2016

TENNESSEE'S COMMUNITY COLLEGES

2016-2025 Operational Plan

THE TENNESSEE BOARD OF REGENTS OFFICE OF COMMUNITY COLLEGES

Table of Contents

Introduction **3**
- **Historical Background** **3**
- **Organizational Chart** **4**
- **Funding Model** **4**
- **Governance and Accountability** **4**

Mission **5**

Vision **5**

TBR 2015-2015 Strategic Plan Key Priorities **5**
- **Access** **5**
- **Student Success** **5**
- **Quality** **6**
- **Resourcefulness & Efficiency** **6**

TBR Office of Community Colleges Operational Plan **7**
- **System Management Focus** **7**
  - Curriculum and Program Alignment 7
  - Administrative & Operational Efficiency 8
  - Statewide Planning for Economic & Workforce Development 8
- **OCC Initiative Alignment with TBR's Key Priorities** **8**
  - TBR Key Priority Support: Access 8
  - TBR Key Priority Support: Student Success 9
  - TBR Key Priority Support: Quality 10
  - TBR Key Priority Support: Resourcefulness & Efficiency 11

Critical Resource Needs **14**

References **16**

Appendix **17**

Introduction

The Tennessee Board of Regents' [TBR] Office of Community Colleges has been in existence since November 2011. Guided by the Complete College Tennessee Act of 2010, the office was established to offer centralized leadership and support for the creation of a comprehensive community college system. Over the past four years, the office has provided the required leadership and support in the areas of curriculum, administration, and policy to advance the efforts for a more cohesive and efficient framework for the state's thirteen community colleges. While the Complete College Tennessee Act of 2010 [CCTA] provide much of the strategic and operational guidance for the TBR Office of Community Colleges, the duties and responsibilities of the office have evolved over time, and now call for the development of a multi-year operational plan. This plan, which has also been informed by a TBR constituent feedback assessment led by the Center for Organizational and Human Resource Effectiveness at Middle Tennessee State University, has been created to align the office's projects with the CCTA, the Governor's Drive-to-55 Plan, and the TBR Strategic Plan. This plan will also provide transparency and clarity to all stakeholders regarding the office's mission, vision, and initiatives, which are all designed to ensure the efforts of alignment remain effective and accountable.

The TBR Office of Community Colleges [OCC] Operational Plan serves as an instrument of historical reference and future direction. The historical context highlights the jurisdictional construct that inform past, current, and future initiatives. The operational plan, in support of the TBR Strategic Plan, also articulates the established goals of each initiative, which includes measurable outcomes when applicable. The plan does not capture the details of daily decision-making responsibilities, but does provide some context for how decisions by the Office of Community Colleges are authorized within the TBR policy framework.

Historical Background

The original guidance for the establishment of the TBR Office of Community Colleges comes from the Complete College Tennessee Act of 2010. Within Section 8 of Public Chapter Number 3 from the First Extraordinary Session, the Bill instructs TBR, in consultation with the Tennessee Higher Education Commission to "establish a comprehensive statewide community college system", consisting of "coordinated programs and services". This system would "transition" the state's thirteen "independently managed institutions to a comprehensive state wide community college system managed as a unified system", which would require a formal plan for transition. Within Section 8, the Bill required the plan to make use of "block scheduling and cohort programming", which would support the development of "structured degree programs that incorporate fixed course offerings that meet the requirements for the degree being offered on a pre-determined schedule". The Bill required the plan to explore "mutually beneficial" strategies to improve the two-way transition between the Tennessee Colleges of Applied Technology and the community colleges for students. Finally, the Bill required the identification and implementation of service consolidation and process standardization "to improve efficiency and effectiveness in all functional areas".

The need for system management of the state's community colleges to operate in a comprehensive manner required an entity to carry out these duties from a level of governance and legitimate authority. The TBR senior staff commissioned the National Center for Higher Education Management Systems in 2010 to develop an action plan for system-level management (Jones & McGuinness, 2010). The recommendations from the action plan included the establishment of an Office of Community Colleges,

led by a Vice Chancellor of Community Colleges, along with a few essential direct reports to begin the work of developing the state's desired framework for the community colleges. The Vice Chancellor for Community Colleges position was occupied in November 2011, with three direct reports joining the staff in 2012, along with an Associate Director of Community College Marketing and Communications that joined the Chancellor's staff. Additional staff members joined the Office of Community Colleges, which included two Associate Vice Chancellors, a Perkins Grant Coordinator, and an Administrative Assistant. Currently, there are nine administrators within TBR directly responsible to the management of the state's community college system, supported indirectly by several other administrators within TBR.

Organizational Chart

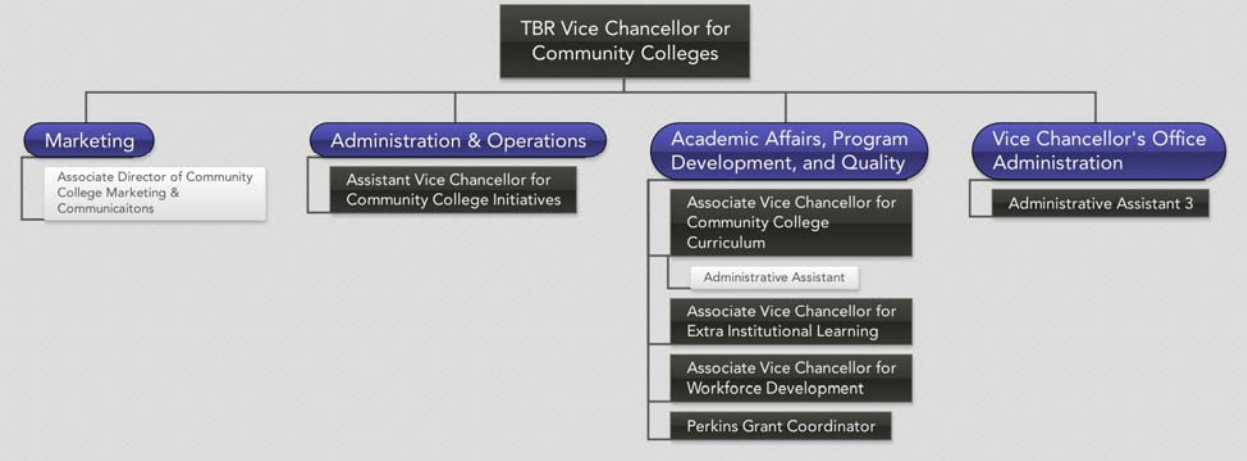

Figure 1: TBR Office-Level Organizational Chart for the Office of Community Colleges

Funding Model

The establishment of the TBR Office of Community Colleges required a modification to the system office appropriation model to absorb the cost of personnel and operations. The funding model, based on NCHEMS staffing recommendation, established a set percentage of the total state appropriation for the community colleges to fund the Office of Community Colleges.

Table 1: Annual Funding for the TBR Office of Community Colleges

Year	OCC Funding
FY 2012/13	$633,000
FY 2013/14	$1,044,000
FY 2014/15	$1,038,000
FY 2015/16	$1,692,000

Governance and Accountability

The TBR Office of Community Colleges operates within the organizational structure of the TBR system office. The Vice Chancellor for Community Colleges reports directly to the TBR Chancellor. The chancellor is responsible for guiding the TBR system in accordance with the board's direction and for managing the TBR system office in a manner consistent with the system office's mission and vision.

Operational responsibilities and processes include day-to-day management of the system and the central office; board coordination, communication and logistics; presidential searches; and dealing with the media and the general public, including handling complaints and general information requests. The chancellor's office provides day-to-day management of the system and the central office. It coordinates board activities, including meetings and conference calls, and handles board communications and logistics. It oversees presidential searches. And it handles media and public relations. At the system level the chancellor directly oversees the presidents of TBR's six universities and 13 community colleges, as well as the Vice Chancellor of the Tennessee Colleges of Applied Technology who manages 27 campus directors. At the system office level, he oversees the work of the vice-chancellor for academic affairs, the vice-chancellor for access and diversity, the vice-chancellor for administration and facilities development, the vice-chancellor for business and finance, the vice-chancellor of community colleges, the general counsel, the chief information officer, the vice-chancellor for colleges of applied technology, and the director of communications. His administrative staff consists of the executive assistant to the chancellor. He also oversees, with the general counsel, the executive assistant to the general counsel.

Mission

The TBR Office of Community Colleges is the central management resource for the creation of the Tennessee community college system, in order to operate as a unified system with individual campuses, teaching centers and teaching sites necessary to maximize the effectiveness of the system in enhancing student success and increasing the numbers of college degrees held by Tennesseans.

Vision

The Office of Community Colleges, working with Tennessee's Community Colleges, strives to make significant changes to allow more Tennessee citizens to realize academic awards that lead to occupations that can support the graduate and her/his family.

TBR 2015-2015 Strategic Plan Key Priorities

Access

To fulfill its mission of service and outreach to all Tennesseans, the Tennessee Board of Regents System strives to increase the number and diversity of students it serves. The TBR System will broaden opportunities for those who wish to develop their professional skills, enrich their lives and engage in the workforce of the future. It will engage those who have been historically underrepresented and underserved in their pursuit of post-secondary credentials at all levels. The TBR System will seek to ensure that every prospective student has the opportunity to enroll in its universities, community colleges or colleges of applied technology.

To meet the capacity requirements of this growing number of award-seeking students, TBR institutions will optimize gateways to higher learning through the effective use of technology, the promotion of learning partnerships within TBR and across the state, and the development of campus sites.

Student Success

Increasing the number of citizens with diplomas, certificates, and degrees is a critical focus area for the TBR System and the state. Fostering student persistence to completion enhances the growth of existing

businesses, the ability to attract high paying industries, the enrichment of strong communities and the future quality of life for each student. The TBR System will structure credential and degree programs so that students may successfully graduate in a timely and cost-effective manner. TBR will build and nurture partnerships with Tennessee secondary schools to enhance student preparedness and early college credit opportunities. The TBR System will focus on student persistence through intrusive personal advisement and technology-based architected choice systems that lead to an experience of community and inclusion. Undergraduate and graduate students will be provided with guided research and real world learning opportunities. By aligning degree pathways within and between TBR institutions as well as awarding credit for life experience, the time to degree will be accelerated for all learners, especially returning students and those seeking advanced degrees. To further foster student success, the TBR System will explore, develop and apply new technologies and technology-based delivery methods to enhance teaching, research, service and student achievement.

Quality

To achieve excellence in all areas of our collective mission, the TBR System must provide high quality academic programs, faculty, services and facilities at all levels. The TBR System will sustain academic rigor and be committed to continuous quality improvement processes to help students acquire and retain the knowledge, skills and abilities they need to become creative employees, dynamic leaders and conscientious citizens. Recognizing the quality expectations of a global marketplace and society, TBR System institutions, their faculty and their students will cultivate forward-looking research, explore creative expression in the arts and engage in public service activities that aspire to world-class standards.

The quality of academic programs will be measured by student performance and assessment as well as accreditation and formal review procedures. Quality assurance will be sustained through ongoing professional growth opportunities, integrated institutional effectiveness activities, and regular satisfaction responses from TBR graduates and employers. Together these processes will promote initiatives for continuous quality improvement of learning objectives, teaching and assessment of student achievement.

Resourcefulness & Efficiency

The Tennessee Board of Regents Systems seeks to achieve its mission through innovation and judicious use of resources. The Tennessee state government has placed higher education in the spotlight through the Complete College Tennessee Act, the TN Promise Act and the governor's Drive to 55 agenda. The TBR seeks to elevate the priority of higher education so that there will be full support of the funding formula and increases in state appropriations. TBR institutions will seek to identify alternate revenue enhancements and efficiently use their resources in order to sustain quality and provide access for a growing number of students.

The TBR System and its institutions are committed to continuously identifying additional financial resources through alumni giving, endowments, foundations and private fund-raising. Other external sources such as federal, state, and local governments plus business and community partnerships will also be targeted to provide further financial support for operations, research, equipment and construction.

Priority Strategies such as the community college statewide marketing effort, the community college business process model, the TCAT capacity project and the system-wide common data repository

initiative all promote cost-effectiveness and proficiency. As such, the TBR System is dedicated to improving operational efficiencies such as those, which are key elements of its completion initiative.

TBR Office of Community Colleges Operational Plan

The TBR Office of Community Colleges Operational Plan aligns with the priorities of the TBR Strategic Plan, and is guided by the Complete College Tennessee Act of 2010 and the Governor's Drive-to-55 Plan. The plan focuses on three areas of management necessary to continue the development of the Tennessee community college system: curriculum and program alignment, administrative/operational efficiency, and statewide planning for workforce and economic development.

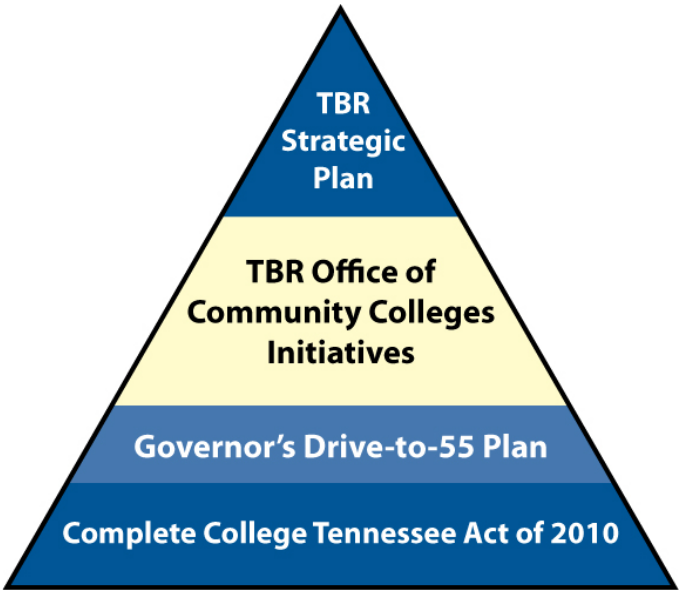

Figure 2: Foundational Diagram of OCC Guidance

System Management Focus

Curriculum and Program Alignment

The development of a comprehensive community college system requires the academic infrastructure to have the capacity necessary to effectively and efficiently serve the needs of students in like manner across the state, and also be collectively responsive to the changing needs of external stakeholders [four-year institutions, employers, etc.]. Several initiatives have been launched through the OCC to begin the redesign process for centrally managing, or guiding, course inventory, program development, and academic quality. These initiatives support the long-term goal for the community college system to (1) reduce course and program inventory redundancy within and across institutions, (2) align existing and new career programs with industry best practices that meet the needs of local employers, and (3) provide campus faculty with a robust portfolio of academic resources to create a more efficient process for institution-specific and system-wide curriculum development. The curriculum and program alignment efforts support and are informed by activities and initiatives within the TBR Office of Academic Affairs.

Administrative & Operational Efficiency

The current trend of stagnant or declining public resources has impacted the institutional capacity to develop and expand high-impact initiatives to improve student outcomes. The effort to improve administrative and operational efficiency will allow institutions to redirect savings from gains in efficiency toward resource-dependent student success activities. Community colleges have historically been known for operating within a low-cost/high-quality environment, which places limits on the individual institutional potential to realize significant savings beyond what has already been achieved. The opportunity exists to realize significant savings through collective contributions toward efficiency. The OCC has completed the CCTA requirement to explore opportunities to standardize processes and consolidate services, and is now preparing to build the technical infrastructure necessary to leverage these collective contributions toward efficiency.

Statewide Planning for Economic & Workforce Development

The OCC works partnering agencies and organizations within the policy domain of labor, workforce, and economic development. All stakeholders within this policy domain share a common goal of improving the skills of workers in strategic industry sectors vital to Tennessee's economic prosperity. The connection to the labor and workforce needs of Tennessee is the final link in the state's completion value chain. As the state's economy continues to evolve from a locally stable to globally dynamic landscape, the collective responsiveness of the community college system is vital to ensuring the skills and expertise of our graduates align with ongoing employer expectations. There are several initiatives led by the OCC to strengthen the statewide connection between the community colleges and major industries within Tennessee.

OCC Initiative Alignment with TBR's Key Priorities

The OCC operates within the larger governance structure of the TBR system office. The TBR Strategic Plan provides the guidance necessary for all TBR offices to direct resources and efforts toward supporting the comprehensive plan for success. The initiatives led by the OCC support at least one or several key priorities within the TBR Strategic Plan [see Table 6].

TBR Key Priority Support: Access

The Complete College Tennessee Act of 2010 and the Governor's Drive-to-55 Plan have both highlighted the importance of greater access to higher education through the state community colleges. The CCTA emphasized the value of affordable higher education made available to underprepared students by restricting remediation courses to the state's thirteen community colleges. The Governor's Drive-to-55 Plan further advanced the goal of improving access to community colleges by launching the Tennessee Promise to allow all high school graduates in the state to attend tuition free. The system management priorities all center on improving student access to higher education. To foster the transition from secondary to post-secondary education, the OCC is leading collaborative activities to expand dual enrollment and standardize dual credit across the state. The curriculum and program alignment initiatives are designed to reduce loss of transfer credits in career programs and develop clear pathways to completion. Additionally, there have been several projects led by the OCC that have reduced the cost of attendance, such as standardizing and lowering the cost of textbooks, removing the application fee, and expanding program capacity by providing equipment grants.

The following OCC initiatives support the TBR Strategic Plan priority of access:

Table 2: OCC Initiative Alignment with Access

OCC Access Focused Initiatives	Goals
Block Scheduling Support	Improve access; reduce time-to-completion
Business Process Model Project	Reduce time-to-enrollment
Community College Marketing Plan	Increase awareness of community college value
Co-Requisite Remediation	Reduce time and cost for remediation; reduce time-to-completion
Credit-by-Assessment	Enrollment incentive; reduce time-to-completion
Curriculum & Program Management	Efficient program expansion
Dual Credit Strategies	Enrollment incentive, reduce time-to-completion
Dual Enrollment Strategies	Enrollment incentive, reduce time-to-completion
Grant Development	Develop collaborative enrollment management strategies
Guided Pathways to Success	Reduce time-to-completion; improve advising
Legislative Review	Mitigate risks of student access barriers caused by policy reform
Nashville Community Partnership for Attainment	Regional strategies to increase adult enrollment
Non-Credit Programs and Curriculum	Expand opportunities for professional and personal enrichment
Perkins Grant Management	Strengthen the pipeline of career program connections between secondary and post-secondary institutions
Policy Development and Management	Mitigate risks of student access barriers caused by policy reform
Seamless Alignment for Integrated Learning Support	Reduce time and cost for remediation; reduce time-to-completion; improve access to dual enrollment
Tennessee Promise Support	Align strategies and processes between institutions and partnering agencies/organizations
Tennessee Reconnect Support	Align strategies and processes between institutions and partnering agencies/organizations
Tuition & Fee Review	Standardize and minimize cost increases

TBR Key Priority Support: Student Success

The state's completion agenda centers on major improvements to student success. Within each institution and throughout the TBR system office, initiatives and projects have been established to redesign the system's collective approach to improving student outcomes. The TBR Office of Organizational Effectiveness and Strategic Initiatives has set a goal of producing 43,202 graduates by the year 2025, which aligns with the Governor's degree attainment goal of 55%. Access and student success are closely related, and the OCC's initiatives for student success incorporate concerns for access. Our work with the Seamless Alignment and Integrated Learning Support has supported the state's desire to reduce the need for remediation among high school graduates, with nearly 20,000 high school math students completing their remediation requirements in the past two years. Our initiatives for career

programs have incorporated best-practice approaches to setting curriculum standards, in order to reduce the time to completion and align with workforce requirements. Technically, we have supported the institutions' work to develop online completion resources to students and share best practices for managing these systems.

The following OCC initiatives support the TBR Strategic Plan priority of student success:

Table 3: OCC Initiative Alignment with Student Success

OCC Student Success Focused Initiatives	**Goals**
A.A.S. Curriculum Alignment Plan	Align student program outcomes across the state with employer workforce needs
Block Scheduling Support	Improve student progression; foster peer-level student support
Co-Requisite Remediation	Reduce time and cost to for remediation; improve student engagement; improve student progression
Credit-by-Assessment	Improve student progression
Curriculum & Program Management	Align student program outcomes with employer workforce needs
Dual Credit Strategies	Improve student progression
Dual Enrollment Strategies	Improve student progression
Guided Pathways to Success	Improve student progression
Grant Development	Develop system-wide enrollment management and student success strategies
Legislative Review	Mitigating risks of student success barriers
Middle TN Skills Panels	Align student program outcomes with employer workforce needs
Nashville Community Partnership for Attainment	Improve support resources for adult students
Non-Credit Programs and Curriculum	Expand opportunities for professional and personal enrichment
Perkins Grant Management	Strengthen the pipeline of career program connections between secondary and post-secondary institutions
Policy Development and Management	Mitigate risks of student success barriers caused by policy reform
Remediation Strategies	Improve student progression
Seamless Alignment of Integrated Learning Support	Reduce time and cost to for remediation; improve student engagement; improve student progression
Tuition & Fee Review	Standardize and minimize cost barriers that impact student progression and completion

TBR Key Priority Support: Quality

The central management functions of the OCC place a great emphasis on maintaining quality academically and operationally. The OCC works in conjunction with other TBR offices to ensure quality and compliance are present throughout the community college system. Academically, the initiatives and daily routines led by key staff members with the OCC are designed to ensure quality and compliance are

embedded within all efforts of standardization and improvement. Our work with secondary education to provide greater dual enrollment and dual credit opportunities includes components of collaboration and transparency with campus faculty to maintain high academic standards. We have modified policies and guidelines to improve compliance and quality with TCAT and university articulations. The OCC has begun working closely with regional employers to better inform improvements to career program curriculum. Technically, the development of administrative process standards has targeted key activities where quality is essential to improving the student experience and regulatory compliance.

The following OCC initiatives support the TBR Strategic Plan priority of quality:

Table 4: OCC Initiative Alignment with Quality

OCC Quality Focused Initiatives	Goals
A.A.S. Curriculum Alignment Plan	Compliance with accreditation, system, and institutional curriculum standards, and aligning with employer workforce requirements
Business Process Model Project	Transaction error reduction; Policy and regulatory compliance
Co-Requisite Remediation	Improve completion rates for remediation
Credit-by-Assessment	Compliance with accreditation, system, and institutional curriculum standards
Curriculum & Program Management	Compliance with accreditation, system, and institutional curriculum standards
Dual Credit Strategies	Compliance with accreditation, system, and institutional curriculum standards
Dual Enrollment Strategies	Compliance with system and institutional policies and guidelines
Guided Pathways to Success	Improve overall outcomes formula metrics (degrees and certificates, degrees per FTE, etc.)
Legislative Review	Mitigating risks of non-compliance with federal, accreditation, system, and/or institutional policies
Middle TN Skills Panels	Continuous improvement model to accurately align career program outcomes with employer workforce needs
Non-Credit Programs and Curriculum	Compliance with system and THEC outcomes and performance funding standards
Perkins Grant Management	Compliance with federal policies
Policy Development and Management	Aligning completion agenda goals with federal, state, system, and institutional policies
Seamless Alignment of Integrated Learning Support	Standardize secondary education intervention strategies for early remediation and post-secondary preparedness
Service Consolidation	Continuous improvement model to establish client service levels for administrative and operational transactions

TBR Key Priority Support: Resourcefulness & Efficiency

The management priorities for the OCC all center on developing a framework for resourcefulness and efficiency. Academically, the OCC is working to reduce the transactions necessary to develop or modify new curriculum and programs by creating a system-wide model of review and assessment. Operationally, the OCC has launched a continuous improvement program to standardize processes across the

community college system. The OCC has also begun the work to begin consolidating key administrative services, in order to dedicate more institutional resources toward the work of improving student success.

The following OCC initiatives support the TBR Strategic Plan priority of resourcefulness and efficiency:

Table 5: OCC Initiative Alignment with Resourcefulness and Efficiency

OCC Resourcefulness and Efficiency Focused Initiatives	**Goals**
A.A.S. Curriculum Alignment Plan	Reduce time for program management or expansion
Business Process Model Project	Reduce costs associated with administrative processes
Community College Marketing Plan	Leverage resources to expand marketing channels
Curriculum & Program Management	Reduce time for program management, development, or expansion
Grant Development	Reduce redundancy associated with multiple grant proposals across the community college system
Legislative Review	Consolidate common values to inform policy development
Middle TN Skills Panels	Collective continuous improvement model to maintain the alignment of career program outcomes with employer workforce requirements
Policy Development and Management	Centralize policy development and management across community college system
Seamless Alignment of Integrated Learning Support	Reduce cost of remediation support
Service Consolidation	Reduce costs associated with administrative processes
Tuition & Fee Review	Standardize and minimize cost barriers that impact student progression and completion

Table 6: OCC Initiatives and TBR Strategic Plan Alignment

OCC Initiatives	Access	Student Success	Quality	Resourcefulness & Efficiency
A.A.S. Curriculum Alignment Plan		X	X	X
Block Scheduling Support	X	X		
Business Process Model Project	X		X	X
Community College Marketing Plan	X			X
Credit-by-Assessment	X	X	X	
Curriculum & Program Management	X	X	X	X
Dual Credit Strategies	X	X	X	
Dual Enrollment Strategies	X	X	X	
Guided Pathways to Success	X	X	X	
Grant Development	X	X		X
Legislative Review	X	X	X	X
Middle TN Skills Panels	X	X	X	X
Nashville Community Partnership for Attainment	X	X		
Non-Credit Programs and Curriculum	X	X	X	
Perkins Grant Management	X	X	X	
Policy Development and Management	X	X	X	X
Remediation Strategies	X	X	X	
Seamless Alignment of Integrated Learning Support	X	X	X	X
Service Consolidation			X	X
Tennessee Promise Support	X	X		
Tennessee Reconnect Support	X	X		
Tuition & Fee Review	X	X		X

Critical Resource Needs

In order to fully support the TBR Strategic Plan and the state's completion agenda, there are critical resources needed for the OCC to scale up initiatives and increase the capacity for institutional support. These resources include human and technical assets to build the infrastructure essential to building and sustaining a comprehensive community college system. The assets have been separated into three distinct categories: institutional support, student support, and administrative support. Many of the assets apply to several categories, and vary in terms of fiscal obligations. All, however, will require an additional funding stream – one-time and recurring.

The critical resources include the following assets:

- **Business Intelligence Administrator:** to provide system and institution-level performance data to improve overall performance
- **Consolidated ERP System:** to reduce system-wide technical and administrative costs; to establish a framework for service consolidation and shared services
- **Economic Development Database:** to inform strategy regarding program and curriculum development in alignment with the state's workforce and economic development goals
- **Enrollment Application Software:** to manage and coordinate the student application experience across all institutions - standardizing processes
- **Institutional Research Staff:** to support system and institutional needs for data reporting to OCC, state, and federal authorities
- **OCC Administrative Support:** to offer clerical and office management support for OCC administrators
- **OCC Enrollment Manager:** to lead all system-level student success efforts, including serving as the System Registrar and student affairs advocate
- **OCC Project Manager:** to manage all one-time projects and initiatives led by the OCC
- **OCC Shared Services Director:** to lead shared services operation to consolidate IT, finance, payroll, and back-office student support
- **Program & Curriculum Management System:** to effectively and efficiently manage program development, standardization, and improvement; to develop a management and approval system for course inventory across the system
- **Program & Curriculum Management Staff:** to coordinate the program and course management and approval system process

Table 7: OCC Critical Resource Needs, categorized by institutional support (IS), student support (SS), and administrative support (AS)

OCC Critical Resource Needs	IS	SS	AS	One-Time	Recurring	Cost	Need By
Business Intelligence Administrator	X	X	X		X		1/2017
Consolidated ERP System	X	X	X	X		$30,000,000	7/2016
Economic Development Database	X		X	X			1/2017
Enrollment Application Software	X	X		X		$100,000	7/2016
Institutional Research Staff	X		X		X		7/2017
OCC Administrative Support			X		X		7/2017
OCC Enrollment Manager	X	X	X		X		7/2016
OCC Project Manager			X		X		1/2017
OCC Shared Services Director	X	X	X		X		7/2017
Program & Curriculum Management System	X		X	X			7/2016
Program & Curriculum Management Staff	X		X		X		7/2016

References

Jones, Dennis, & McGuinness, Aims. (2010). Tennessee Community College Paper (Vol. 1, pp. 32). Nashville, TN: National Center for Higher Education Managment Systems.

Appendix

Complete College Tennessee Act of 2010

Tennessee Community College Paper