



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: May 2019)

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: November 13, 2019

Date of AAC Approval:
12-4-2019

INSTITUTION: Western Nevada College

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

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 checked="" type="checkbox"/> Associate of Applied Science (AAS) | <input 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): Apprenticeship

INCLUDED IN LAST NSHE PLANNING REPORT: Yes No
(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/page.php?p=planning>)

TOTAL NUMBER OF CREDITS TO PROGRAM COMPLETION: 60

PROPOSED SEMESTER/TERM OF IMPLEMENTATION: Fall 2020

Action requested (specify full program title):

Approval of the AAS Apprenticeship degree

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 AAS Apprenticeship is designed as a standalone degree for the skilled workforce or as a stackable credential for students in apprenticeship programs in the building trades. Students in a building trades apprenticeship program work through a series of eight courses focused on building trades; the degree provides an achievement benchmark and combines the professional training and

experience with general education components like soft skills in communication and human relations as well as mathematics. This degree will serve as a stackable pathway for students interested in pursuing WNC's planned BAS Organizational and Project Management Degree.

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

Proposed:

Upon completing the AAS Apprenticeship, students will:

- Achieve the WNC Student Learning Outcomes
- Identify, describe, and apply standards of the national standards associated with an apprenticeship pathway; either, electrical or plumbing.
- Serve effectively as an employee of a contractor in residential, commercial, and industrial building trades work settings

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

Proposed:

Academic program mission and goals provide a context for performance indicators and program outcomes provide a basis for evaluation for student learning. General education and program level outcomes are assessed and reported on an annual cycle to ensure all outcomes are addressed regularly and to support specific improvement actions. Program review is handled on a 5 year cycle per WNC policy (Program Assessment and Review Committee). Student learning outcomes will be assessed on a course by course basis within the program through the use of exams, quizzes, projects and writing assignments. The number of participants and graduates for this program will be monitored to support specific improvement actions.

D. Contribution and relationship of program objectives to

i. NSHE Master Plan / Strategic Goals

a. Access – *Increase participation in postsecondary education*

The degree is designed to combine apprenticeship programs with academic curriculum. Many students in the apprenticeship program have not set the goal of post secondary education. This degree, along with skills certificate and certificate of achievement provide an easy entrance to post secondary with several achievable milestones along the way. This scaffolding offers individuals who might not otherwise pursue a post secondary education a low risk entry point.

b. Success – *Increase student success*

WNC works closely with the apprenticeship organization to provide information regarding courses and degrees. The participants have access to all student support available to ‘traditional’ WNC students which may include: academic coaches, counseling services, faculty advisors, etc. The apprenticeship organization encourages academic participation and supports students on these pathways.

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

Participants in the apprenticeship program may seek opportunities in the skilled trades with a high school diploma or equivalent. Participants in the degree program will participate in placement assessments and enroll in appropriate English and math courses. Students placing in the co-requisite courses have access to all supports available in this new NSHE program.

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

The apprenticeship collaboration is directly tied to the workforce combining apprenticeship experiences while participants pursue academic courses. This degree approach supports OWINN’s goals as well as Governor Sisolak’s goal for economic development and building the skilled trades workforce.

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

N/A

ii. Institutional mission and core themes

WNC’s mission is: WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada. This program supports today and tomorrow’s workforce needs for Northern Nevada while preparing participants to contributing members of their communities.

WNC’s core themes are: Transfer Education • Professional Education • Lifelong Learning

This degree is directly connected to professional education through career preparation. Further, the program plan provides a stackable credential for the student to continue on to a BAS degree.

iii. Campus strategic plan and/or academic master plan

WNC’s strategic plan incorporates NSHE’s five strategic goals. These are addressed in D.i. above.

iv. Other programs in the institution

The AAS Apprenticeship and construction programs fall under the Division of Professional and Applied Technology. The mission of the PAT division is: WNC prepares students for professional and technical careers through transfer, professional, and lifelong learning programs. The specifics are outlined in i. and ii. above. The division continually seeks alignment of curriculum and curricular delivery with Nevada

v. Other related programs in the System

This degree is specifically designed to work with the ABC Apprenticeship program at WNC. It is not in conflict with other community colleges serving other trade-based apprenticeship programs.

E. Evaluation of need for the program

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

Statewide conversations with government and industry leaders provide need for an academic pathway for non-union apprenticeship participants

ii. Student population to be served

Participants in the building trades apprenticeship program who desire to achieve a post-secondary degree. WNC's current programs serve students in both Northern and Southern Nevada.

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

Industry partners and apprenticeship participants asked for the development and implementation of the degree program.

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

Existing apprenticeship pathways are sufficient to support this degree and add to stackable credentials. The general education components are already available through WNC both in person or online. Student will have access to this degree as soon as it is approved

v. The timetable, with dates, for implementation steps

WNC aims to begin marketing this degree during the spring and begin enrolling students in the degree as early as Fall 2020.

vi. If this or a similar program already exists within the System, what is the justification for this addition

No other community college works with the non-union apprenticeship program.

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

(https://www.nevada.edu/ir/strategic_plan.php?metric=spm4&mid=workforce_demand), including the supply/demand reports at <http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>.

As this program requires apprenticeship-based credit courses involving full-time employment, the program provides a clear pathway to subsequent employment. The workforce demand website lists occupational demand met by NSHE grads at 78.7%.

F. Detailed curriculum proposal

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

AAS Apprenticeship

<u>Fall 1</u>	<u>Units</u>
BTE or BTP 101	5
OSH 222	1
Communications	3
Human Relations	3
Any elective program requirement	3

<u>Spring 1</u>	
BTE or BTP 102	5
Math	3
Humanities or Social Science	3
General elective	3

Fall 2

BTE or BTP 103	5
Communications	3
Science	3
Any elective program requirement	3

Spring 2

BTE or BTP 104	5
US and Nevada Constitution	3

Remaining Apprentices Courses

BTE or BTP courses	10
Total	61

Note 1: The apprenticeship program requires 30 credit hours which must be taken over the course of three years.

Note 2: The BTE or BTP sequenced courses range from 101-108. Any of these courses apply to the BTE or BTP program requirements.

ii. Program entrance requirements

High school diploma or equivalent and participation in the ABC apprenticeship program.

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

Students must be accepted into the electrical or plumbing apprenticeship program. Students must maintain a C- grade point average to graduate. Students may be directed to enroll in the co-requisite math and English courses if WNC assessments indicate those courses as best for student success. Distribution of subjects and units outlined below.

**Apprenticeship
Associate of Applied Science**

TOTAL REQUIREMENTS (60 UNITS)

Program Requirements 36 units

OSH 222 – General Industrial Safety or OSHA 10 Card 1

Choose 30 units from the following - select Building Trades Electrical (BTE) OR Building Trades Plumbing (BTP):

BTE 101 Building Trades Electrical I	5
BTE 102 Building Trades Electrical II	5
BTE 103 Building Trades Electrical III	5
BTE 104 Building Trades Electrical IV	5
BTE 105 Building Trades Electrical V	5
BTE 106 Building Trades Electrical VI	5
BTE 107 Building Trades Electrical VII	5

BTE 108 Building Trades Electrical VIII	5
OR	
BTP 101 Building Trades Plumbing I	5
BTP 102 Building Trades Plumbing II	5
BTP 103 Building Trades Plumbing III	5
BTP 104 Building Trades Plumbing IV	5
BTP 105 Building Trades Plumbing V	5
BTP 106 Building Trades Plumbing VI	5
BTP 107 Building Trades Plumbing VII	5
BTP 108 Building Trades Plumbing VIII	5

Choose 5-6 units from the following:

- Any Accounting courses
- *Any Building Trades Electrical courses
- *Any Building Trades Plumbing courses
- Any Business courses
- Any Finance courses
- Any Management courses
- Any Entrepreneurship courses

*courses not use in above 30 credit requirements

General Education	24 units
English/Communications Requirement	6
<i>Must include a three-credit writing course.</i>	
Human Relations Requirement	3
Humanities/Social Science Requirement	3
Mathematics Requirement	3
Science Requirement	3
U.S. and Nevada Constitutions Requirement	3
General Elective	3

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

NA

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

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)

November 15, 2019

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

Review and approval by WNC Curriculum Committee and Vice President for Instruction and Institutional Effectiveness

I. Readiness to begin program

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

Bachelor's and masters qualified faculty with sufficient experience in professional applied areas lead the program and manage adjunct instructors supporting the program. Existing faculty supporting the certificate program are sufficient to support the required offerings

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

Existing college faculty, industry partners, and adjunct recruitment are sufficient to staff required courses.

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

Addition of the degree to the Professional and Applied Technology division will strengthen the Construction Management BAS and serve as a pathway to the proposed BAS in Organizational and Project Management.

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

J. Resource Analysis

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

The Construction Management AAS program review was completed during spring of 2019 as part of the Technology Degree program within the PAT division. This addition is consistent with recommendations to grow the program and provide trade specific alternatives for students in the AAS degree pathway. Further, this program supports the applied technology aspect of the division.

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 6.4

3rd Fall semester 8

5th Fall semester 16

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

Projected FTE was calculated by taking the number of students for the fall semester, assuming they enroll in 12 credits, and dividing by 15 to calculate full-time equivalent.

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

1st Fall semester 8

3rd Fall semester 10

5th Fall semester 20

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

Current participation students in the apprenticeship program and survey of interest for a degree track

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

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

The space required for the training/apprenticeship components of the program are already secured through annual agreements between WNC and apprenticeship partner organization. This includes approximately 6000 square feet of technical training space with no additional special requirements or modifications. Use of this space will not affect present programs.

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

None

- iii. **Existing and additional equipment required**

None

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

Library and learning support meet accreditation standards. All student services areas and student support resources are not at capacity and have room to grow.

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**

All student support required for this program is currently in available with sufficient access in person or online.

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

The implementation of this program will not affect services for the rest of the student body beyond providing an additional pathway to employment

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**

NA

- ii. **Consultant’s summary comments and recommendations**

- iii. **Summary of proposer's response to consultants**

O. Articulation Agreements

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

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

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

Required apprenticeship courses in building trades electrical are not offered for credit at other NSHE institutions. Students may transfer general education credits to other institutions.

Summary Statement

The current discussions on apprenticeship programs in the state focus not only on employment training and opportunities but also on pathways for students to earn credits, credentials, and degrees. Recent communications from the Nevada Governor's Office have emphasized this focus on pathways to credentials. Further, with the unemployment rate in the state at a historic low, the combination of employment opportunity with academic credentialing pathways fits a distinct need. WNC's enrollment in apprenticeship programs has increased each year for the past three years. Since 2013, student demand for apprenticeship opportunities with WNC has increased. WNC's current programs serve students in both Northern and Southern Nevada. This degree will provide an entry level pathway for students interested in careers in building trades, construction, and management

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: Western Nevada College		Program: AAS Apprenticeship					
I. PLANNED STUDENT ENROLLMENT							
Note: Enrollment numbers (A + B) for each fiscal year should match the FTE/Headcount numbers in the Academic Program Proposal Form (Sect. I.ii.).	FY 1: FY __20__		FY 3: FY __22__		FY 5: FY __24__		
	FTE	Headcount	FTE	Headcount	FTE	Headcount	
	A. New enrollments to the Institution						
B. Enrollments from Existing Programs	6.4	8	8	10	16	20	
II. REVENUE							
	FY 1: FY ____		FY 3: FY ____		FY 5: FY ____		
	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request							
2. Institution Funds		\$10,488		\$13,110		\$26,220	
3. Federal (e.g. grant, appropriation)							
4. New Tuition Revenues (registraration fee) from Increased Enrollments*							
5. Other Student Fees (associated with the program)*							
6. Other (i.e., Gifts)							
Total Revenue	\$0	\$10,488	\$0	\$13,110	\$0	\$26,220	
Note: Total Revenue (Section I) should match Total Expenditures (Section III)							

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 __20__		FY 3: FY __22__		FY 5: FY __24__	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		0	0.6	0	0.75	0	1.5
	Faculty						
	Adjunct Faculty		0.6		0.75		1.5
	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							
3. Adjunct Faculty			\$9,600		\$12,000		\$24,000
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel							
8. Fringe Benefits							
9. Other:							
	Total Personnel Costs	\$0	\$9,600	\$0	\$12,000	\$0	\$24,000

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 ____		FY 3: FY ____		FY 5: FY ____	
		On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures							
1. Travel							
2. Professional Services							
3. Other Services							
4. Communications							
5. Materials and Supplies			\$888		\$1,110		\$2,220
6. Rentals							
7. Marketing materials and Advertising							\$0
8. Miscellaneous							
Total Operating Expenditures		\$0	\$888	\$0	\$1,110	\$0	\$2,220

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 ____		FY 3: FY ____		FY 5: FY ____	
		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	\$10,488	\$0	\$13,110	\$0	\$26,220
Note: Total Expenditures (Section IIIA-C total) should match Total Revenue (Section I)							

Budget Notes (optional):

This program offers student a degree pathway using current building trades (apprenticeship) classes and general education classes. There are no new resources needed.

Enrollments are based on existing students taking the BTE or BTP classes who are likely to declare this degree.

Costs for FY20 = 2 adjuncts x 6 credits x \$800/credit = \$9,600 (FTE 0.05/cr x 12 cr)

Costs for FY22 = 3 adjuncts x 5 credits x \$800/credit = \$12,000 (FTE 0.05/cr x 15 cr)

Costs for FY24 = 6 adjuncts x 5 credits x \$800/credit = \$24,000 (FTE 0.05/cr x 30 cr)

FTE based on WNC part-time faculty workload formula.

Tuition was calculated at \$109.25 per credit.