business acumen and foundational knowledge essential to any business or industry. Students can transfer the full 60 credits from their associate's degree — putting them halfway toward a bachelor's degree when they start the program. This program will provide students who have earned an associate's degree with the additional skills and knowledge required to become a successful manager or leader within a public, private or non-profit organization, or to successfully run their own business. The curriculum emphasizes a practical, hands-on approach to understanding foundational business elements such as accounting, leadership, operations management, supply chain and logistics, risk management and enterprise management systems. Because this is an applied degree, students will receive practical training that they can use in the real world.

In addition to supporting students in advancement, this new program will support local industry by providing the qualified workforce needed for higher level positions. Business partners often express that their subject matter experts do not have the skills needed to be promoted into leadership roles which causes hardships for the companies. By training subject matter experts in the skills they need to support their company in leadership roles, this program provides a win-win situation for the employee and the employer. Finally, this program supports Nevada's economic development initiatives as a more skilled and knowledgeable workforce is able to move companies forward to growth and development. Increased business success ultimately leads to increased revenue generating higher taxes to support the local economy.

Without a program that allows many associate degree holders to achieve a bachelor's degree without repeating much of their first two years of college, many people would not go on to achieve this higher level of education because of the increased amount of time, money and repetitiveness of the education. This applied degree program solves this problem for thousands of Nevadan's opening a door that has been closed to them in the past.

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

| | | | | | | | |
|---|--|---------------------------------------|-----------|--|-----------|--------------------|-----------|
| College/University: <u>Truckee Meadows Community College</u> | | | | Program: <u>BAS Applied Business Management</u> | | | |
| I. PLANNED STUDENT ENROLLMENT | | | | | | | |
| <div style="border: 2px solid red; padding: 5px; color: red; font-weight: bold;"> <i>Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).</i> </div> | | FY 1: FY 26 | | FY 3: FY 28 | | FY 5: FY 30 | |
| | | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| | | A. New enrollments to the Institution | | 18 | 24 | 38 | 54 |
| B. Enrollments from Existing Programs | | | | | | | |
| II. REVENUE | | | | | | | |
| | | FY 1: FY 26 | | FY 3: FY 28 | | FY 5: FY 30 | |
| | | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | | | | | | | |
| 2. Institution Funds | | | | | | | |
| 3. Federal (e.g. grant, appropriation) | | | | | | | |
| 4. New Tuition Revenues (registration fee) from Increased Enrollments* | | | \$65,340 | | \$182,610 | | \$186,090 |
| 5. Other Student Fees (associated with the program)* | | | \$9,090 | | \$18,990 | | \$18,485 |
| 6. Other (i.e., Gifts) | | | | | | | |
| Total Revenue | | \$0 | \$74,430 | \$0 | \$201,600 | \$0 | \$204,575 |
| <div style="color: red; font-weight: bold;"> <i>Note: Total Revenue (Section I) should match Total Expenditures (Section III)</i> </div> | | | | | | | |

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

| III. EXPENDITURES | | FY 1: FY 26 | | FY 3: FY 28 | | FY 5: FY 30 | |
|--|----------------------------------|--|----------|-------------|-----------|-------------|-----------|
| | | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | |
| 1. FTE (Total FTE for all personnel types) | | 0 | 1.5 | 0 | 3 | 0 | 3 |
| | Faculty | | 0.5 | | 1 | | 1 |
| | Adjunct Faculty | | 1 | | 2 | | 2 |
| | Grad Assts | | | | | | |
| | Research Personnel | | | | | | |
| | Directors/Administrators | | | | | | |
| | Administrative Support Personnel | | | | | | |
| | Other: _____ | | | | | | |
| | | Expenditures for personnel type below must reflect FTE levels in Section A.1. | | | | | |
| 2. Faculty | | | \$42,500 | | \$90,177 | | \$95,608 |
| 3. Adjunct Faculty | | | \$28,560 | | \$58,834 | | \$60,599 |
| 4. Graduate Assistants | | | | | | | |
| 5. Research Personnel | | | | | | | |
| 6. Directors/Administrators | | | | | | | |
| 7. Administrative Support Personnel | | | | | | | |
| 8. Fringe Benefits | | | \$14,442 | | \$30,497 | | \$32,280 |
| 9. Other: | | | \$3,000 | | \$4,000 | | \$5,000 |
| Total Personnel Costs | | \$0 | \$88,502 | \$0 | \$183,508 | \$0 | \$193,487 |

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

| | | FY 1: FY 26 | | FY 3: | FY 28 | FY 5: | FY 30 |
|--|--|-------------|----------|----------|----------|----------|----------|
| | | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | |
| 1. Travel | | | \$300 | | \$600 | | \$600 |
| 2. Professional Services | | | | | | | |
| 3. Other Services | | | | | | | |
| 4. Communications | | | | | | | |
| 5. Materials and Supplies | | | \$1,500 | | \$2,000 | | \$2,000 |
| 6. Rentals | | | | | | | |
| 7. Marketing materials and Advertising | | | \$2,000 | | \$2,500 | | \$3,000 |
| 8. Miscellaneous | | | | | | | \$608 |
| Total Operating Expenditures | | \$0 | \$3,800 | \$0 | \$5,100 | \$0 | \$6,208 |

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

| | | FY 1: FY 26 | | FY 3: FY 28 | | FY 5: FY 30 | |
|---|--|-------------|----------|-------------|-----------|-------------|-----------|
| | | On-going | One-time | On-going | One-time | On-going | One-time |
| C. Capital Outlay | | | | | | | |
| 1. Library Resources | | | | | | | |
| 2. Equipment | | | | | | | |
| Total Capital Outlay | | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES (IIIA + IIIB + IIIC): | | \$0 | \$92,302 | \$0 | \$188,608 | \$0 | \$199,695 |
| Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I) | | | | | | | |

Budget Notes (optional):

NOTE: Estimates for total expenditures equal total revenue across the five year start up phase rather than year by year.

April 25, 2024

Nevada Board of Regents
2601 Enterprise Road
Reno, NV 89512

Dear Board Members:

Thank you for your service to the citizens and students of Nevada. The work that your team performs across the state is vital for our future and I appreciate your leadership and willingness to step up and serve.

I am writing to express my enthusiastic support for the creation and implementation of TMCC's *Skills Certificate for Small Business and Entrepreneurship* and the *Bachelor of Applied Science, Applied Business Management* programs. These will be invaluable programs to support small businesses and entrepreneurship in Nevada. As a small business owner myself, I deeply appreciate any initiatives that aim to equip individuals with the skills and knowledge necessary for success in the competitive business landscape.

These programs will play a crucial role in supporting economic development by fostering an environment conducive to business growth and innovation. By providing aspiring entrepreneurs and professionals with the tools and resources they need to succeed, we can stimulate economic growth, create job opportunities, and attract investment to our state.

Moreover, these programs will be instrumental in meeting industry needs by equipping individuals with the skills and competencies demanded by today's rapidly evolving business landscape. By addressing skills gaps and providing relevant training and education, we can ensure that our workforce remains competitive and adaptable in an increasingly globalized economy.

Furthermore, these initiatives will foster innovation by nurturing the entrepreneurial spirit and empowering individuals to turn their ideas into reality. By providing access to education, training, and mentorship, we can unleash the creative potential of our citizens and drive forward-thinking solutions to pressing challenges.

In addition, these programs will enhance workforce development by equipping individuals with the skills and knowledge needed to excel in their chosen fields. Whether through technical training or advanced education in business management, these initiatives will empower individuals to pursue meaningful careers and contribute to the success of their organizations.

Lastly, I commend TMCC and NSHE for your unwavering support for small businesses and entrepreneurship. By providing access to resources, funding, and mentorship, we can empower small business owners to thrive and grow, driving economic prosperity and creating opportunities for all Nevadans.

In conclusion, I urge you to support the creation of these vital programs that will be instrumental in fostering economic development, meeting industry needs, addressing skills gaps, fostering innovation, enhancing workforce development, and supporting small businesses and entrepreneurship in Nevada.

By investing in the success of our citizens and businesses, we can build a brighter future for our state.

Thank you for your attention to this matter, and I look forward to seeing continued support for small businesses and entrepreneurship in Nevada.

Sincerely,

Tray Abney
Abney Tauchen Group
Small Business Owner and Advocate



Randi Thompson, CEO
Randi@NorthernNevadaNetwork.org
775-830-8407

April 26, 2024

Dear Nevada System of Higher Education Board of Regents:

I am writing to urge your support for adding the Small Business & Entrepreneurship Skills Certificate at TMCC.

I was the lobbyist at the Nevada legislature for small business for 12 years, I coordinate a CEO organization in Reno, and I own a small business. I deal a lot with business owners! I have heard for years that finding qualified workers is an ongoing challenge.

TMCC is doing a great job of reaching out to local companies to learn what are their hiring needs. They have developed programs specific for companies like Tesla/Panasonic, as well as broader industries like hospitality and logistics. They are developing courses that are training students to find good paying, local jobs. They are also meeting the needs of the business community by continually updating their programs to adapt to our workforce needs.

This new short-term certificate program will equip students with skills in developing an entrepreneurial mindset, and how to write a small business plan that includes developing financial and marketing strategies. They can use this certificate as a standalone program or in combination with any degree or certificate program to add those skills to enhance their career success. This certificate is also good for someone working who wants to learn how to someday open their own business.

This program includes Fundamentals of Entrepreneurship, Financing your Small Business, Marketing for Small Business, and Entrepreneurship and Business Plan Development. These are all skills critical to managing and even owning a business.

I also encourage the Board to support the creation of the Bachelor of Applied Science in Applied Business Management

The BAS degree in Applied Business Management is a more comprehensive program that will allow students who already have skills in a technical or specialized subject area and has earned an associate degree to advance their management supervisory skills within business, industry, and governmental organizations, or to help them start their own business.

Program coursework will broaden the student's knowledge in applied business and management practices and will prepare them for supervisory and management positions. It will provide access to continuing education where, in many cases, a bachelor's degree path did not exist or was unattainable by a traditional transfer option.

Both of these courses will address the skills gaps that exist in our workforce, enhance workforce development for our area, and support small business and entrepreneurship.

Thank you for reading and for your service to our state.

Sincerely,

A handwritten signature in cursive script that reads 'Randi Thompson'.

Randi Thompson
CEO, Northern Nevada Network

12575 Overbrook Drive - Reno, NV - 89511

Bumblebee Blooms Flower Boutique, LLC

135 N. Sierra St, Ste A2
Reno, NV 89501
775-348-2799

Truckee Meadows Community College
700 Dandini Blvd
Reno, NV 89512

April 23, 2024

Dear Esteemed NSHE Board of Regents;

I am delighted to write to you today to express my unwavering support the *Skills Certificate for Small Business & Entrepreneurship* AND the *Bachelor of Applied Science, Applied Business Management* programs for TMCC.

Having the privilege of being a small business owner myself and being a member of the TMCC business advisory board, I have personally witnessed the transformative power of education in shaping individuals into dynamic professionals. These programs are designed to equip students with the essential skills and knowledge needed to excel in their careers, ultimately contributing to the growth and prosperity of our business community.

By nurturing a workforce that is well-versed in business management and entrepreneurship, these programs have the potential to elevate individuals into higher supervisory and managerial roles, or even inspire them to embark on their entrepreneurial journey. This not only benefits the students themselves, but also addresses the skills gap desperately needed within the vast business industries and governmental organizations, hopefully leading employers becoming more confident in their hiring processes, leading to a more innovative and prosperous business landscape.

In my experience as a former student of TMCC, I have seen firsthand the impact of a quality education on individuals and communities. I wholeheartedly believe that these programs are instrumental in shaping the future of our workforce and economy. I respectfully urge the Board of Regents to support and approve these programs, knowing that they will play a pivotal role in advancing our communities economic growth, while helping students to acquire the essential skills needed to enhance their career success and quality of life.

Thank you for taking the time to consider these vial programs.

With warm regards,

Katie S. Knapp
Owner/Managing Member

bumblebeeblooms@yahoo.com | www.bumblebeeblooms.biz