



ACADEMIC PROGRAM PROPOSAL FORM

(Revised May 2014)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis, or new degree program.

DATE SUBMITTED: 10/20/2014

Date of AAC Approval:

April 1, 2015

INSTITUTION: TMCC

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): Associate of Applied Science (AAS)

MAJOR (i.e. Animal Science): Culinary Arts Entrepreneurs

EMPHASIS (i.e. Equine Studies): n/a

CREDITS TO DEGREE: 60

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2015

Action requested:

Approval of a new AAS in Culinary Arts Entrepreneurs at TMCC.

A. Brief description and purpose of proposed program

This Culinary Arts Entrepreneurs AAS degree will provide graduates with the necessary business skills to open their own business and/or work in a management capacity at a food-related small business. Individuals will learn the skill sets necessary to work in and operate culinary facilities. They will learn aspects related to business, people, and culinary which will allow them to achieve success in a wide range of different food operations.

B. Statement of degree or program objectives

First objective: Students completing this degree will demonstrate basic and advanced culinary skills through a series of learned competencies including but not limited to knife care, cutting techniques, stock preparation, complete meal planning, and restaurant experience.

Second objective: Students completing this degree will demonstrate the knowledge to work in commercial hot food kitchens, commercial cold food kitchens, and commercial bakery kitchens.

Third objective: Students completing this degree will develop a business plan, including the creation, development and presentation of innovative ideas.

C. Plan for assessment of degree or program objectives

First objective assessment: Individual mastery of the competencies is assessed by professional instructors on a scale of zero (0) through ten (10) with 0 being unskilled and 10 being highly skilled. Skill levels are documented throughout each course on a competency sheet.

Second objective assessment: Course-specific pretests will measure the student's level of knowledge upon entering each culinary course. Post-tests at the end of each course will measure the increase in student's knowledge base.

Third objective assessment: Skills involved in creation and development of a fundable business plan will be measured by an aggregate of course learning outcomes.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

This certificate will be assessed using the Course Assessment Report (CAR) in conjunction with the standards set forth at TMCC.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The Nevada Board of Regents initiated a strategic planning process to sharpen the focus of its current master plan, Building Nevada's Future: A Master Plan for Higher Education in Nevada. The Board set student success as its primary goal, that is graduating more students with meaningful degrees and certificates, thus positioning the graduates for fulfilling and productive careers and positioning the State with an educated citizenry required for supporting and maintaining economic development and diversification. Within this master plan there are four initiatives. This new culinary arts and entrepreneurship AAS degree supports the third initiative that of "Continuous Review and Revision of Programs to Support Innovation and Responsiveness". Within initiative three, we are "developing new degree and certificate programs to provide students with career and technical options consistent with current and forecasted economic development and workforce goals of the state". This AAS degree will provide entrepreneurs interested in culinary arts with a solid level of skills that will make them employable in the food service industry and provide them with a baseline of skills for creating their own culinary establishment.

ii. Institutional mission

Our new program supports TMCC's institutional mission that of "promoting student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community". This new program supports the mission by offering any student with a desire to expand their knowledge in the areas of culinary arts and entrepreneurship an opportunity to learn and grow.

iii. Campus strategic plan and/or academic master plan

This new degree supports TMCC's Core Theme II that of "academic excellence". It does this through objective 3 of Core Theme II, academic excellence, which is to "meet workforce educational needs in the service area". Through this new degree combination of Culinary Arts and Entrepreneurship, we provide students with a new skill set in the service area of culinary entrepreneurship.

iv. Department and college plan

The Culinary Arts and School of Business (which houses the entrepreneurship programs) support workforce develop both at a student level and community level by creating this new degree in culinary arts and entrepreneurship.

v. Other programs in the institution

n/a

vi. Other related programs in the System

At this time there are no other related programs, that specifically combine culinary arts and entrepreneurship. However, UNR and UNLV do offer an entrepreneurship minor within the School of Business for their BS degrees. Great Basin offers an AAS degree in Business Administration with an entrepreneurship emphasis. In addition, the College of Southern Nevada (CSN) offers an achievement certificate and an AAS degree for culinary arts.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

There seems to be numerous culinary students who want to start their own business whether it be as a bakery, coffee shop or restaurant. On the flip side many of our entrepreneurship students have business ideas about starting a restaurant, donut shop or food truck. By combining the two disciplines, we give the students an opportunity to learn in both fields. This interdisciplinary approach provides students with necessary training and knowledge in both the culinary arts and entrepreneurship disciplines.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

Driven by a stronger economy and historically high levels of pent-up demand among consumers, restaurant-industry sales are expected to hit a record high of \$683.4 billion in 2014. Although this will represent the fifth consecutive year of real growth in restaurant sales, the gains remain below what would be expected during a normal post-recession period due to a range of challenges. However, the restaurant industry will remain the nation's second-largest private sector employer with a workforce of 13.5 million. (<http://www.restaurant.org/News-Research/Research/Forecast-2014>)

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

N/A

iv. Evidence of employment opportunities for graduates (state and national)

The National Restaurant Association expects eating-and-drinking places to add jobs at a solid 2.8 percent rate in 2014, a full percentage point above the projected 1.8 percent gain in total U.S. employment.

The restaurant workforce grew at a robust rate in 2013, keeping the industry among the economy's leaders in job creation. Eating and drinking places added jobs at a strong 3.3 percent rate in 2013 outpacing total US employment which grew at 1.6 percent.

While every state is expected to see their restaurant industry workforce expand during the next decade, states in the southern and western regions of the United States will continue to lead the way in 2014. Arizona and Texas are projected to set the pace with restaurant-and-foodservice.

job. growth above 15 percent between 2013 and 2023. Florida (15.0 percent), Nevada (14.7 percent) and Georgia (14.4 percent) are also expected see their restaurant employment base expand at rates well above the national average during the next 10 years. (http://www.restaurantnewsresource.com/article75901National_Restaurant_Association_s_____Restaurant_Industry_Forecast_Reveals_Economic__Workforce_and_Consumer_Food_and_Technology_Trends.html)

v. Student clientele to be served (Explain how the student clientele is identified)

The student clientele will be those students already or thinking about enrolling in the culinary arts program and school of business. Specifically within the school of business we will focus on students enrolled in our existing entrepreneurship programs but will reach out to all business students. We will also reach out to TMCC high school students and coordinate with their Future Business Leaders of America (FBLA) student groups. In addition, we will be reaching out to tech prep here at TMCC in the hopes of identifying students at the high school levels enrolled in their entrepreneurship programs, who might want to continue their education here at TMCC.

G. Detailed curriculum proposal

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

At this point there are no new courses to be developed. The existing course plan will be completed over a four semester duration and are as follows:

Suggested Course Sequence

First Semester	Course #	Credits
Emphasis	CUL 100	2
Mathematics	CUL 245	3
Communications	ENG 101	3
Emphasis	ENT 200	3
Human Relations	MGT 212	3
	Total	14

Second Semester:

Emphasis	CUL 105	3
Emphasis	ENT 240	3
Emphasis	CUL 106	6
Emphasis	CUL 295 OR MGT 290	1 (all students take 1.0 credit)
Emphasis	ENT 280	3
	Total	16

Third Semester:

Emphasis	BUS 107	3
Emphasis	ACCT 201	3
Diversity		(3)
English	ENG 102	3
Fine Arts/Humanities/ Social Science	MGT 201	3
Emphasis	IS 101	3
	Total	15

Fourth Semester:

Emphasis	CUL 125	3
U.S. & Nevada Constitutions		3
Emphasis	ECON 102 or 103	3
Emphasis	ENT 230	3
Science		3
	Total	15

Program Total = 60

ii. Program entrance requirements

The program entrance requirements will be that of TMCC's standard policies. All new, degree-seeking students must complete the required Steps to Enroll: take the ACCUPLACER Placement Test, and attend Academic Advisement's Student Orientation, Advising, and Registration(SOAR). For a student to be enrolled in this degree program they must be a graduate of a high school or its equivalent (certificate of attendance is not equivalent to high school graduation); or be a qualified international student.

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

For the Associate of Applied Science (AAS) in Culinary Arts Entrepreneurs a total of 60 credit hours must be completed.

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

N/A

v. Evidence of approval by appropriate committees of the institution

See attached Curriculum, Assessment and Programs committee (CAP) report.

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

Culinary Arts:

TMCC has two seasoned culinary chefs. Karen Cannan is a professor of culinary arts who currently is the Culinary lead in the program. Along side her is chef Craig Rodrigue who recently became a full time instructor at TMCC.

Entrepreneurship

In the entrepreneurship program, we have full time instructor Nancy O'Neal who is the program lead as well as two outstanding LOA instructors. Rod Hosilyk is a serial entrepreneur who has taught at numerous educational instirtues including Pepperdine and UNR and has started and lead numerous business endeavors as well. Rick Normington comes to us after retiring as the Dean of the Business school at Sierra Nevada College (SNC) in Incline Village.

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

This new programs support's TMCC's philosophy of having 'workforce' ready students. Students who once they leave TMCC are trained and capable of working in the culinary and entrepreneurship fields.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

See (i) above in terms of faculty. At this point no additional space or curricular changes will be needed. We have existing culinary space and classrooms.

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

N/A

v. Organizational arrangements that must be made within the institution to accommodate the program

None at this time.

I. Resource Analysis

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

At this time no additional funds are needed.

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 10

3rd Fall semester 11

5th Fall semester 12

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

Currently there are 175 students in the culinary arts program. In the entrepreneurship program there are 20. These numbers reflect students actively enrolled and taking classes this semester. So we assumed 20% of the total students out of 195 would sign up for the program. That leaves us with 39 students. We considered a full-time load as 12 credits to calculate FTE as [unduplicated headcount x3]/12 credits. We then assumed an increase of 10% of student signups from Year 1 to Year 3 and another 10% increase from Year 3 to Year 5.

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

1st Fall semester 39

3rd Fall semester 43

5th Fall semester 48

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

Currently there are 175 students in the culinary arts program. In the entrepreneurship program there are 20. These numbers reflect students actively enrolled and taking classes this semester. So we assumed 20% of the total students 195 would sign up for the program. That leaves us with 39 students. We then assumed an increase of 10% of student signups from Year 1 to Year 3 and another 10% increase from Year 3 to Year 5.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

Attached.

J. 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

At this point we don't expect to need any additional classroom space for the entrepreneurship program. In terms of culinary arts we have the required kitchen space necessary.

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

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

We will work with the culinary and business advisers to inform them of the new combined degree and certificate program. There should be minimal effects on the rest of the student body since the majority of the students in the program will be existing entrepreneurship or culinary students initially. If the program expands, then additional resources may be required.

L. 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

None

ii. Consultant's summary comments and recommendations

None

iii. Summary of proposer's response to consultants

None

M. Articulation Agreements

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

None

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)

N. Summary Statement

One goal of the entrepreneurship program is to create an "ecosystem" of entrepreneurship throughout the college. We are hopeful that this partnering of entrepreneurship with the culinary program kicks off that philosophy which becomes embedded in TMCC's learning philosophy. With the projected growth in Reno's population we believe this program will be an asset for helping students secure restaurant related jobs to help them evolve and grow within the food services industry.

DIRECTIONS: Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

STUDENT FTE	Year 1: <u>10</u>				Year 3: <u>11</u>				Year 5: <u>12</u>			
	Section A.				Section B.				Section C.			
	Year 1/Start-up				Year 3				Year 5			
	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE	Existing ¹	New ²	Total	FTE
PERSONNEL												
Faculty (salaries/benefits) ³	60,265	0	60,265	0.0	62,073	0	62,073	0.0	63,935	0	63,935	0.0
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Personnel Total	\$60,265	\$0	\$60,265	0.0	\$62,073	\$0	\$62,073	0.0	\$63,935	\$0	\$63,935	0.0
OTHER RESOURCES												
Library Materials (printed)	0	0	0		0	0	0		0	0	0	
Library Materials (electronic)	0	0	0		0	0	0		0	0	0	
Supplies/Operating Expenses	0	0	0		0	0	0		0	0	0	
Equipment	0	0	0		0	0	0		0	0	0	
Other Expenses	5,000	0	5,000		0	0	0		0	0	0	
Other Resources Total	\$5,000	\$0	\$5,000		\$0	\$0	\$0		\$0	\$0	\$0	
PHYSICAL FACILITIES												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
Physical Facilities Total	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
TOTAL	\$65,265	\$0	\$65,265		\$62,073	\$0	\$62,073		\$63,935	\$0	\$63,935	
	↓				↓				↓			
Section B.	Amount %				Amount %				Amount %			
EXPLANATION OF "NEW" SOURCES²												
Tuition/Registration Fees		0				0				0		
State Support		0				0				0		
Federal Grants/Contracts		0				0				0		
State Grants/Contracts		0				0				0		
Private Grants/Contracts		0				0				0		
Private Gifts		0				0				0		
Other (please specify)		0				0				0		
TOTAL		\$0	0.0%			\$0	0.0%			\$0	0.0%	

¹Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

²Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

³Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

EXPLANATION (Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding):

Please see explanation next page.

Explanation

Currently there are 175 students in the Culinary Arts program. In the entrepreneurship program there are 20. These numbers reflect students actively enrolled and taking classes this semester, so we assumed 20% of the 195 students would enroll in this new program. That leaves us with 39 students/15 credits equals 2.6 FTE first year.

We then assumed a 10% increase from Year 1 to 3 and a 10% increase from year 3 to 5.

We hope that the new program will take off and FTE and headcount will increase. Know that we are being very conservative in our numbers at this point in time because we simply do not know what will happen. Currently in Reno there are numerous entrepreneurship groups which offer training and educational services. Groups like EDAWN, Entrepreneurship Assembly, SCORE, UNR, SBDC and Adams Hub in Carson City. All of these sources and more are available to the community and existing students.

Here at TMCC we are trying to grow our entrepreneurship program believing that opportunities exist for the program to grow based on projected growth in Reno's economy due to large companies moving here like Tesla and SWITCH just to name a few. We have looked internally at existing disciplines where students might be motivated to start their own business. The Culinary Art program has a large and active student population. Our belief is that there are students in the Culinary Arts that want to take a risk and develop their own culinary business. How many students? We don't know. But with the projected growth in the economy we see an opportunity.

With that said we also hope to partner with other TMCC disciplines like massage and possibly some from Jim New's areas to create other combined entrepreneurship disciplines.

In terms of numbers:

Existing Salaries, we assumed 30% of salary and benefits for three existing personnel and included one LOA salary of approximately \$2100.

The three personnel were Nancy O'Neal, Karen Cannan and Craig Rodriguez

We assumed a 3% increase in salary/benefits every other year.

Other expenses: We assumed \$5000 for marketing costs.