



2020-21 CAPITAL OUTLAY

State Goals and Drive to 55

Victoria Harpool

Assistant Executive Director for Academic Affairs

Victoria.harpool@tn.gov

Capital Outlay Evaluation Criteria

- **Linked to state goals at outlined in the 2015-2025 THEC Master Plan, CCTA, and the Drive to 55**
 - Increasing degree production (quantity and quality)
 - Enhancing research and/or workforce development
 - Addressing education and workforce needs
 - If applicable, emphasizing OBF Focus Populations
 - Low Income
 - Adults, age 25 and over
 - Academically Underprepared (Community Colleges Only)

2020-21 Capital Outlay Scoring Criteria

Prioritization Criteria

Criteria	Points	Points
	<i>4 Yr, 2 Yr &, non-Formula Units</i>	<i>TCATs</i>
1. State Goals and Drive to 55	22	28
2. Strategic Plan & Campus Master Plan	18	18
3. Project Description & Impact on Campus	28	28
4. Space Needs	24	26
5. External Funding	8	0
TOTAL	100	100

2020-21 Capital Outlay Scoring Criteria

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Criteria	Points <i>4 Yr, 2 Yr &, non-Formula Units</i>	Points <i>TCATs</i>
1.1 State Goals	6	10
1.2 Institutional Mission	6	6
1.3 Academic Program	6	8
1.4 Enrollment Data	4	4
TOTAL	22	28

- All project types impact state goals – institution should link the requested project to state goals

State Goals and Drive to 55

- **1.1 State Goals**

- **A. Increasing the educational attainment levels**

- Demonstrate how the capital project supports the goal of “increasing the education attainment levels of Tennesseans.”

- Quantity, efficiency, or quality of completers

- **B. Economic and Workforce Development**

- Demonstrate how the capital project advances the state’s economic and workforce development goals.

- How project linked to workforce needs?
 - How project support development of the community?

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- **1.2 Institutional Mission**
 - **C. Alignment of Mission and Project**
 - Demonstrate alignment between the institutional mission and the capital project.
 - **D. Advancement of the Strategic Plan**
 - Describe how the capital project advances the institution's strategic plan.
 - Appendix A1 Institutional Mission Profiles

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- **1.3 Academic Program**
 - **E. Academic Programs Served by the Capital Project**
 - Describe academic programs directly served by the project. (If general education is served, be as specific as possible)
 - **F. Academic Programs and Credential Production**
 - Describe how the project will affect academic programs.
 - Unique program strengths to be enhanced
 - Expand quantity, efficiency or quality of completers
 - If the project expands the number of credentials, provide detail of how additional students will be recruited.

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- 1.4. Enrollment Data

- A. Enrollment Data Worksheet

- Complete 1.4 Enrolment Data Worksheet for programs **directly** served by the academic programs affected by the proposed capital project.

Academic Program Information - EXAMPLE							
Academic Program:	Marketing						
Degree:	BBA						
10 Digit CIP Code:	35.25.1401.00						
Academic Program Data	AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
FTE Faculty	8	8	9	9	10	10	10
Fall FTE Enrollment - On Ground	50	56	64	68	72	76	77
Fall FTE Enrollment - Online	19	21	24	26	27	28	28
Graduates	63	70	80	85	89	95	100

It is acceptable to combine data ONLY if the program is at the same degree level AND has the same 10 Digit CIP code.

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- 1.4. Enrollment Data (cont.)
 - B. Total FTE Supported by Capital Project
 - Describe the number of students or program participants who will **directly or indirectly** be served.
 - FTE supported by the project
 - Number of majors in the programs associated with the project
 - Number of students impacted by the projected research
 - Number of program participants affected by non-formula projects
 - If different than what in 1.4 Enrollment Data, explain.

THEC  TSAC