

# MOTLOW STATE COMMUNITY COLLEGE 2017 SMYRNA CAMPUS MASTER PLAN

Prepared by **TSW** >> February 2017





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SCIENCE - TECHNOLOGY - ALLIED HEALTH

# MOTLOW STATE COMMUNITY COLLEGE SMYRNA CAMPUS MASTER PLAN

## // ACKNOWLEDGEMENTS

THE PLANNING TEAM WOULD  
LIKE TO GIVE A SPECIAL  
THANKS TO:

**Dr. Anthony Kinkel**  
Motlow State President

**Hilda Tunstill**  
Vice President of Finance & Administration

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Director of Facilities Services

and all the Motlow State administrators,  
faculty, and students who gave their input

**SBC PROJECT NO. 166/021-02-2011A**

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**00 // EXECUTIVE SUMMARY**

**MOTLOW STATE  
COMMUNITY COLLEGE**

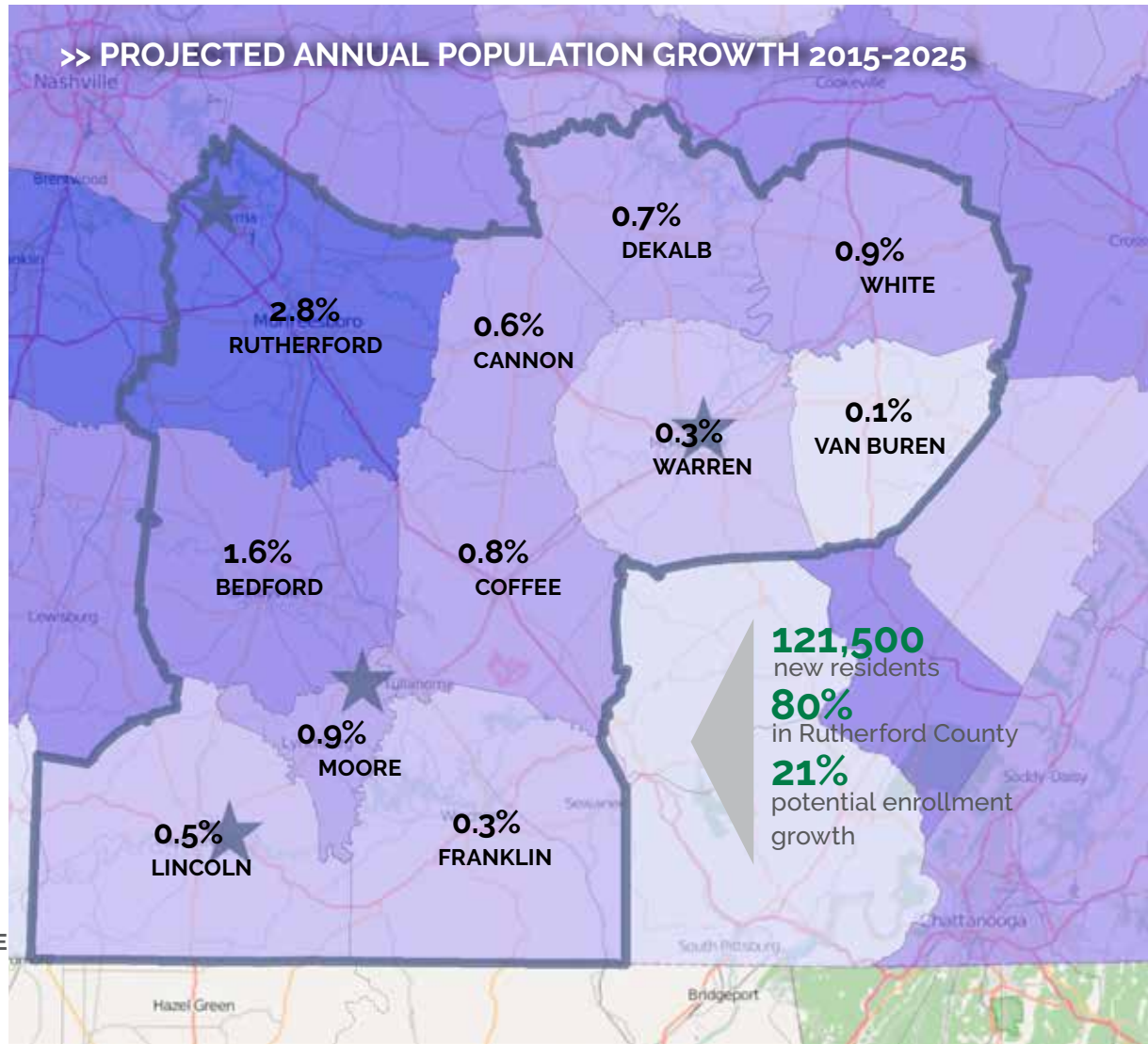
## EXECUTIVE SUMMARY

Over the past decade, Motlow State Community College has been the second fastest growing community college in Tennessee. In Fall 2015, full-time equivalent (FTE) enrollment on the Smyrna campus in suburban Nashville eclipsed enrollment at the historic main campus in Moore County, even though the Smyrna Campus has less than 20% of the building square footage of the Moore County Campus.

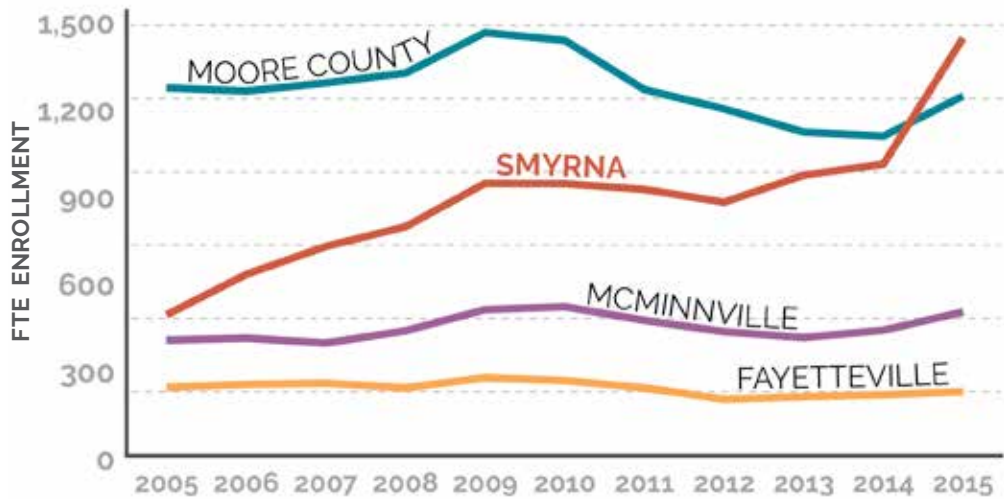
Enrollment on the Moore County Campus is expected to remain constant in the near term, but continued growth on the Smyrna Campus will require significant investment and expansions to ensure a continued high quality educational experience and support the goals of the Complete College Tennessee Act. For this reason, this Master Plan focuses primarily on the future of the Smyrna Campus.



**SECOND FASTEST**  
growing community college  
**IN TENNESSEE**  
from 2005 to 2015







▲ In fall 2015, enrollment on the Smyrna Campus eclipsed enrollment the Moore County Campus.

According to the Tennessee Higher Education space model, there was a shortage of approximately 32,000 net square feet of all types of space (excluding physical education) on the Smyrna Campus in Fall 2015. By growth benchmark 1, this number will grow to approximately 60,000 net square feet. In order to address this and other needs, this Master Plan recommends the following:

- A new 80,000 gross square foot academic building should be constructed on the Smyrna Campus, containing mostly labs and classrooms, as well as offices and library/study space.
- Parking should be expanded on the Smyrna Campus by approximately 750 spaces in order to meet the needs anticipated by growth benchmark 1.
- Additional entrances should be constructed for the Smyrna Campus to improve access.
- Land acquisition should be pursued to ensure available land for long-term expansions of the Smyrna Campus.



# SMYRNA CAMPUS LONG TERM MASTER PLAN

Rapid enrollment growth on the Smyrna Campus means that significant investments in new facilities are required to meet needs. The long term plan shown below would meet all needs anticipated by Growth Benchmark 3, which assumes an FTE enrollment of 5,000 students. If extraordinary growth occurs beyond Benchmark 3, Building 1 could be demolished to allow for a larger facility (Building 6) that would provide more adequate and flexible space.



>> SHORT-TERM RECOMMENDATIONS



ONE NEW BUILDING  
**80,000**  
GROSS SQ.FT.

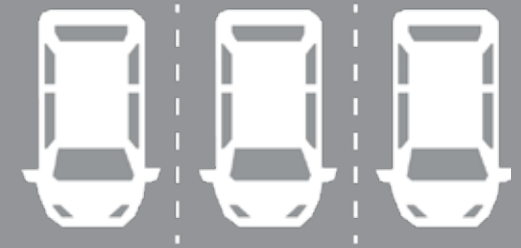


**750** additional parking  
**SPACES**

>> LONG TERM RECOMMENDATIONS



TWO ADDITIONAL BUILDINGS  
**90,000**  
GROSS SQ.FT.



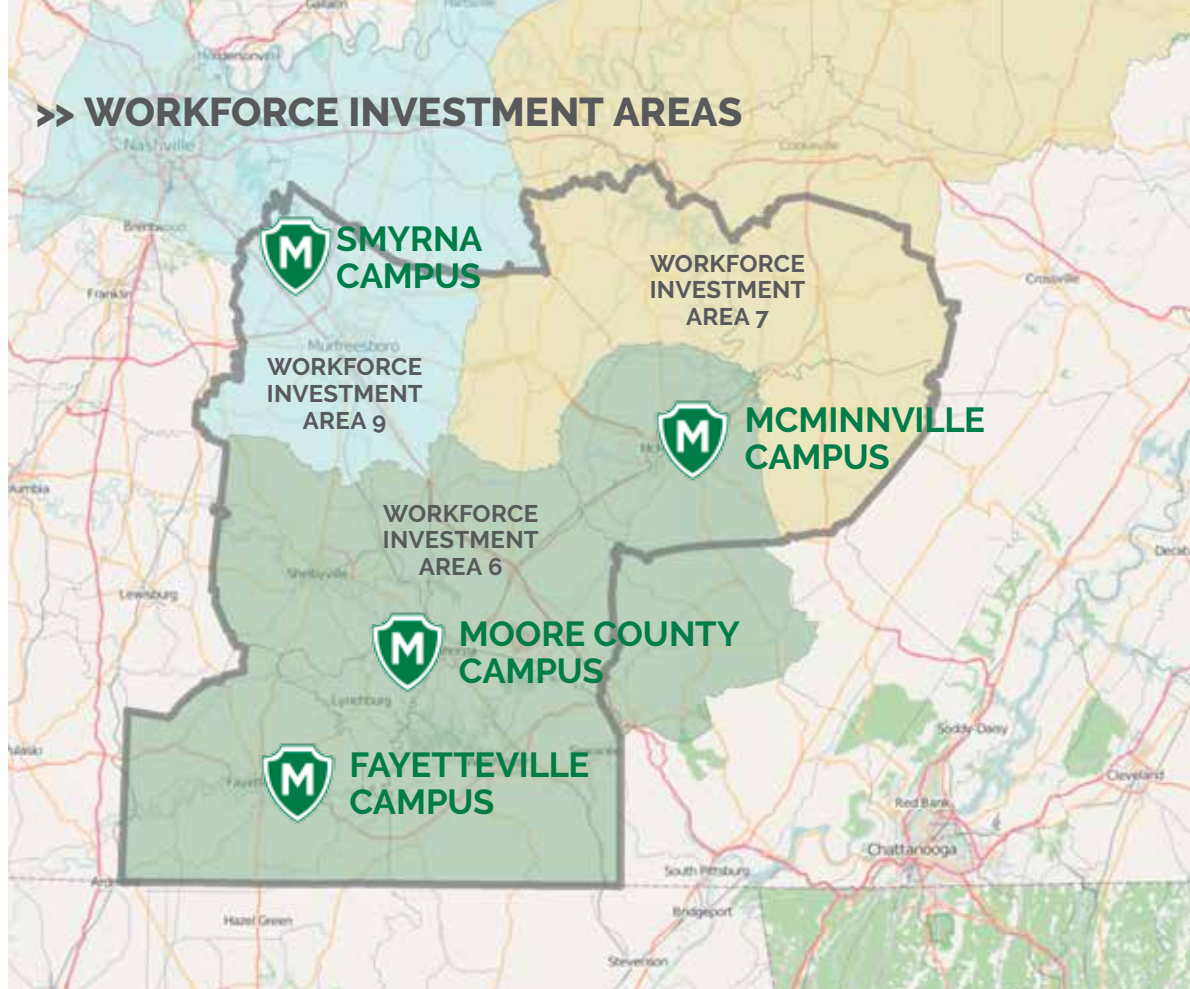
**1,000** additional parking  
**SPACES**

## DEGREE PROGRAMS WITH STRONGEST JOB OUTLOOK

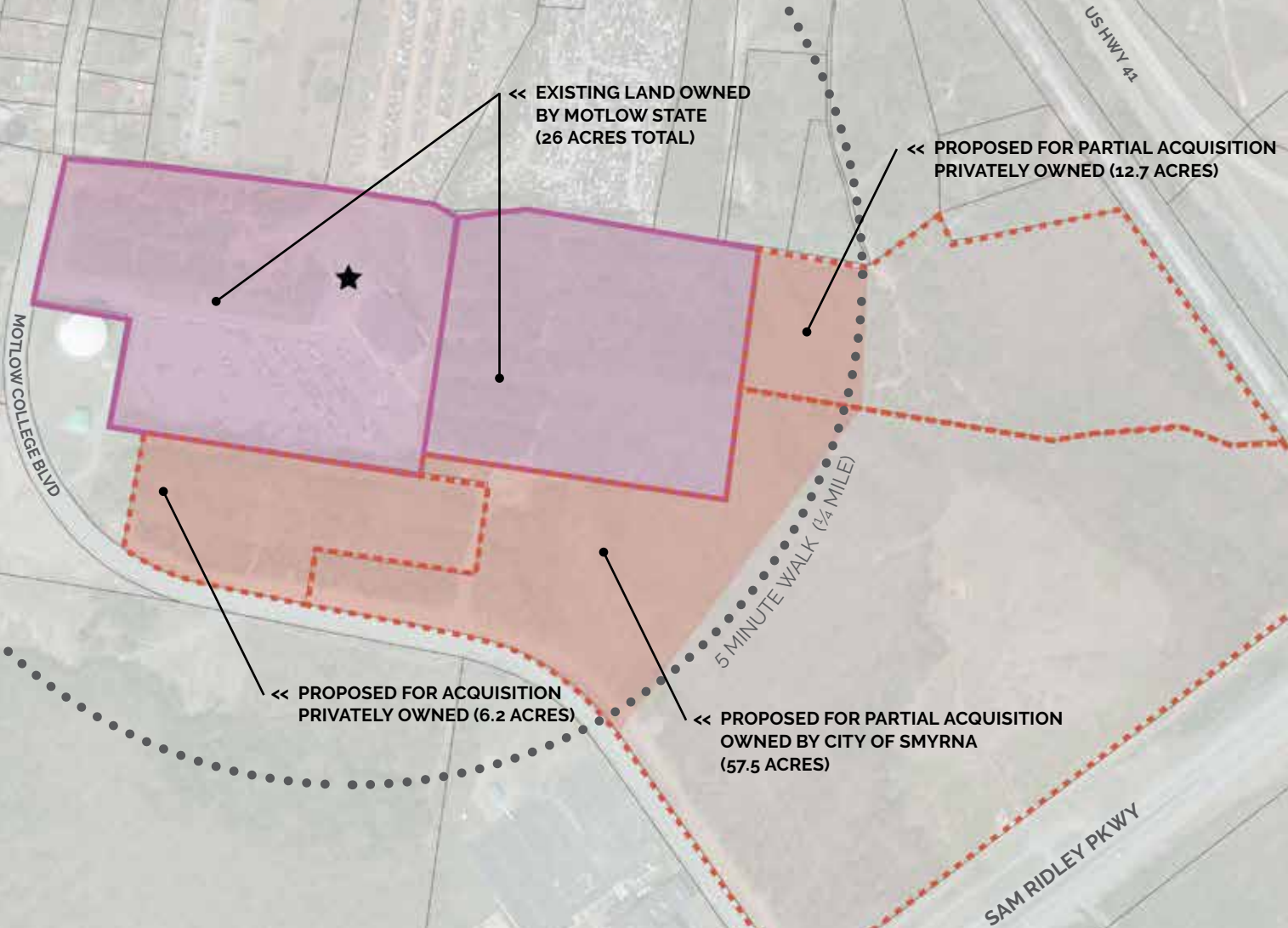
An important part of any college Master Plan is understanding the regional job market, particularly for community colleges, because a significant percentage of their students enter the workforce immediately after graduation.

Modern labor markets function at the regional scale, so data is analyzed for the three Workforce Investment Areas that intersect Motlow State's service area. Most of the service area is within Workforce Investment Areas 6 and 7, but Rutherford County is within Workforce Investment Area 9, which is more strongly influenced by the Nashville economy.

The Tennessee Department of Labor provides job outlook grade levels for each Workforce Investment Area, broken down by industry clusters. Motlow State's degree programs shown at right correspond to industry clusters with excellent or favorable job outlooks in all three workforce investment areas that intersect the service area.



# >> PROPOSED LAND ACQUISITION FOR THE SMYRNA CAMPUS







# 01 // HISTORY & OVERVIEW

## COLLEGE HISTORY

Motlow State Community College opened its first campus in Moore County in 1969 on land donated by the Motlow family, in whose honor the college was named. (Senator Reagor Motlow made significant contributions to education in the state of Tennessee.) Enrollment the first semester was 551 (headcount) students, served by 18 faculty members.

Classes were first held in Smyrna in 2000 in leased space, and in 2006 in the current state-owned facility, where enrollment has surpassed that on the Moore County campus.



### Smyrna Campus

Opened 2006  
1,431 FTE students  
52,500 gross sq. ft.



### Fayetteville Campus

Opened 1988  
216 FTE students  
46,280 gross sq. ft.





**25** is the  
**AVERAGE AGE**  
**OF STUDENTS**



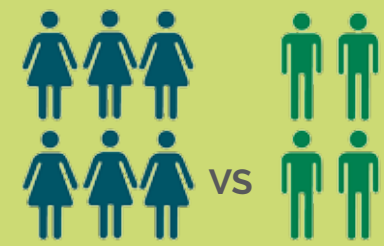
among Tennessee Community Colleges

**THIRD**  
highest  
RETENTION **RATE**



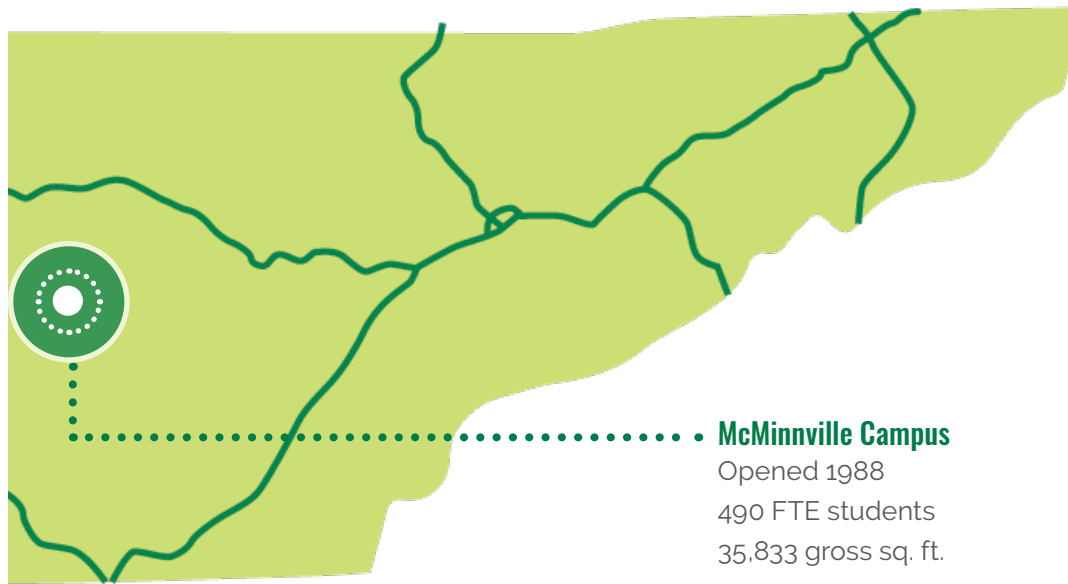
**\$3,978**

annual tuition and fees



**59%**  
**FEMALE**

**41%**  
**MALE**



• **Moore County Campus**  
Opened 1969  
1,232 FTE students  
264,269 gross sq. ft.

• **McMinnville Campus**  
Opened 1988  
490 FTE students  
35,833 gross sq. ft.

~ 1 hour drive

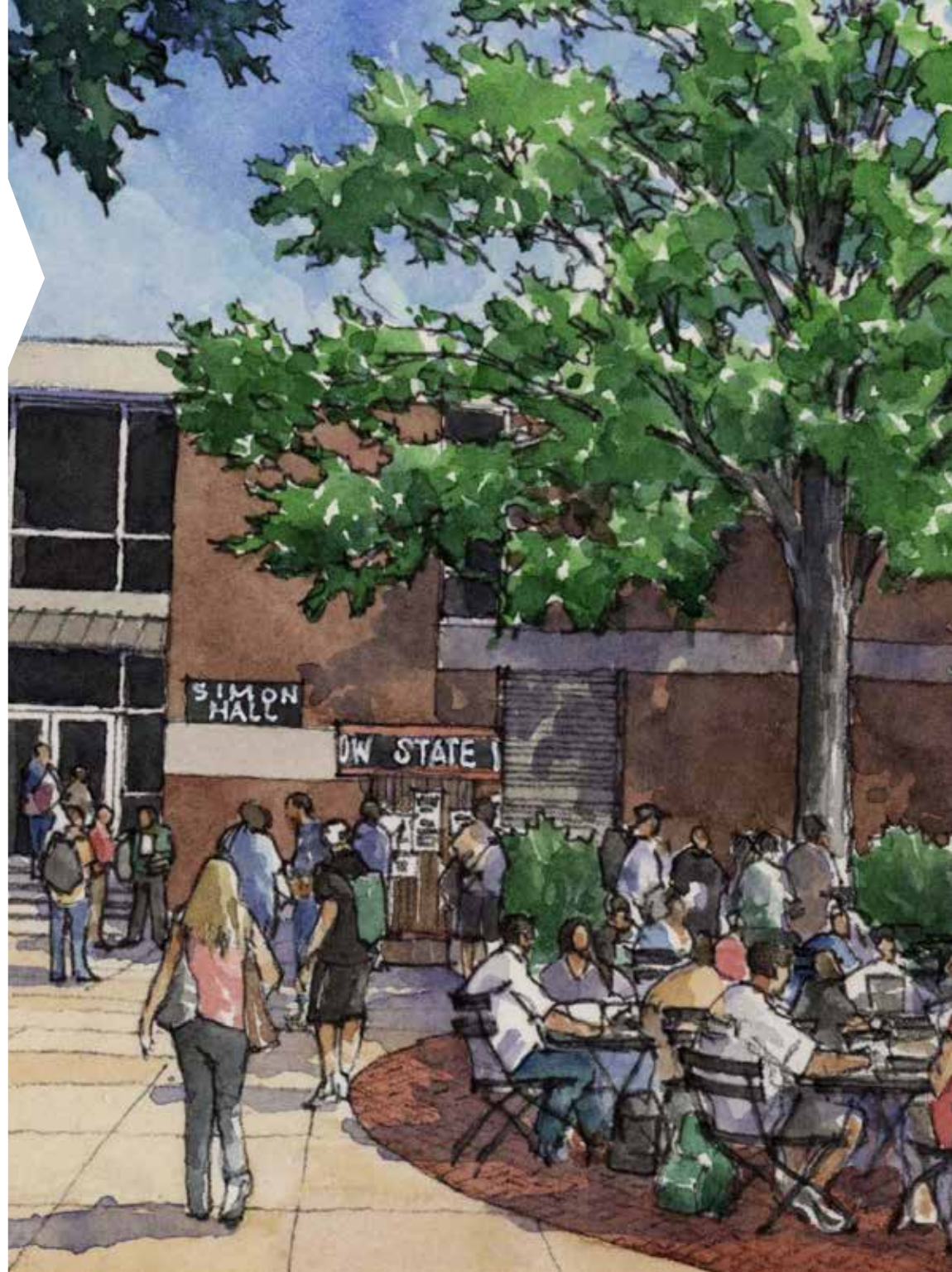
## PREVIOUS MASTER PLAN

The most recent master plan for Motlow State was prepared in 2012 by TSW and projected a Fall 2015 FTE enrollment on the Smyrna Campus of 1,409 students (compared to the 1,431 actually attained). This plan put forth a long term vision for the future of the Smyrna Campus that included the following recommendations. Only the first item below has been completed.

- Construction of a second academic building
- Creation of a new entrance road
- Expansion of parking
- Future buildings to frame new quad

The previous master plan also included a number of recommendations for the Moore County Campus. The first two items below have been completed.

- Renovate aging science labs
- Renovate and update Student Center and other spaces
- Migrate certain spaces to allow for better utilization
- Improve plaza in front of Simon Hall



# >> 2012 MASTER PLAN FOR SMYRNA CAMPUS



MOTLOW STATE COMMUNITY COLLEGE  
 SMYRNA CAMPUS  
**CONCEPT SKETCH PLAN B**  
 by: TSW                      October 7, 2011

## DEGREE PROGRAMS OFFERED

### UNIVERSITY PARALLEL

Accounting

Art Studio

Biology

Business Administration

Business Education

Chemistry

Civil Engineering

Computer Science

Criminal Justice Administration

Early Childhood Education

Economics

Electrical Engineering

Elementary Education

English

Entrepreneurship

Finance

Foreign Language

General Studies

History

Information Systems

Management

Marketing

Mass Communication

Mathematics

Mechanical Engineering

Physics

Political Science

Pre-Clinical Lab Sciences

Pre-Health Professions (Dentistry,  
Medicine, Optometry, Pharmacy,  
Veterinary Medicine)

Pre-Law

Pre-Occupational Therapy

Pre-Physical Therapy

Psychology

Secondary Education, Mathematics

Special Education, Modified K-12

Social Work

Sociology

Speech and Theater

Sport & Leisure Management

TN eCampus Online Degree  
Program

### ASSOCIATE OF SCIENCE IN TEACHING

Elementary Education (K-5)

Elementary Education (Pre-K)

### ASSOCIATE OF APPLIED SCIENCE

Accounting

Business Office

Management

Programming

Mechatronics

Information System Specialist

Office Information Concentration

Paramedic

Nursing

### CERTIFICATE PROGRAMS

Mechatronics

Early Childhood Education

Emergency Medical Technician

Advanced Emergency Medical  
Technician

Paramedic



## DEMOGRAPHIC CONTEXT

Master planning should not occur in isolation, but should be informed by an institution's regional context and demographic trends. First among these is the forecasted population growth in the service area.

The map on the following page shows the projected population growth over the next decade by county in Motlow State's service area. Rutherford County is projected to be the fastest growing county in the state between 2015 and 2025, both in terms of percentage and total growth. Bedford County is projected to be the eighth fastest growing county during that period. Overall, Motlow State's eleven-county service area is expected to add approximately 121,500 residents over the next decade.

It is also interesting to note that nearly 6% of students enrolled at the Smyrna Campus reside in Davidson County.



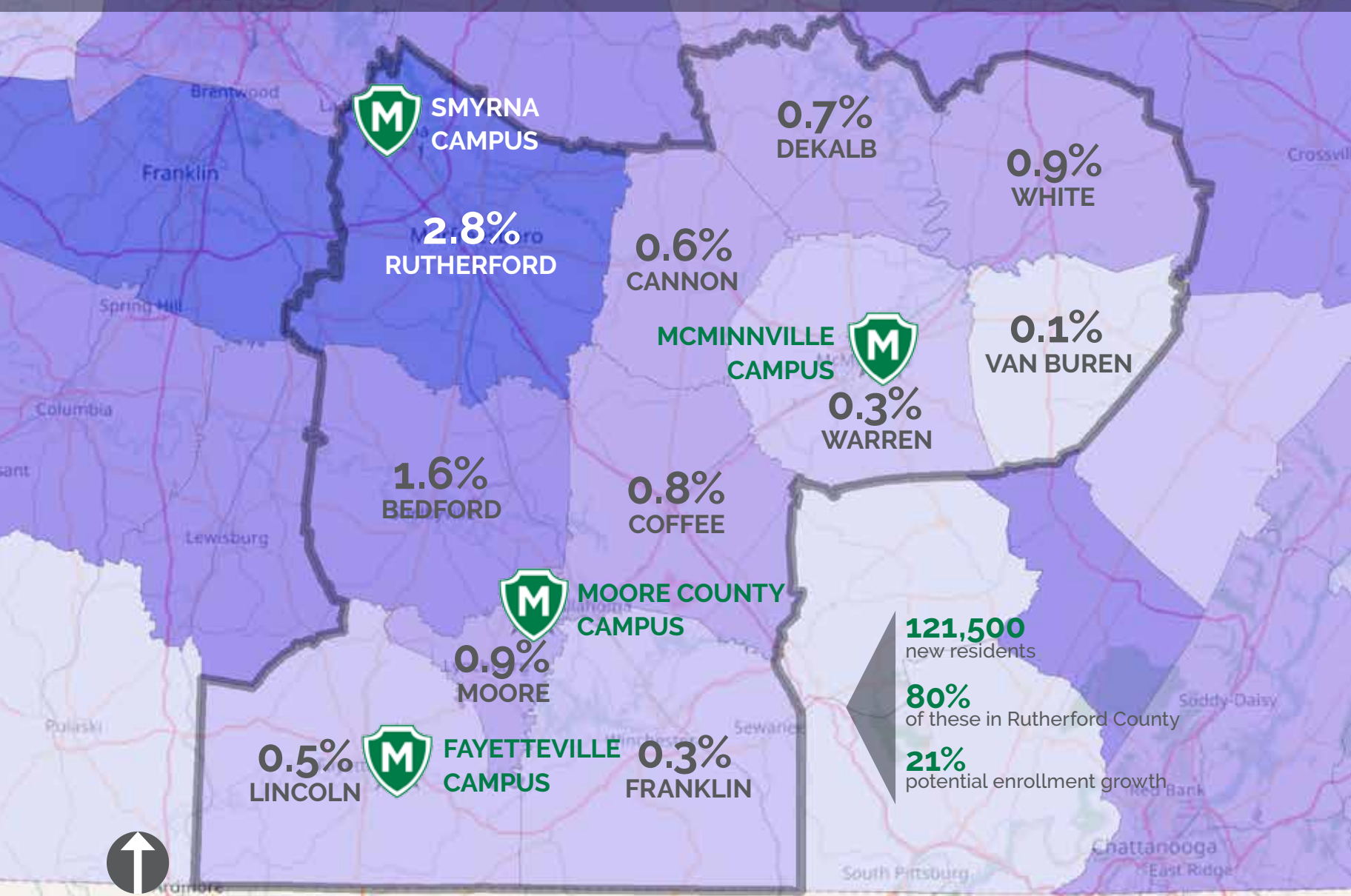
projected population GROWTH  
BY 2025 IN SERVICE AREA



121,500

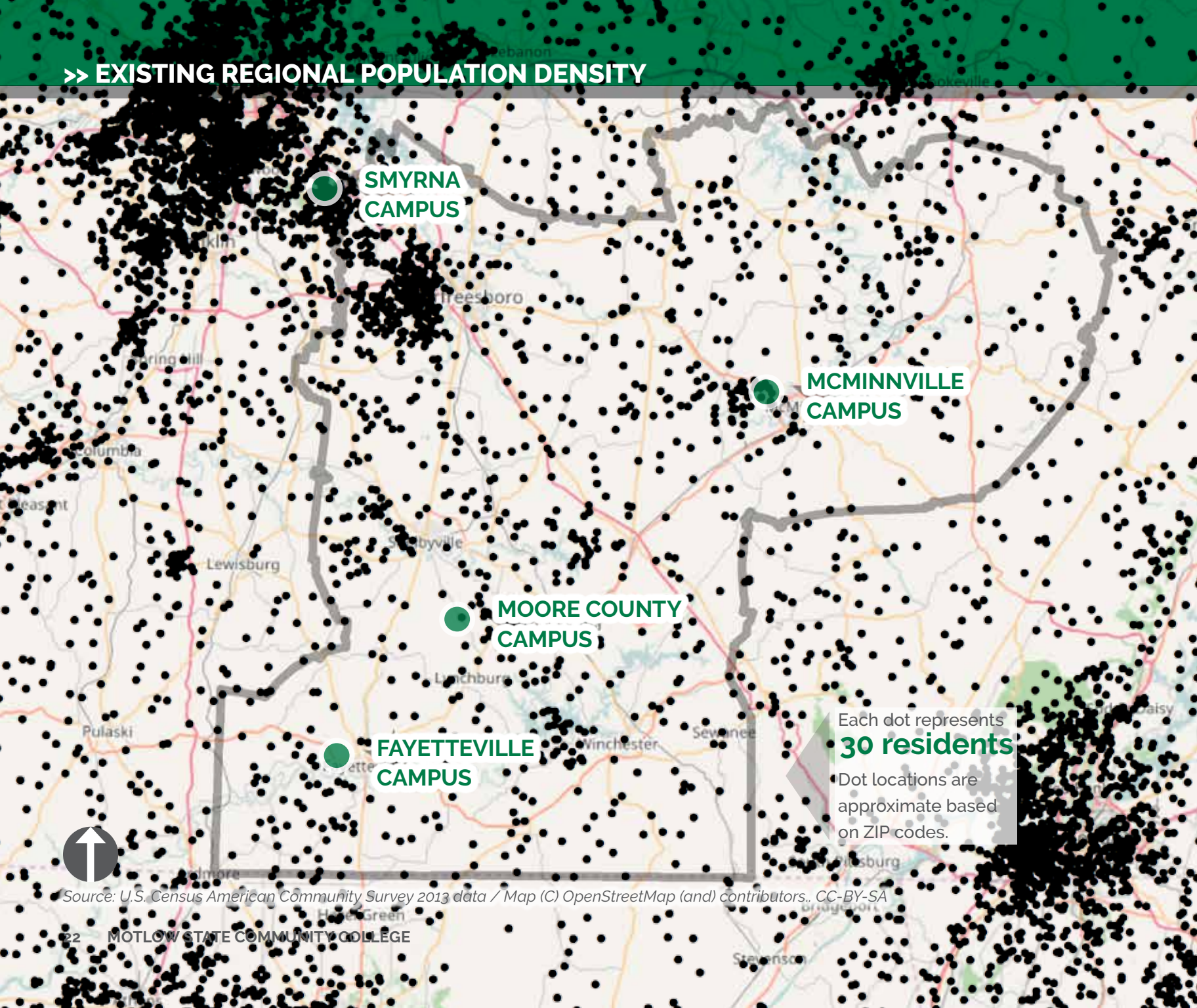
projected new residents  
BY 2025 IN SERVICE AREA

# >> PROJECTED ANNUAL POPULATION GROWTH 2015-2025



Source: University of Tennessee Center for Business & Economic Research / Map © OpenStreetMap (and) contributors, CC-BY-SA

# >> EXISTING REGIONAL POPULATION DENSITY



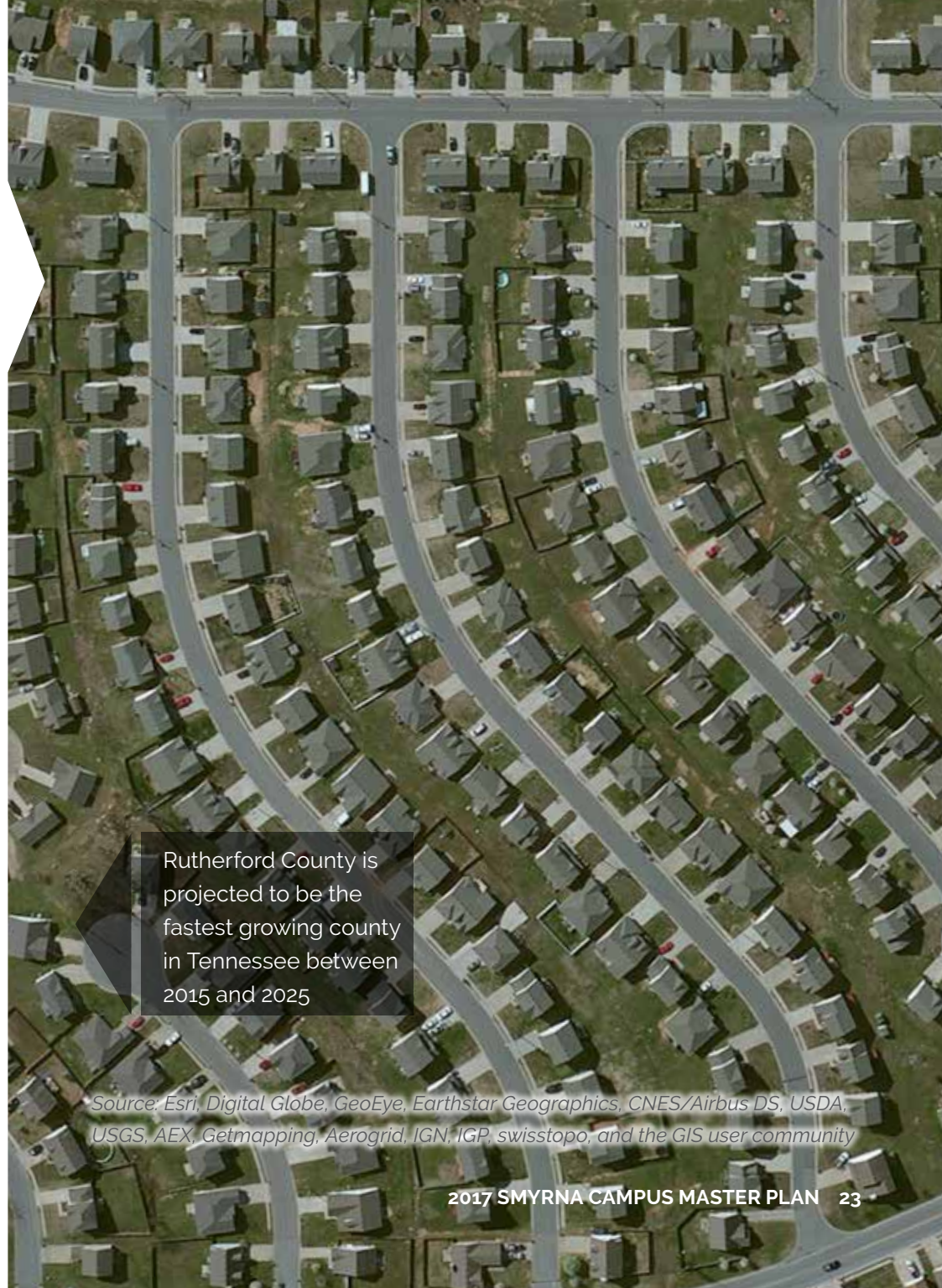
Each dot represents  
**30 residents**  
Dot locations are  
approximate based  
on ZIP codes.

Source: U.S. Census American Community Survey 2013 data / Map (C) OpenStreetMap (and) contributors. CC-BY-SA



## POPULATION DISTRIBUTION

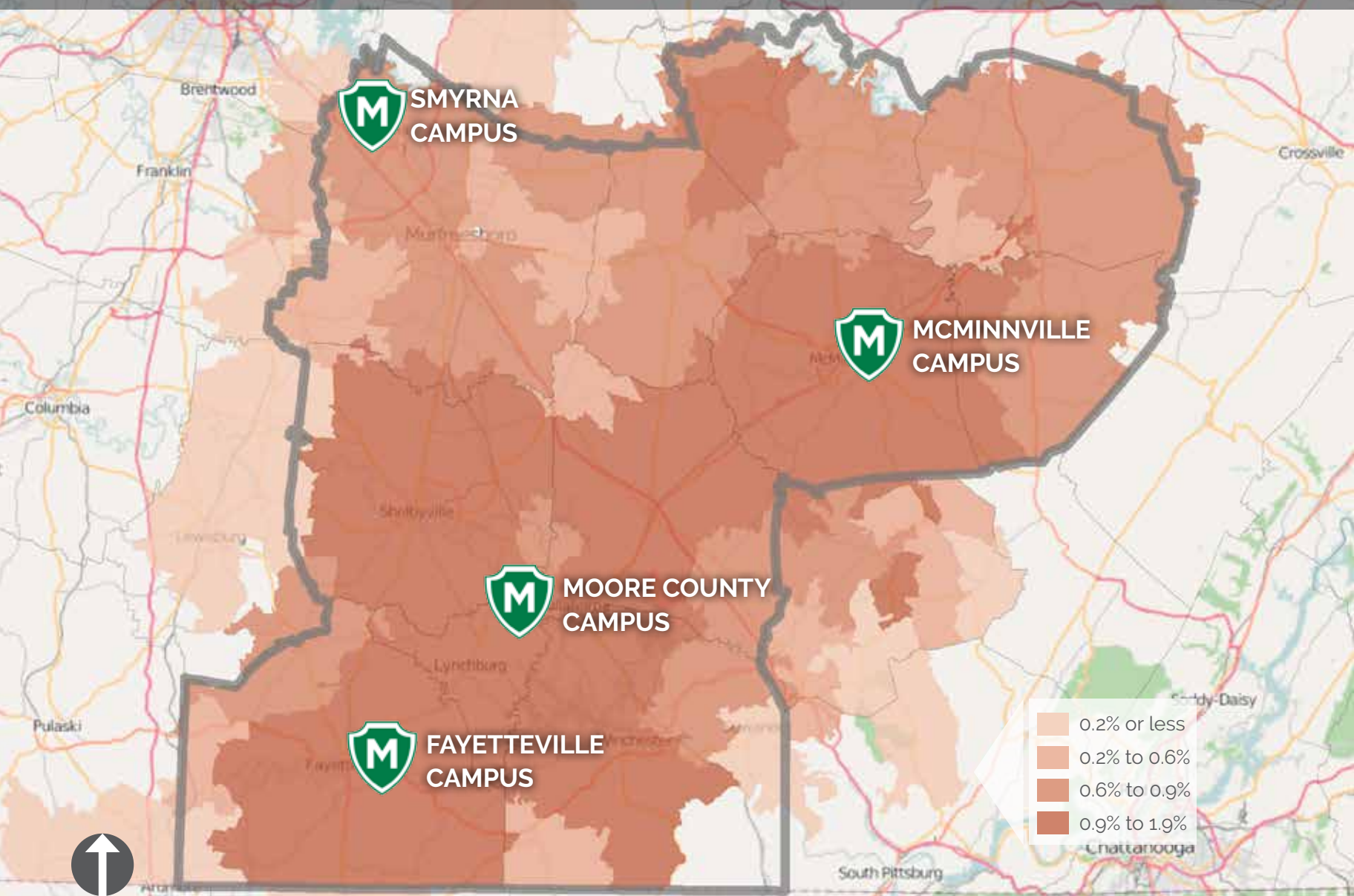
The dot map on the previous page shows existing concentrations of residents within the region, where each dot represents 30 people. Half of the population of Motlow State's service area resides in Rutherford County, so the Smyrna Campus is particularly well located to serve that population, as well as projected growth.



Rutherford County is projected to be the fastest growing county in Tennessee between 2015 and 2025

*Source: Esri, Digital Globe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS user community*

# >> PERCENTAGE OF POPULATION ENROLLED AT MOTLOW STATE



Based on fall 2015 enrollment data and 2012 population data / Map © OpenStreetMap (and) contributors, CC-BY-SA

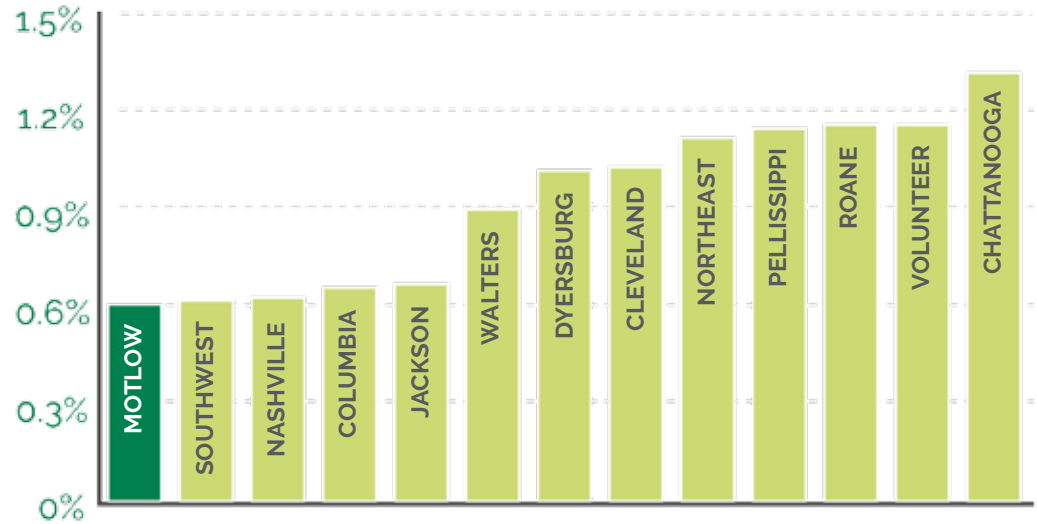
## PARTICIPATION RATE

An institution's participation rate is a measure of its market penetration and is expressed as its total full-time equivalent enrollment divided by the percentage of the population in its service area. The actual number is less important than where the college stands in comparison to its peers, and how participation rate varies throughout the service area.

Motlow State has the lowest participation rate in the Tennessee Board of Regents community college system. This could be due to a number of factors, including the rural nature of much of the service area, although most other rural community colleges have higher participation rates.

Participation rates vary within the service area. Interestingly, they are lower in some areas of Rutherford County. While this may be due to the fact that many Rutherford County residents already have a college degree, it also indicates the potential for enrollment growth above and beyond projected population growth.

## >> PARTICIPATION RATE COMPARISON



Source: 2014 U.S. Census population estimates, Tennessee Board of Regents Fall 2015 full-time equivalent enrollment

Lower participation rates in Rutherford County may indicate the potential for enrollment growth above and beyond population growth projections

## REGIONAL NEED FOR HIGHER ED

It is difficult to define or measure the "need" for postsecondary educational credentials in a given area. Diverse factors contribute to the need for higher education.

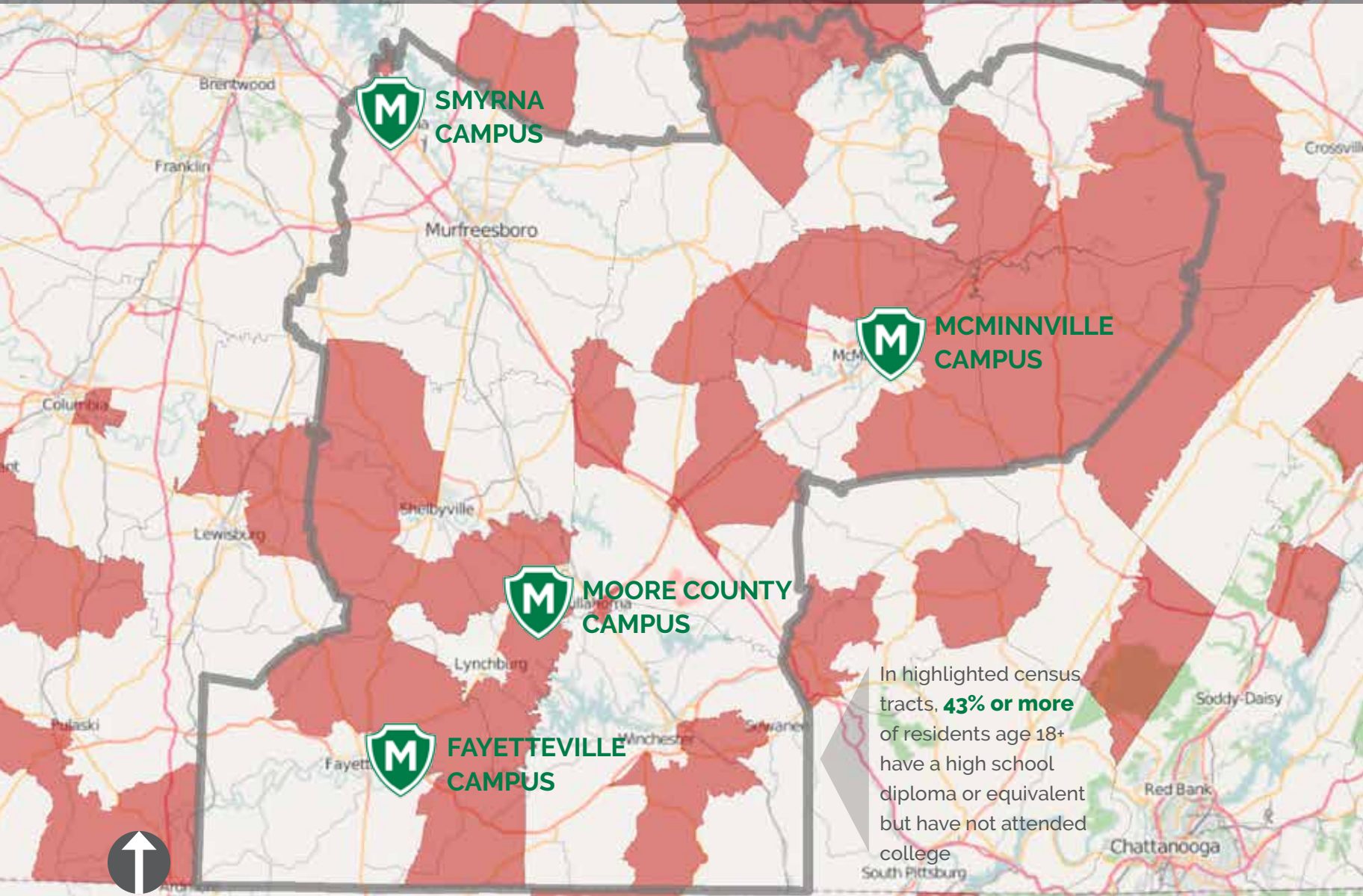
Perhaps the single best measure of need for higher education is the percentage of residents who have graduated high school or have a GED, but have not yet started college. The map on the following page shows areas of high need for higher education, indicating the potential for additional market capture by Motlow State.

Rural areas show the most need for higher education. However, the total population within these areas is low, so most of the existing population in need of higher education is likely already within a reasonable drive of an existing Motlow State campus.



*image courtesy John Walker*

# » AREAS OF HIGHER EDUCATIONAL NEED



Source: U.S. Census American Community Survey 2013 data / Map © OpenStreetMap (and) contributors, CC-BY-SA

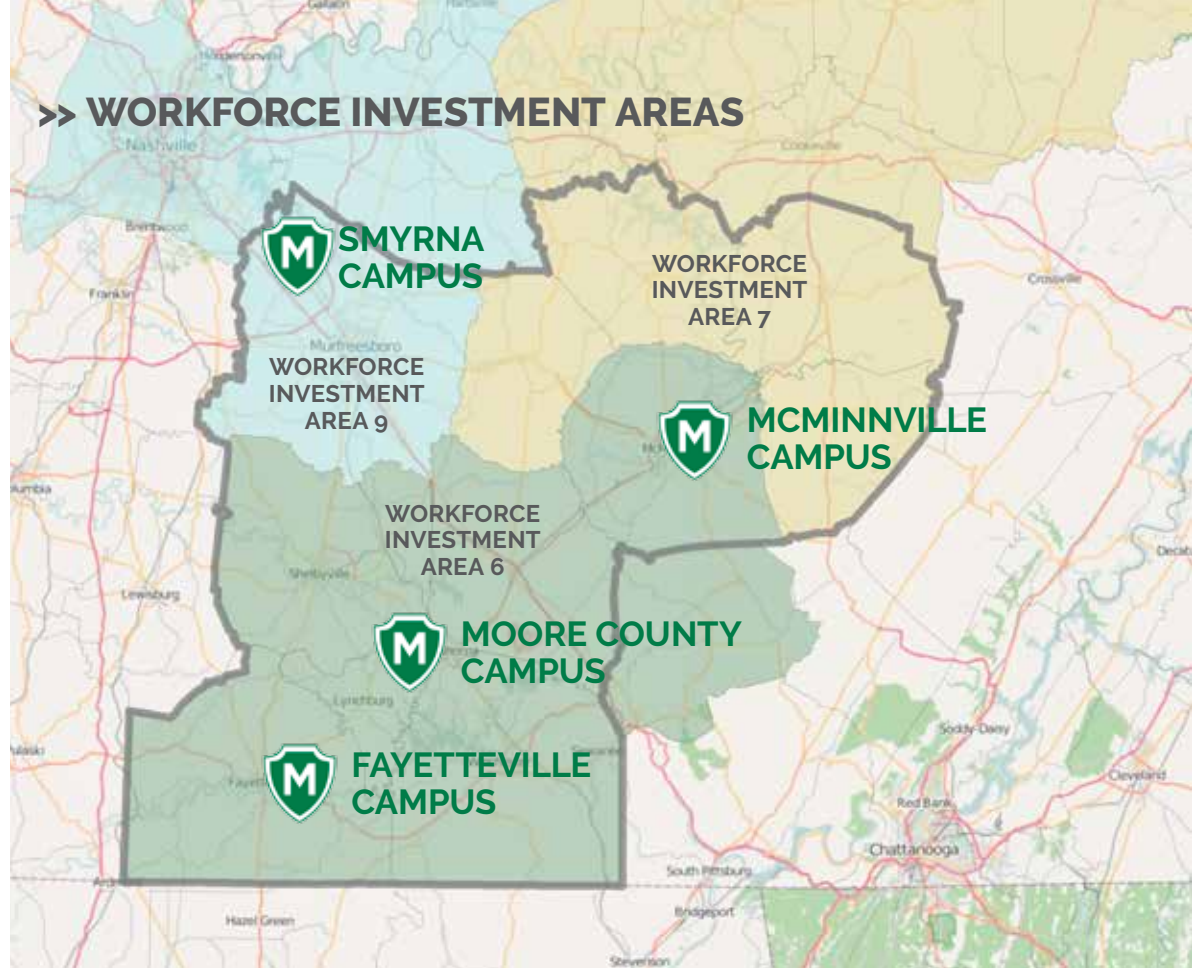
## REGIONAL JOB PROJECTIONS

An important part of any college Master Plan is understanding the regional job market, particularly for community colleges, because a significant percentage of their students enter the workforce immediately after graduation.

Modern labor markets function at the regional scale, so data is analyzed for the three Workforce Investment Areas designated by the State of Tennessee that intersect Motlow State's service area. Most of the service area is within Workforce Investment Areas 6 and 7, but Rutherford County is within Workforce Investment Area 9, which is more strongly influenced by the Nashville economy.

## REGIONAL LABOR DATA

The Tennessee Department of Labor provides job outlook grade levels for each Workforce Investment Area in the state. These are broken down by industry clusters, which consist of jobs in closely related fields. Data for some industry clusters is only available at the statewide level.



This Master Plan correlates these industry clusters with every non-transfer degree and certificate program currently taught by Motlow State. Detailed data is provided in the Appendix. The letter grade job outlook in all industry clusters takes into consideration the following factors:

- Growth rate in the industry cluster relative to the statewide growth rate for that industry cluster
- Number of annual job openings
- Supply to demand ratio (the ratio of graduates of programs in all related higher education programs to the number of job openings)

While the regional job projections are based on solid data, it is important to note that they may not correspond exactly with the specific jobs that Motlow State graduates pursue. This is because of how jobs are grouped, as well as the fact that some of the data on graduates and job openings may be related to four-year programs and not

directly link to the demand for those with certificates or Associate's degrees.

Furthermore, economies are constantly in flux, and localized data such as potential growth in specific industries or expansions of major employers may not be captured here. For this reason, the ultimate recommendations

of this Master Plan are based on a larger picture of job outlook based on both online surveys and interviews conducted with Motlow State faculty and administrators.

Job sectors with a 25% greater share of the job base than the statewide average



Source: U.S. Census OnTheMap 2014 data

## REGIONAL EMPLOYMENT PROJECTIONS

In general, most workforce clusters have an excellent, very good, or favorable job outlook, indicating that the regional economy is growing and that Motlow State graduates are entering fields with job growth and with more jobs than college graduates. Those programs with competitive job markets are largely due to industries with fewer jobs than graduates in that field, although data from Motlow State shows that placement rates are high.

Determining the job outlook for graduates of transfer programs is more difficult, since graduates can go on to pursue a wide range of degrees that may lead to an even wider range of employment possibilities. For this reason, it is not possible to correlate transfer degrees with regional industry clusters. To provide an idea of the job prospects for graduates of transfer programs, this Master Plan uses a study on nationwide earnings and employment rates for graduates of four-year programs, and then correlates those programs to Motlow State's two-year programs.

## >> WIA 6 REGIONAL JOB OUTLOOK 2-YEAR DEGREES & CERTIFICATES



### EXCELLENT

**Early Childhood Education\***



### FAVORABLE

**Accounting  
Business Office\*  
Information Systems\*  
Nursing  
Programming\***



### COMPETITIVE

**Management\***



### UNGRADED

**Emergency Medical Technician  
Mechatronics  
Paramedic**



>> WIA 7 REGIONAL JOB OUTLOOK  
2-YEAR DEGREES & CERTIFICATES



Accounting  
Early Childhood Education\*  
Mechatronics



Business Office\*  
Information Systems\*  
Programming\*



Management\*  
Nursing



Paramedic  
Emergency Medical Technician

Source: Tennessee Department of Labor & Workforce Development  
Note: Ungraded workforce clusters have either a negative job growth rate, fewer than 11 annual job openings, or no related academic programs in the workforce investment area.  
\*All data for this workforce cluster is based on statewide projections, since regional data is not available.



>> WIA 9 REGIONAL JOB OUTLOOK  
2-YEAR DEGREES & CERTIFICATES



Accounting  
Early Childhood Education\*  
Emergency Medical Technician  
Mechatronics  
Paramedic

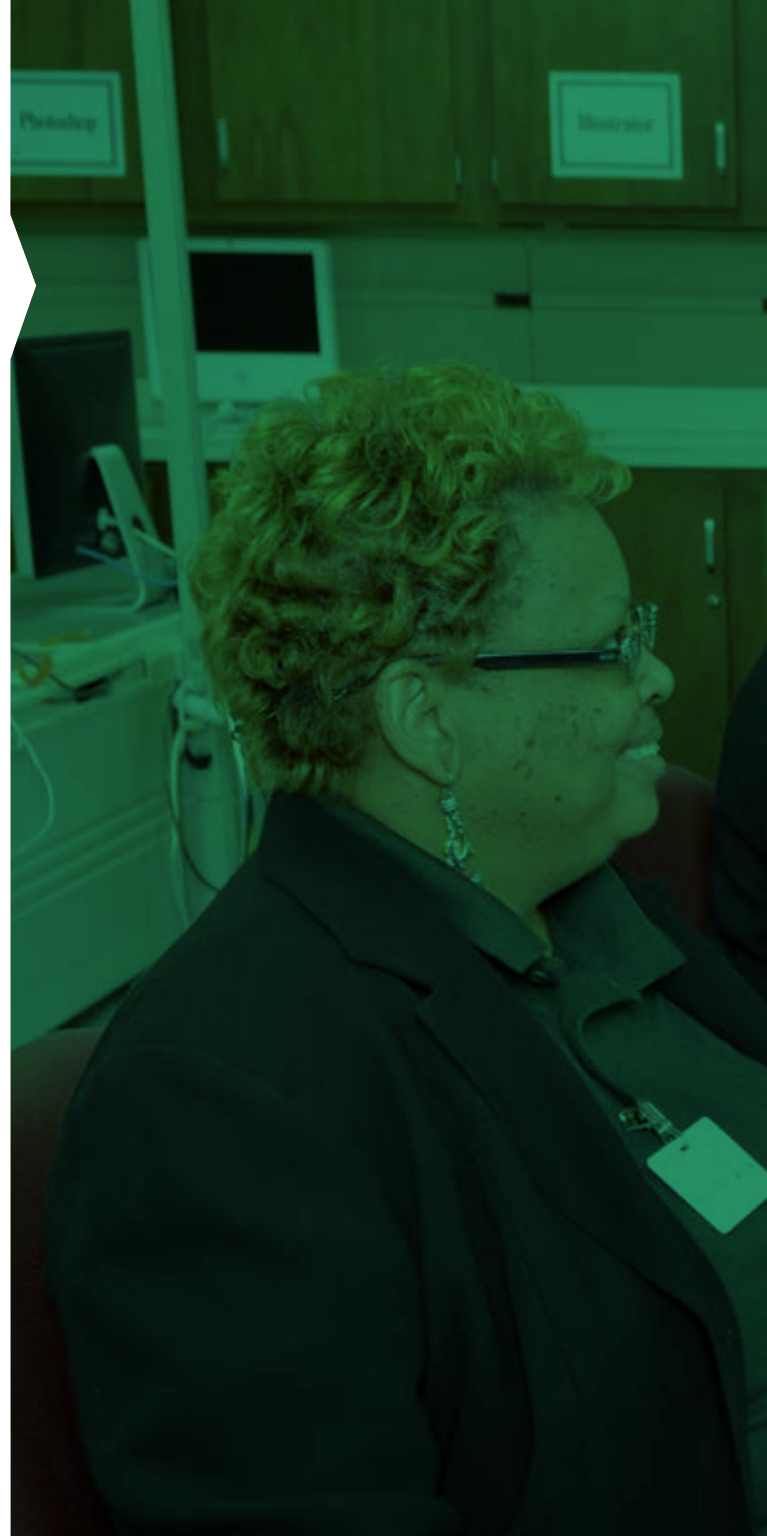


Business Office\*  
Information Systems\*  
Programming\*



Management\*  
Nursing

*Source: Tennessee Department of Labor & Workforce Development  
\*All data for this workforce cluster is based on statewide projections,  
since regional data is not available.*



>> POTENTIAL JOB OUTLOOK - TRANSFER DEGREES

 **EXCELLENT**

Electrical Engineering  
Mechanical Engineering  
Physics  
Secondary Education

 **VERY GOOD**

Civil Engineering  
Computer Science  
Early Childhood Education  
Elementary Education  
Finance  
Marketing  
Mathematics

 **FAVORABLE**

Accounting  
Biology  
Business Administration  
Business Education  
Chemistry  
Economics  
Entrepreneurship  
Foreign Language  
Management  
Special Education (modified K-12)  
Social Work  
Speech & Theater

 **COMPETITIVE**

Art (Studio)  
Criminal Justice  
English  
History  
Information Systems  
Mass Communication  
Music  
Political Science  
Psychology  
Sociology

 **UNGRADED**

General Studies  
Pre-Clinical Lab Sciences  
Pre-Health  
Pre-Law  
Pre-Occupational Therapy  
Pre-Physical Therapy  
Sport & Leisure Management

*Source: Hard Times: College Majors, Unemployment & Earnings,  
Georgetown University Center for Education & Workforce, 2013*





**02 // GOAL FORMULATION**

## INSTITUTIONAL VISION AND MISSION

The vision of Motlow State Community College is to be the area's recognized center for life-long learning and growth opportunities.

Motlow State Community College is a public, multi-campus college offering certificates, Associate's degrees, and flexible learning pathways for early transfer, college preparation, and workforce training. Students are prepared for employment, career advancement, and four-year college or university transfer.

Motlow State serves an eleven county area comprised of full-time, part-time, traditional, and non-traditional age students from diverse socioeconomic populations with disparate educational and cultural backgrounds.

Motlow State offers high quality accredited educational programs and a variety of support services emphasizing and promoting student success.



## ACCESS PRIORITIES

1.1 Expand the use of technology to increase access to post-secondary education.

1.2 Enhance access to higher education for traditionally underserved populations.

1.3 Create and implement a redesigned and comprehensive learning support program to prepare students who are not academically prepared for college level courses

## STUDENT SUCCESS PRIORITIES

2.1 Develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

2.2 Increase the number of students who complete associate degree or certificates.

## QUALITY PRIORITIES

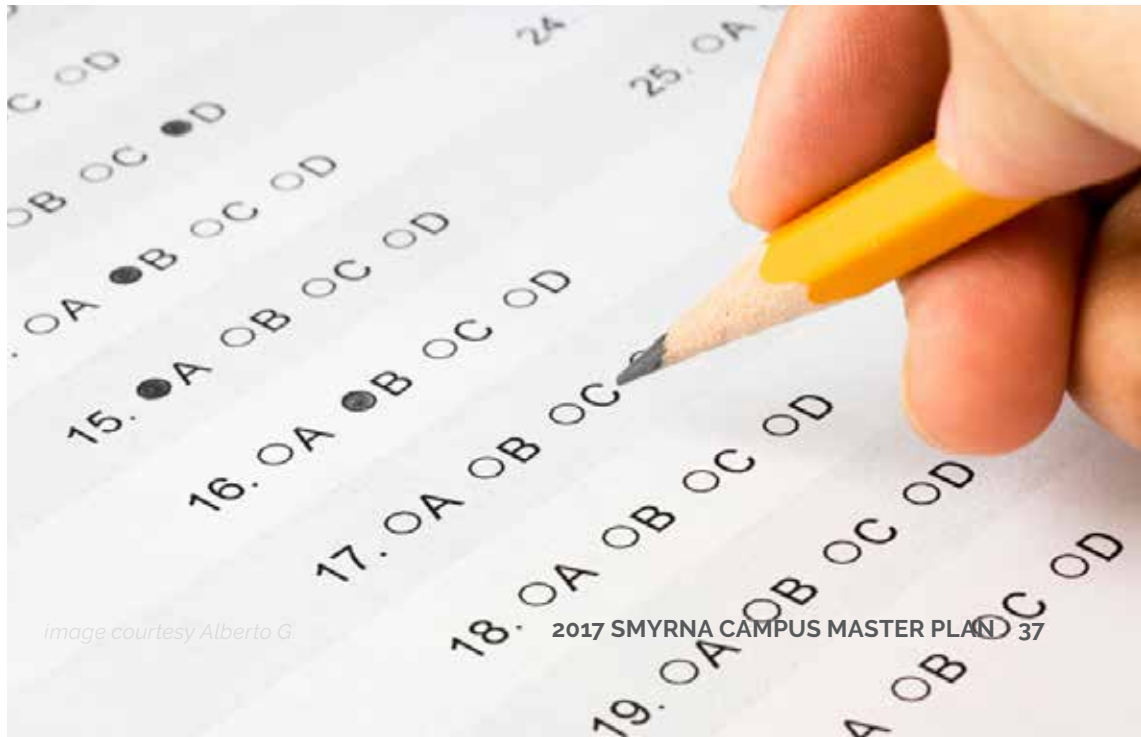
3.1 Monitor and improve the effectiveness of educational programs and services.

3.2 Improve student learning through culturally diverse perspectives to prepare students for success in a global society.

## RESOURCEFULNESS & EFFICIENCY PRIORITIES

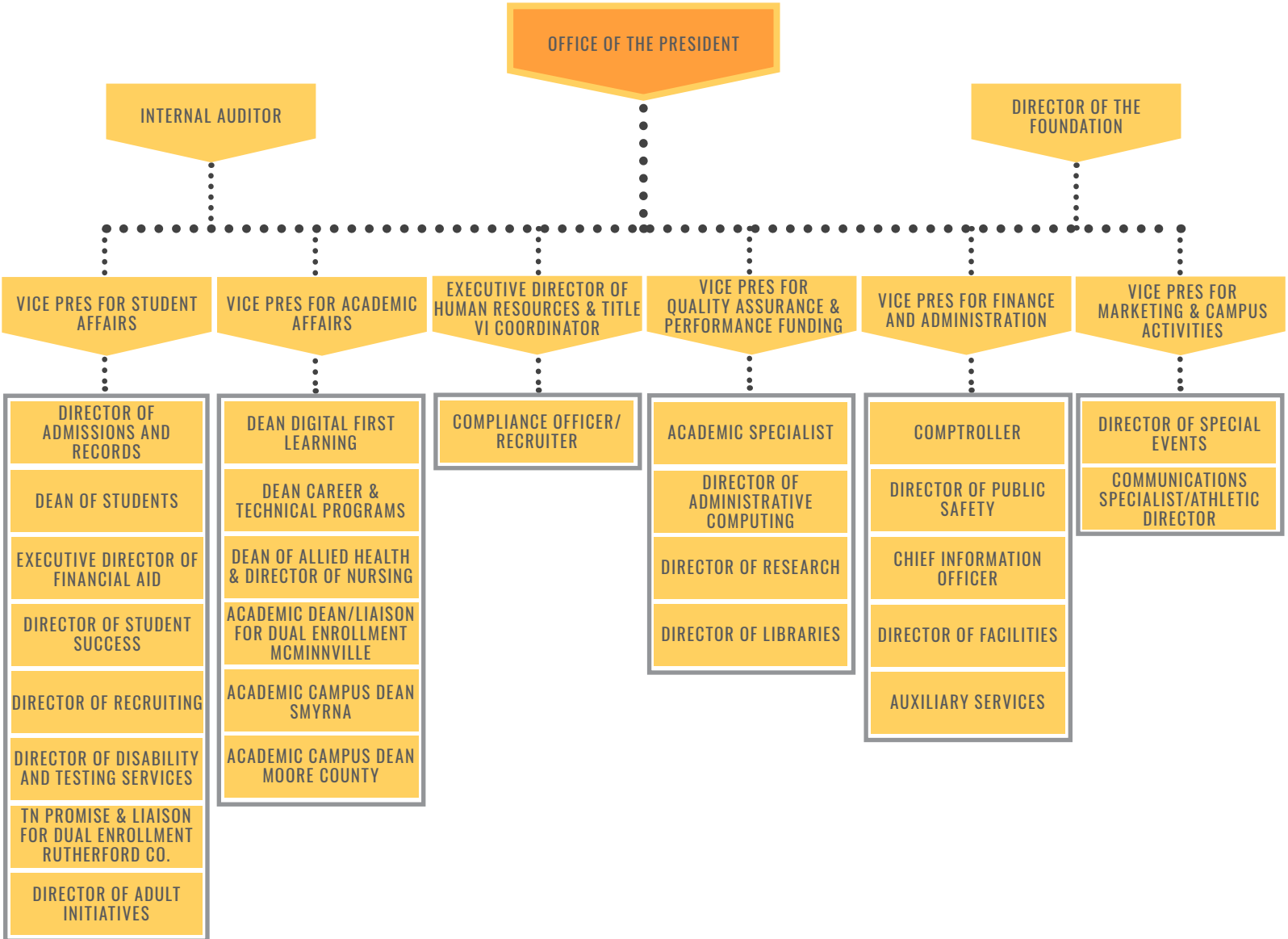
4.1 Increase resources from external sources.

4.2 Advance our college as a role model for sustainability.



*image courtesy Alberto G.*

# >> EXISTING ORGANIZATIONAL STRUCTURE





# INPUT FROM THE CAMPUS COMMUNITY

A number of outreach efforts were conducted as a part of this Master Plan in order to ensure that the plan reflects the needs and desires of students, faculty, administrators, and staff.

One-on-one interviews and focus groups were supplemented with input from an online survey that allowed all faculty and administrators on the Smyrna campus to share their input.

The images at right were among the highest ranked images in the online survey and show the types of spaces that survey participants would like to see in the future.



INDEPENDENT OFFICE SPACES FOR PRIVACY



CLASSROOMS WITH FLEXIBLE ARRANGEMENTS



INFORMAL/FORMAL INDOOR & OUTDOOR GATHERING SPACES



WHAT ONE WORD WOULD YOU USE TO DESCRIBE STUDENTS' FIRST IMPRESSION OF THE SMYRNA CAMPUS?



WHAT ONE WORD WOULD YOU USE TO DESCRIBE WHAT THE SMYRNA CAMPUS COULD BECOME IN THE FUTURE?



## >> SMYRNA CAMPUS FACULTY & STAFF SURVEY COMMENTS

Need more faculty and adjunct office spaces and study areas

One Stop Shop

Need more open lab spaces

Want one Allied Health building where EMS, Allied Health, and Nursing are all together

Need a Simulation Lab

There is no conference room space on campus; need larger, more flexible spaces for meeting

Need a food service space (i.e. cafeteria, restaurant, food truck, cyber café, coffee and snack bar)

Would like an enlarged Library and Bookstore

Parking is an issue





**"THE FACULTY MAKES THIS PLACE! THEY ALL KNOW YOUR NAME AND WILL ALWAYS SAY HI IN THE HALLWAYS!"**

## >> STUDENT FOCUS GROUP COMMENTS

Majority of students feel safe at all times on campus

Want more outdoor recreational spaces (e.g. greenway, field, basketball court, outdoor seating)

Smyrna campus does not look like a college campus but it feels like one

Would like a food service station (i.e. food truck, coffee and snack bar)

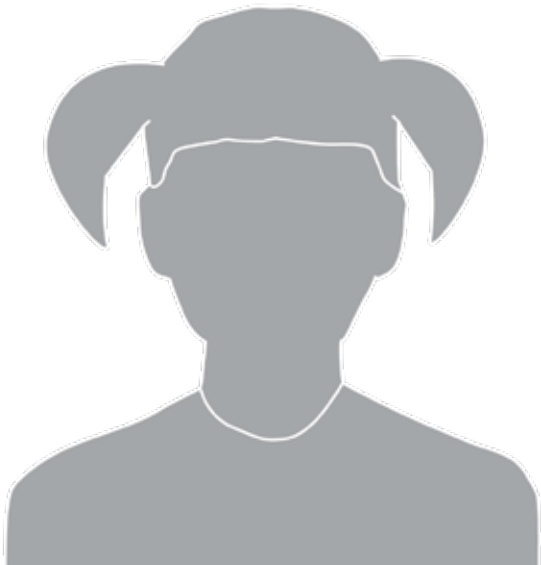
Need more ADA accessible restrooms

Need more parking spaces and traffic control during rush hour times

Would like a real library rather than a library that is mainly filled with computer stations

Would like individual study rooms

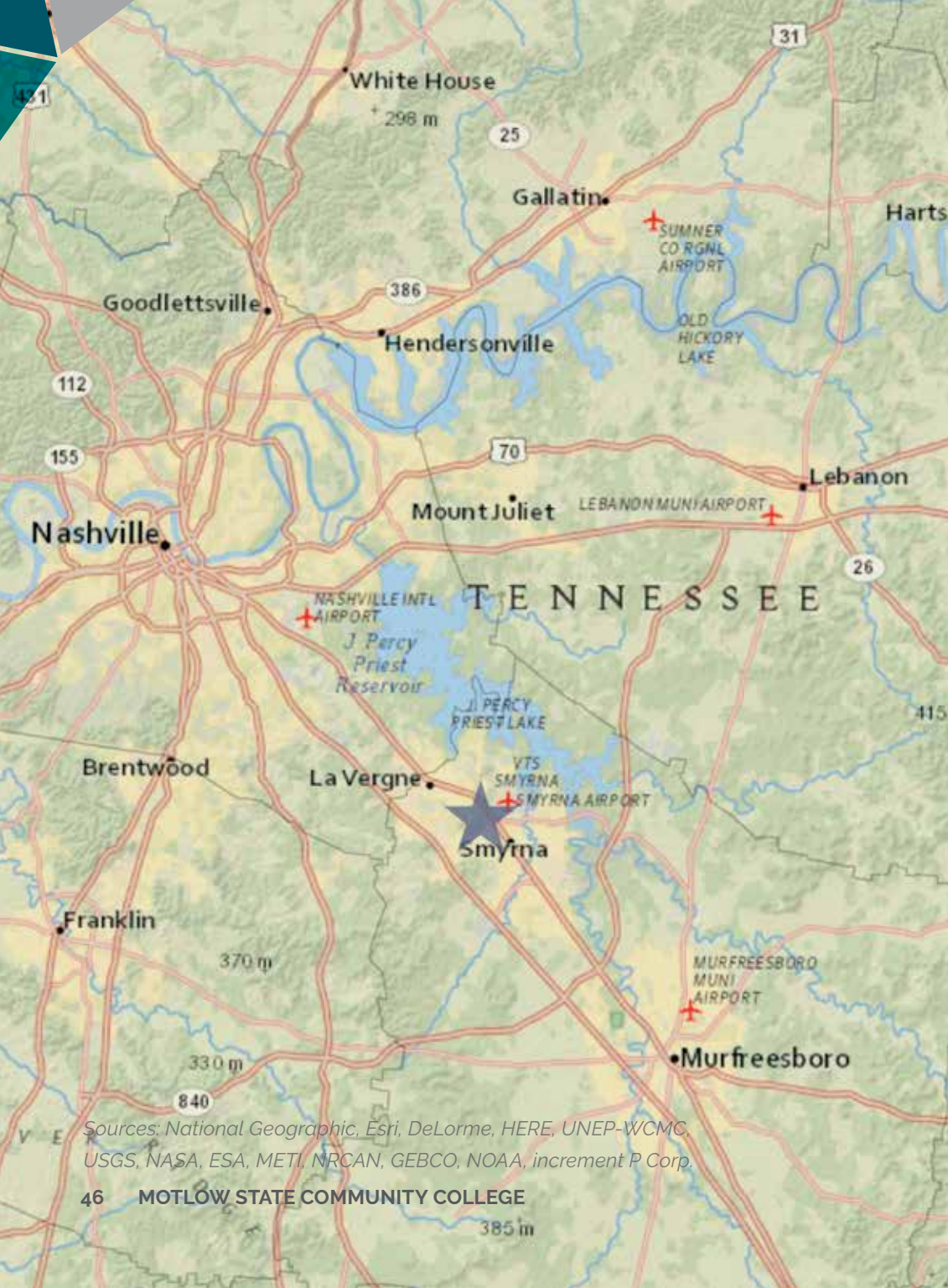
Need a testing room for whole classes to take tests together







## 03 // EXISTING CONDITIONS



## SMYRNA CAMPUS

Motlow State Community College's Smyrna Campus is located approximately 18 miles southeast of downtown Nashville, 2.5 miles east of I-24, and 46 miles northeast of Motlow State's Moore County campus.

The campus is located in a suburban setting near the Smyrna airport and large retail and residential developments, but is mostly surrounded by wooded land.

The Smyrna Campus is approximately 640 feet above sea level. Drainage flows from the western edge of the campus by the white City of Smyrna water tower toward the eastern edge of campus. A detention pond is currently located east of the two buildings. No drainage issues were noted.

The campus has only a single entry point via Motlow College Boulevard. The entry road is attractive, but the campus is not immediately visible and is located at the end of a dead end road, presenting a less than ideal first impression.

Sources: National Geographic, Esri, DeLorme, HERE, UNEP-WCMC, USGS, NASA, ESA, METI, NRCAN, GEBCO, NOAA, increment P Corp.



# >> SMYRNA CAMPUS CONTEXT



Motlow State  
Smyrna  
Campus

Motlow College Blvd

YMCA

US Hwy 41

Sam Ridley Pkwy



Source: Esri, Digital Globe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS user community



In general, the Smyrna Campus is designed in a conventional suburban form. Buildings face an ample parking lot and are fronted by lawns. A small plaza in between the two buildings creates a successful outdoor gathering place. The atrium of Building 2 is the most popular gathering place, along with other indoor study areas.

Vehicular and pedestrian circulation is simple, with no major conflict points. The lack of a second access point does create traffic backups, however, and there is a significant need for additional parking.

Fall 2015 deficit of  
  
**290** PARKING SPACES

# >> SMYRNA CAMPUS ANALYSIS






Water Tower  
(City of Smyrna)

Building 2

Retention Area

Building 1

2 minute walk

-  Pedestrian Crossing
-  Vehicle Circulation
-  Building Entrance







## 04 // FUTURE REQUIREMENTS

## ENROLLMENT BENCHMARKS

Since 1979, Motlow State's enrollment has grown 3% annually on average. Fall 2015 enrollment exceeded the previous Fall 2009 peak during the Great Recession. Over the past decade, Motlow State has been the second fastest growing community college in Tennessee.

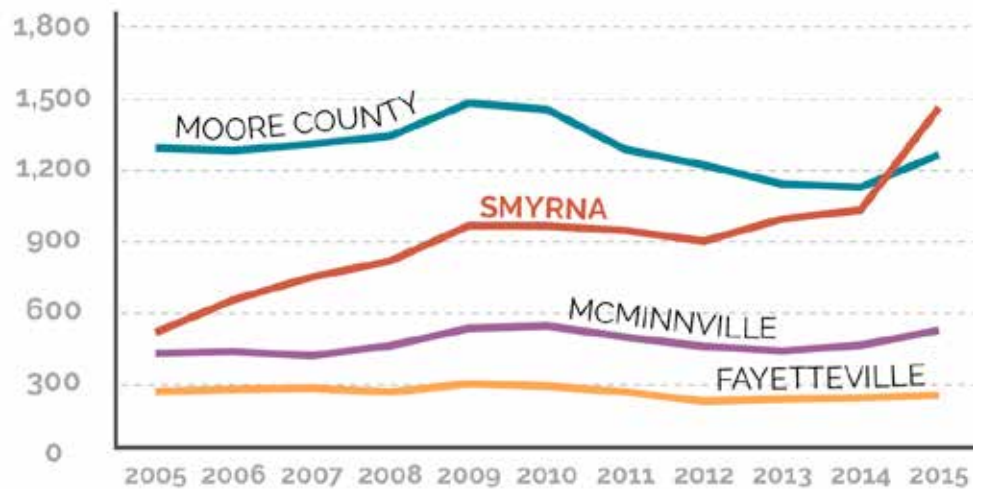
Between Fall 2014 and Fall 2015, enrollment on the Smyrna Campus eclipsed that on the Moore County Campus. This is a milestone event in the College's history and shows that the needs outlined in this Master Plan must be met if Smyrna is to become a true campus. Over the past decade, enrollment on the Smyrna campus has grown at an average of 12% per year.

Many factors can affect future enrollment growth, some of which (such as national economic trends) are difficult to project. For this reason, this Master Plan has established three growth benchmarks. If growth occurs as expected, particularly on the Smyrna Campus, Benchmark 1 could be achieved in the near future.

### >> HISTORIC INSTITUTION WIDE ENROLLMENT GROWTH (FTE)



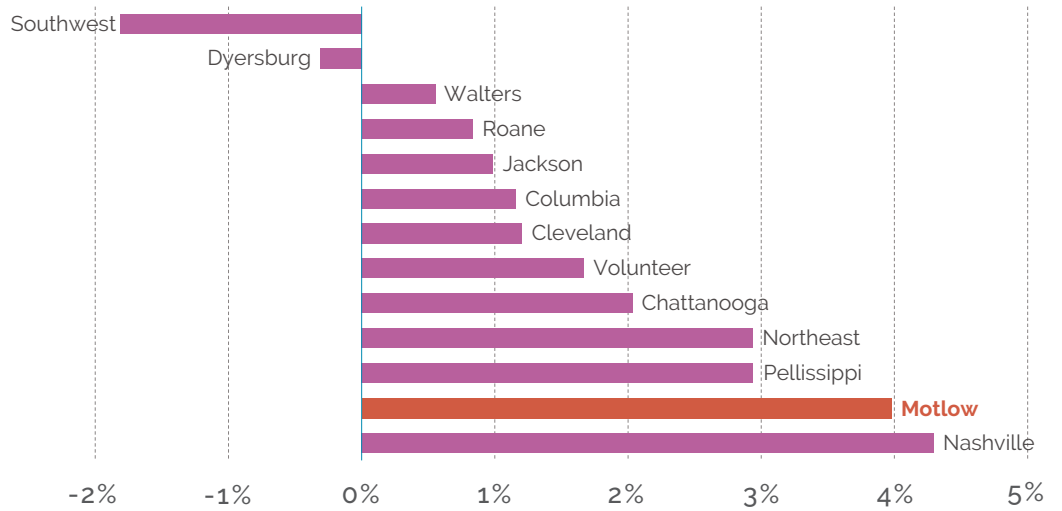
### >> RECENT ENROLLMENT GROWTH BY CAMPUS (FTE)



Benchmark 2 is a longer range projection. Given the very fast growth occurring on the Smyrna campus, a third benchmark was also established as a planning target to ensure that Smyrna is prepared to create a true college campus that includes more than just teaching spaces.

Faculty and staff are expected to grow at the same rate as the student body, to preserve Motlow State's small class sizes and intimate college feel.

### >> AVERAGE ANNUAL FTE ENROLLMENT GROWTH (2005-2015)



### PROJECTED ENROLLMENT GROWTH BY CAMPUS

HEADCOUNT	SMYRNA	MOORE COUNTY	MCMINNVILLE	FAYETTEVILLE	TOTAL
Fall 2015	2,246	2,032	874	412	5,564
Benchmark 1	3,531	2,032	956	442	6,960
Benchmark 2	4,708	2,032	1,035	486	8,261
Benchmark 3	6,277	2,032	1,115	530	9,954
<b>FTE</b>					
Fall 2015	1,431	1,152	549	233	3,365
Benchmark 1	2,250	1,152	600	250	4,252
Benchmark 2	3,000	1,152	650	275	5,077
Benchmark 3	4,000	1,152	700	300	6,152

## STATION OCCUPANCY

Station occupancy shows the percentage of seats or lab stations filled, based on Fall 2015 enrollment on the Smyrna Campus only. While lectures are well above the THEC standard, labs are less full. This is due to some low enrollment lab sections (including Learning Support classes) that lower the overall average.

## >> AVERAGE CLASSROOM STATION OCCUPANCY (SMYRNA CAMPUS FALL 2015)



**75%**  
of seats are  
**OCCUPIED**



THEC Standard  
**60%**



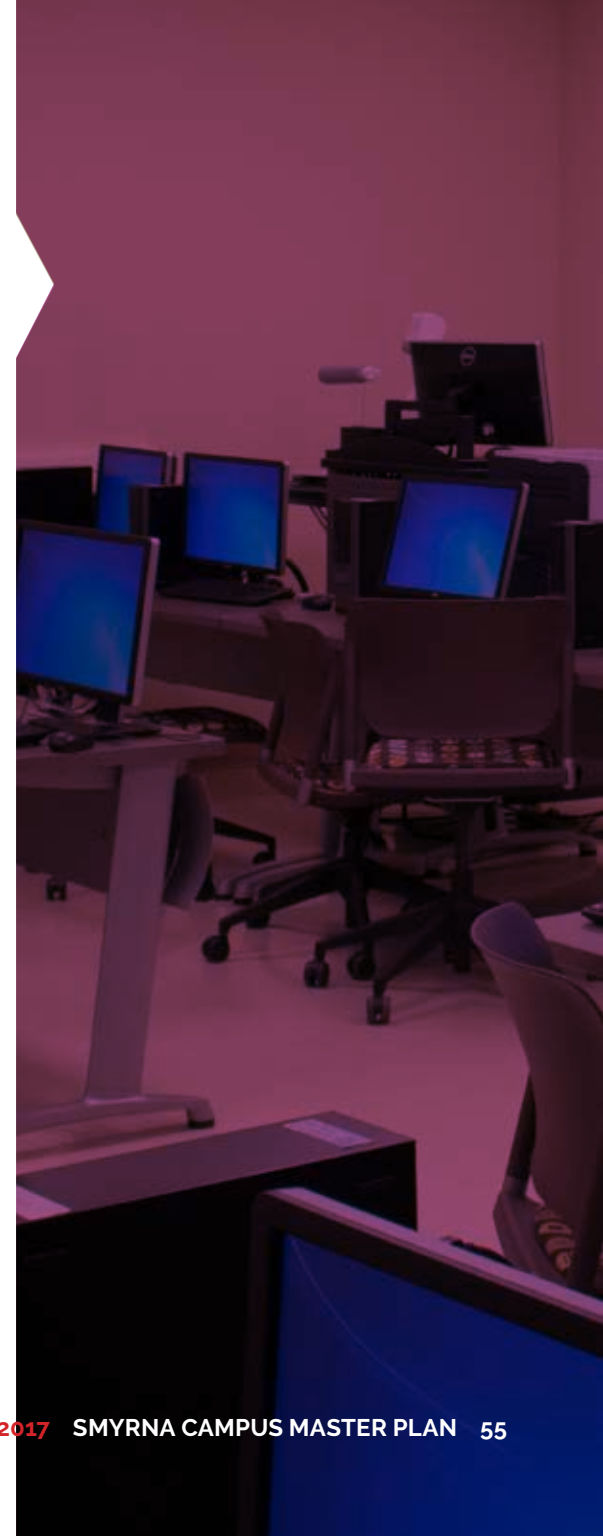
>> AVERAGE LAB STATION OCCUPANCY  
(SMYRNA CAMPUS FALL 2015)



72%  
of seats are  
**OCCUPIED**



THEC Standard  
**80%**



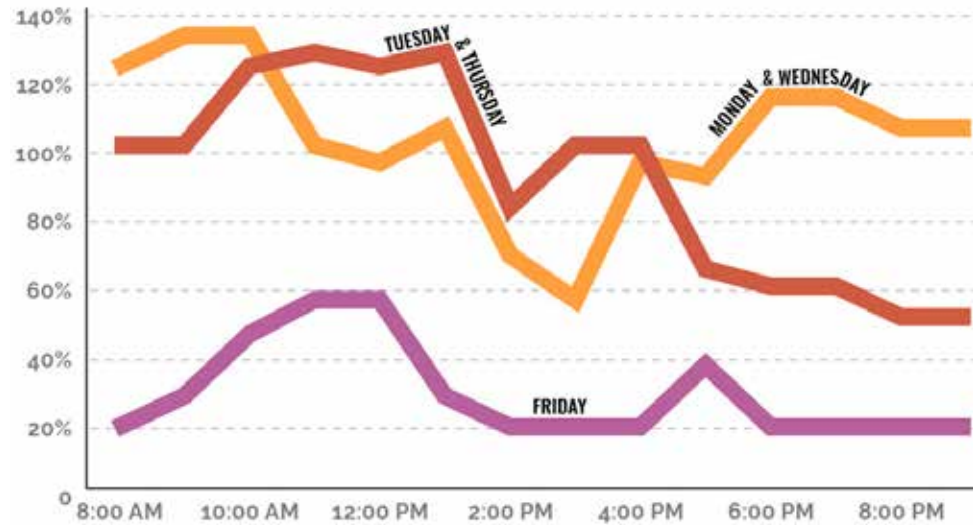
## ROOM UTILIZATION

While there is no THEC standard for what percent of classrooms and labs should be scheduled, utilization numbers on the Smyrna Campus are very high for classrooms, and acceptable for labs.

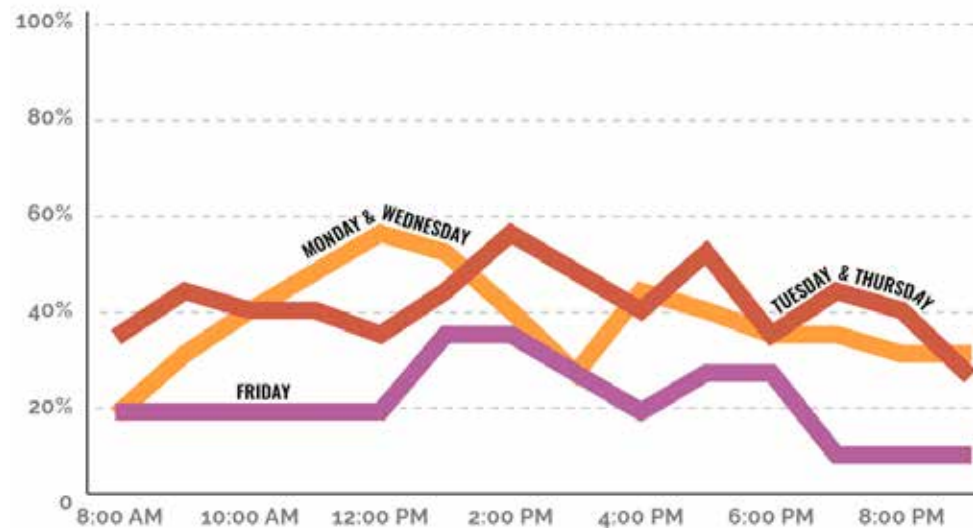
Utilization numbers for classrooms exceed 100%, which is usually not possible, but in this case indicates that some lecture sections are being taught in labs rather than in classrooms due to the lack of availability of classrooms. Therefore, at certain times of the day and week, there are more lecture sections than classrooms. This means that some labs are unavailable during certain times of day because they are occupied by lecture sections, which creates a problem for lab scheduling and utilization.

In general, utilization remains high throughout the day, from 8:00 a.m. through 8:00 p.m., indicating a very full class schedule and that facilities are being heavily used.

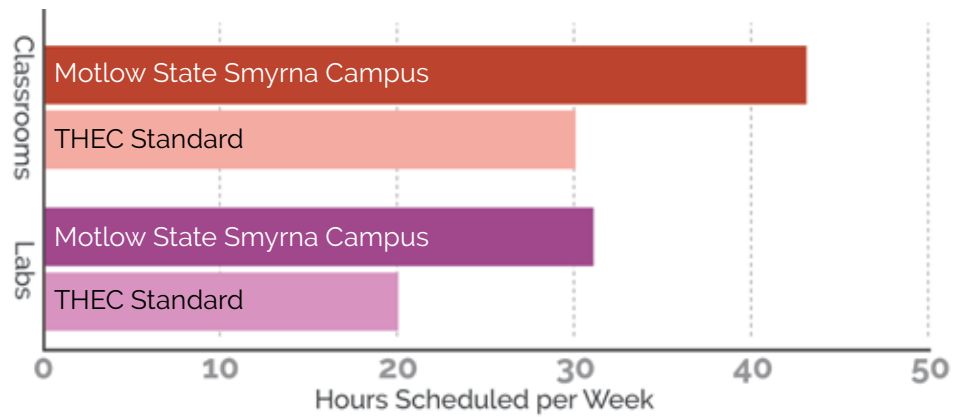
>> PERCENT OF CLASSROOMS ON THE SMYRNA CAMPUS WITH SCHEDULED COURSES (FALL 2015)



>> PERCENT OF LABS ON THE SMYRNA CAMPUS WITH SCHEDULED COURSES (FALL 2015)



## >> SMYRNA CAMPUS FALL 2015 AVERAGE WEEKLY CLASSROOM & LAB UTILIZATION



## SPACE MODELING AS A TOOL

Any space model should be understood as a tool for understanding current and future space needs, not as a precise indicator of exact needs. For the sake of this Master Plan, results of the model are considered alongside information gleaned during interviews with the campus community.

The model, the campus community, and common sense are in agreement that there is an immediate need for significantly more space on the Smyrna campus.

All areas shown on the following page are given in net assignable square feet, which does not include spaces such as hallways and restrooms that are necessary to serve assignable spaces.



## SPACE NEEDS

Existing and future space needs were calculated using data on courses, rooms, employee counts, and other information provided by Motlow State, combined with the growth benchmarks shown on page 53. These needs

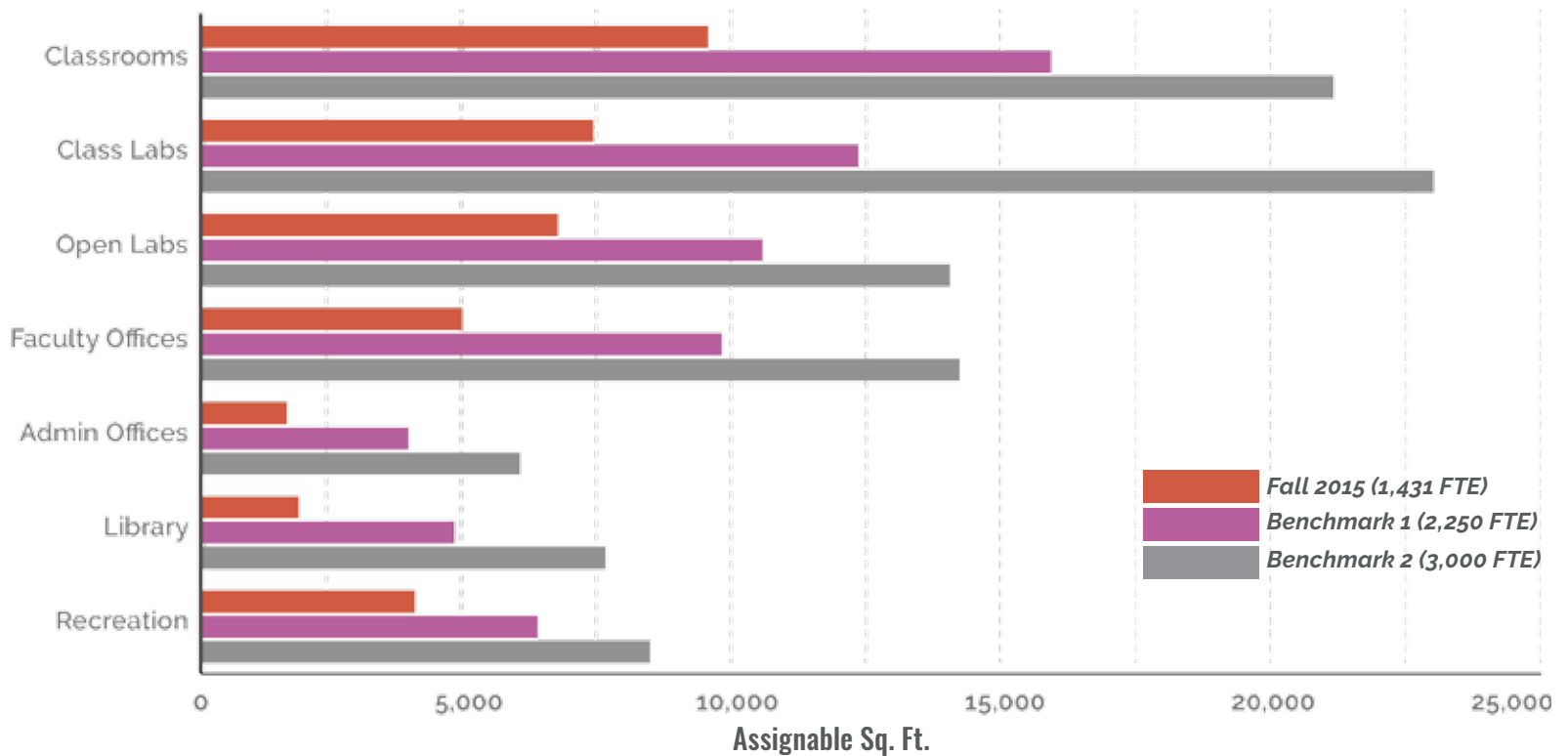
are based on the Tennessee Higher Education Commission (THEC) space model. There is a significant need for all types of space:

- Classrooms and labs
- Offices, conference rooms, and meeting rooms

- Open lab, study, and gathering spaces
- Recreational and outdoor study spaces

In order to meet needs in Fall 2015, the campus would need 70,000 additional square feet of assignable space. By Benchmark 1, the needs have grown.

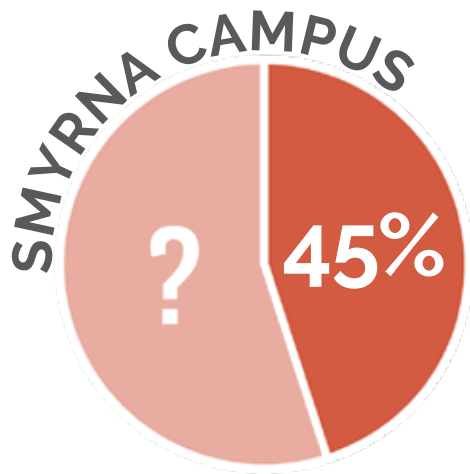
### >> SPACE NEEDS - SMYRNA CAMPUS



By Benchmark 3, the Smyrna site will become a full campus, similar in size to Northeast State Community College's main campus, and will need recreation space, food service, a one-stop shop, a maintenance building, and other facilities typical on large campuses.

The lack of space can already be seen today, given that the Moore County campus has six times as much square feet per student as the Smyrna campus.





has only 45% of the space it **NEEDS** in **FALL 2015**



## PROPERTY ACQUISITION

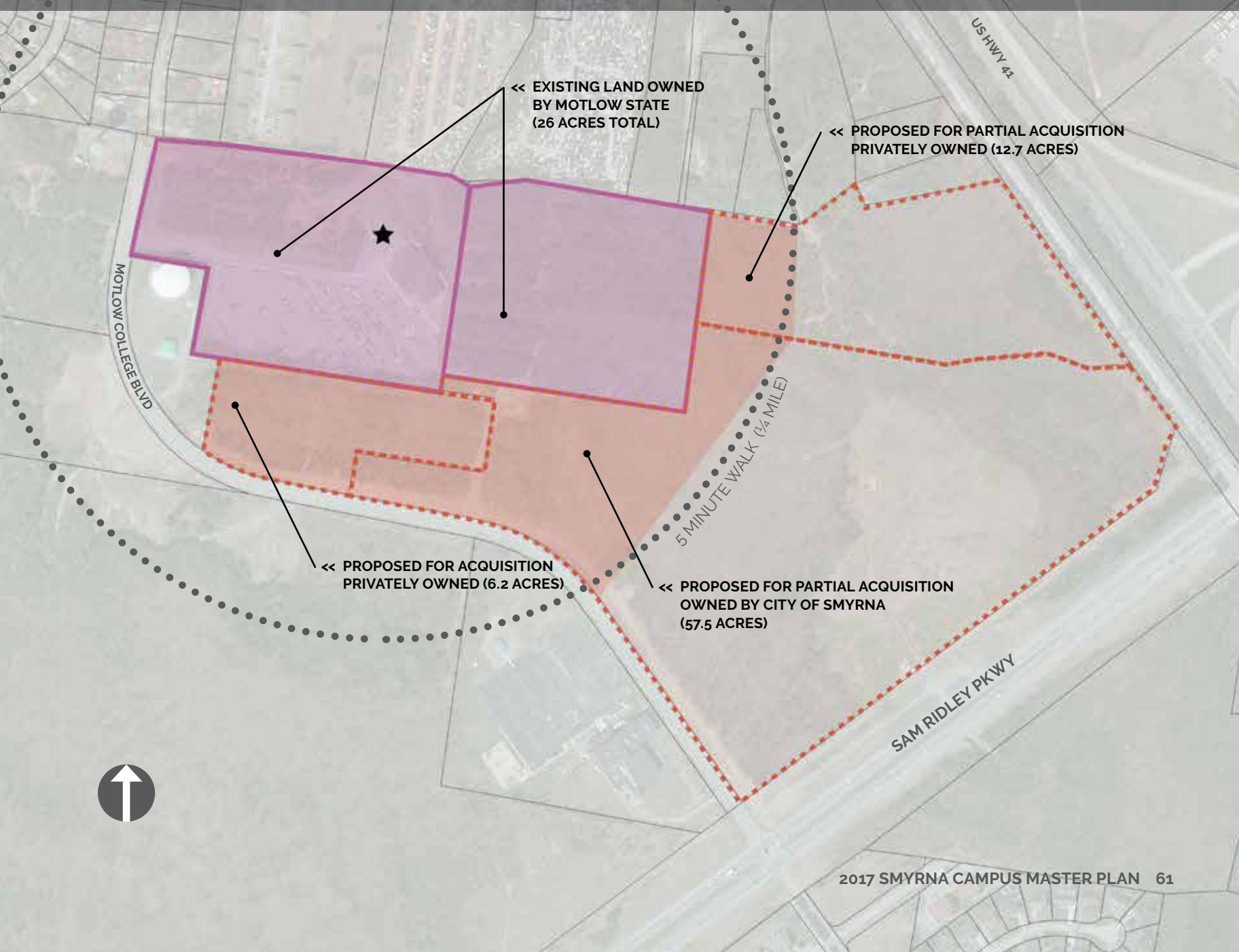
The Smyrna campus currently has enough land to add a third building and expand its parking to meet the needs for Benchmark 1.

In the future, land acquisition must occur in order to provide land for additional buildings, parking lots, and other facilities. The privately owned parcel between the existing campus and Motlow College Boulevard should be the highest priority for acquisition, given that it would allow parking within a short walk of existing buildings, permit a new access drive, and decrease the isolated feel of the campus.

When this campus reaches enrollment benchmark 3, significant amounts of additional land will be necessary to ensure that the campus can remain functional in its current location.

While all of the land shown on the following page will not be needed for expansion, a portion of the two larger parcels shown should be acquired, leaving the remainder of those parcels for other uses.

# >> PROPOSED LAND ACQUISITION FOR THE SMYRNA CAMPUS



## MCMINNVILLE CAMPUS TRAINING CENTER

The proposed land acquisition on the following page will allow for an expansion of Motlow State's McMinnville campus to create an Advanced Robotics Training Center in collaboration with local industry and Warren County, which will donate the land.

The Training Center will provide robotic training needs for employees from throughout the region, given that a number of major auto manufacturers and tier 1 suppliers are located within driving distance, and more are expected to locate to the region. There are over 7,000 industrial robots in operation today within 75 miles of McMinnville.\* The Training Center is needed to provide the advanced training required to support this growth.

The Training Center will provide credit and non-credit training, including two-week certificate courses as well as courses that contribute to an Associate of Applied Science Degree in Advanced Robotic Technology.

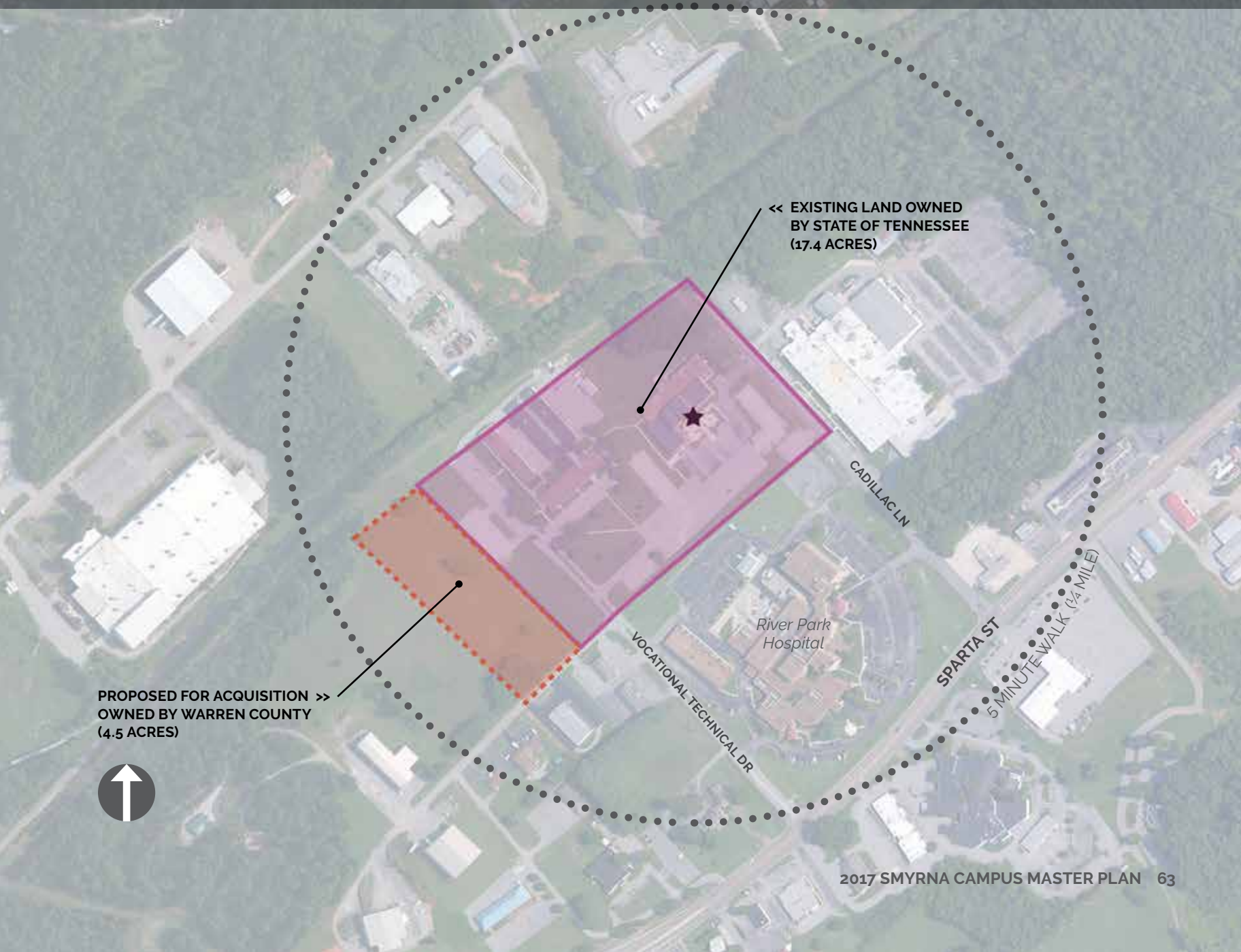
*\*Warren Co. Business Roundtable Action Committee*



*image courtesy spencer cooper*



# >> PROPOSED LAND ACQUISITION FOR THE MCMINNVILLE CAMPUS



<< EXISTING LAND OWNED  
BY STATE OF TENNESSEE  
(17.4 ACRES)

PROPOSED FOR ACQUISITION >>  
OWNED BY WARREN COUNTY  
(4.5 ACRES)



**DONOR WALL  
OF  
RECOGNITION  
2013**



- Andy V
- Dr. Sam
- Dr. Mary
- Hilda T
- Jerry T
- Wanda

# 05 // PRELIMINARY MASTER PLAN

Wemack

Ingram

ou Apple

anstill

anstill

ou Lewis

2016

2017

## DRAFT CONCEPT PLANS

Two conceptual plans were developed for future expansions on Motlow State's Smyrna campus. These were discussed with representatives of the college at an on-site workshop at which participants gave input on the strengths and weaknesses of each plan and suggested changes. These draft concept plans are shown on the following pages. Both of them assume the eventual demolition of the original building, due to its small size and the prime real estate it occupies. The final recommended plan is shown on page 72 and does not recommend any demolition.

### CONCEPT A

This conceptual plan, shown on page 68, organizes future buildings along a strong central axis terminated by the existing Marylou Apple Building (Building 2). This concept shows a formal quadrangle that would allow for a logical arrangement of future buildings, with ample room for long term expansion. A secondary quad is shown on the existing lower (eastern) parking lot and would also accommodate future buildings. A

strong central axis centered on a new entry road would showcase the new main quadrangle, and parking would be provided to the east and west.

### CONCEPT B

A second conceptual plan was developed and is shown on page 69. This plan is still organized around quadrangles, but they are less formal and respect the location of existing buildings to create a more organic pattern of growth. The first new building to be constructed is shown to the north of the Marylou Apple Building, and another building is shown immediately in front of the Apple Building to create a new public plaza. Parking would be provided in lots to the east and west.

Future land acquisition will be crucial to meet the land needs of the Smyrna campus



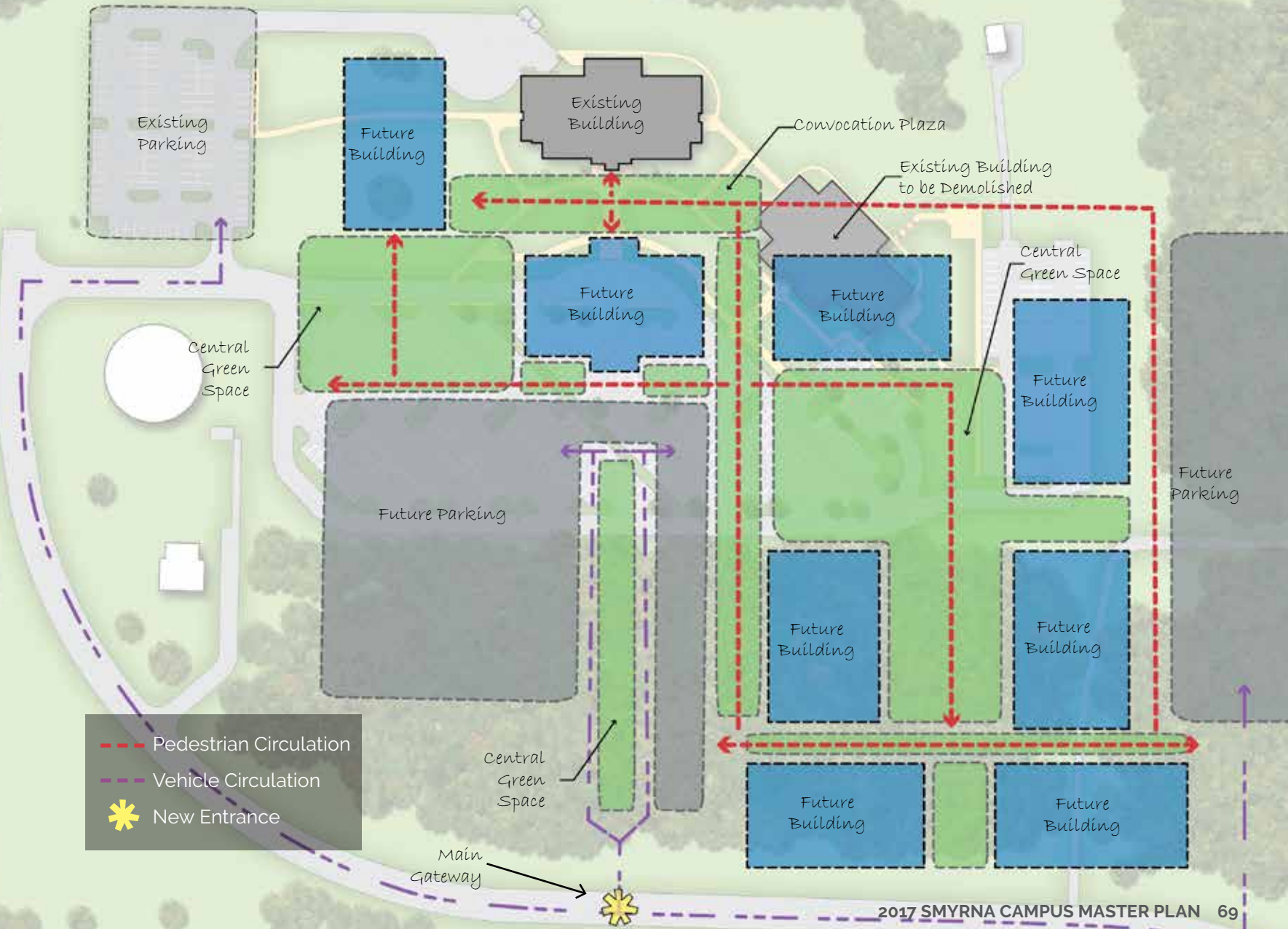


Workshop participants review and comment on the pros and cons of each concept plan

# » DRAFT CONCEPT PLAN A



# >> DRAFT CONCEPT PLAN B



- - - Pedestrian Circulation
- - - Vehicle Circulation
- ★ New Entrance



  
TENNESSEE  
**Promise**  
@  
**MOTLOW**





06 // MASTER PLAN

## >> SMYRNA CAMPUS LONG TERM MASTER PLAN

Rapid enrollment growth on the Smyrna Campus means that significant investments in new facilities are required to meet needs. The long term plan shown here would meet all needs anticipated by Growth Benchmark 3, which assumes an FTE enrollment of 5,000 students, as shown on page 53. If extraordinary growth occurs beyond Benchmark 3, Building 1 could be demolished to allow for a larger facility (Building 6) that would provide more adequate and flexible space.



>> SHORT-TERM RECOMMENDATIONS



ONE NEW  
BUILDING  
**80,000**  
GROSS SQ.FT.



**750** additional parking  
**SPACES**

>> LONG TERM RECOMMENDATIONS



TWO ADDITIONAL  
BUILDINGS  
**90,000**  
GROSS SQ.FT.



**1,000** additional parking  
**SPACES**

## PROPOSED BUILDING 3

The highest priority of this Master Plan is the construction of a third building on the Smyrna Campus. This building should contain approximately 80,000 gross square feet of space, focusing on much-needed lab, classroom, and office space, as well as other needs such as open computer labs and library/study spaces. Detailed needs should be developed as this building is designed, including a migration plan showing what uses will be moving from existing buildings into the new building, and how vacated space will be backfilled.

The orientation and siting of this building will be very important. The current layout of the campus focuses on the parking lot. This new building should be located west of existing Building 2, but protrude in front of it to frame the existing front lawn of Building 2, while being careful to respect existing parking and the existing entrance drive. A three story building may be desirable to have more of a presence and make an architectural statement.

## HEALTH SCIENCES LABS



## CLASSROOMS



## COMPUTER LABS



## OFFICES



## BUILDING 3 PRIORITIES

There is a significant need for all types of space on the Smyrna campus today. The proposed Building 3 should focus on providing more Health Sciences and computer labs, classrooms, and office spaces to meet the most immediate needs.

## BUILDING 4

Once enrollment growth reaches 3,000 FTE students on the Smyrna campus (growth benchmark 2), a fourth building of approximately 45,000 gross square feet will be needed to meet needs. This building should include additional teaching and office spaces.

## BUILDING 5

When enrollment reaches 4,000 FTE students (growth benchmark 3), a fifth building will be needed at approximately 45,000 gross square feet. The program of this building will

need to be determined at a future date, but will likely include academic spaces as well as non-academic spaces.

## PARKING LOTS

Significant expansions of parking will be necessary with each new building. No parking will be lost with the construction of Building 3, but Buildings 4 and 5, as well as the proposed quadrangle, will displace existing lots. New parking should be constructed to the east as an extension of the existing lot, as well as to the south on land proposed for acquisition.

## QUADRANGLE

The proposed central quadrangle will create a true collegiate feel and unify the architecture of all buildings. It should be constructed at the same time as Building 4 and should consist of simple lawns and hardwood trees with minimal landscaping, but also include a focal point such as a fountain or sculpture, as well as gathering places for students.

*Parking lot expansions will be necessary with each new building*



## COLLEGE AMENITIES

As the Smyrna Campus grows, it will be critical to provide amenities to create a true college campus rather than just a teaching site. The following will be critical for student retention and should be provided in the buildings described above: a full library, a learning resource center, a one-stop administrative shop, maintenance space, a bookstore, and recreation areas. After the construction of Building 5, this campus will have approximately as the same building square footage as Northeast State Community College's Main Campus.

## ACCESS

With increased enrollment and traffic, it is crucial that additional points of access be provided to the Smyrna campus. Two new proposed access points are shown from Motlow College Boulevard on the plan above. These will allow for faster entering and exiting of the parking lots, especially during peak periods and should be constructed as soon as feasible.

## RETENTION AREAS

Expanded parking lots and building footprints will require additional

stormwater retention facilities. The existing retention area should remain, and an additional retention area should be located where shown on the plan.

## SECURITY

Security cameras should be added to the hallways of existing and proposed buildings, as well as existing and proposed parking lots. Key card access should also be added to external doors and labs with valuable equipment.

*Buildings 4 and 5 should frame  
a new green quadrangle*



## MOORE COUNTY CAMPUS SOCCER FIELDS

Motlow State plans to begin a women's soccer program in Fall of 2017 on the Moore County Campus. For this reason, soccer fields and associated facilities will need to be provided.

These pages show two potential options for meeting these needs.

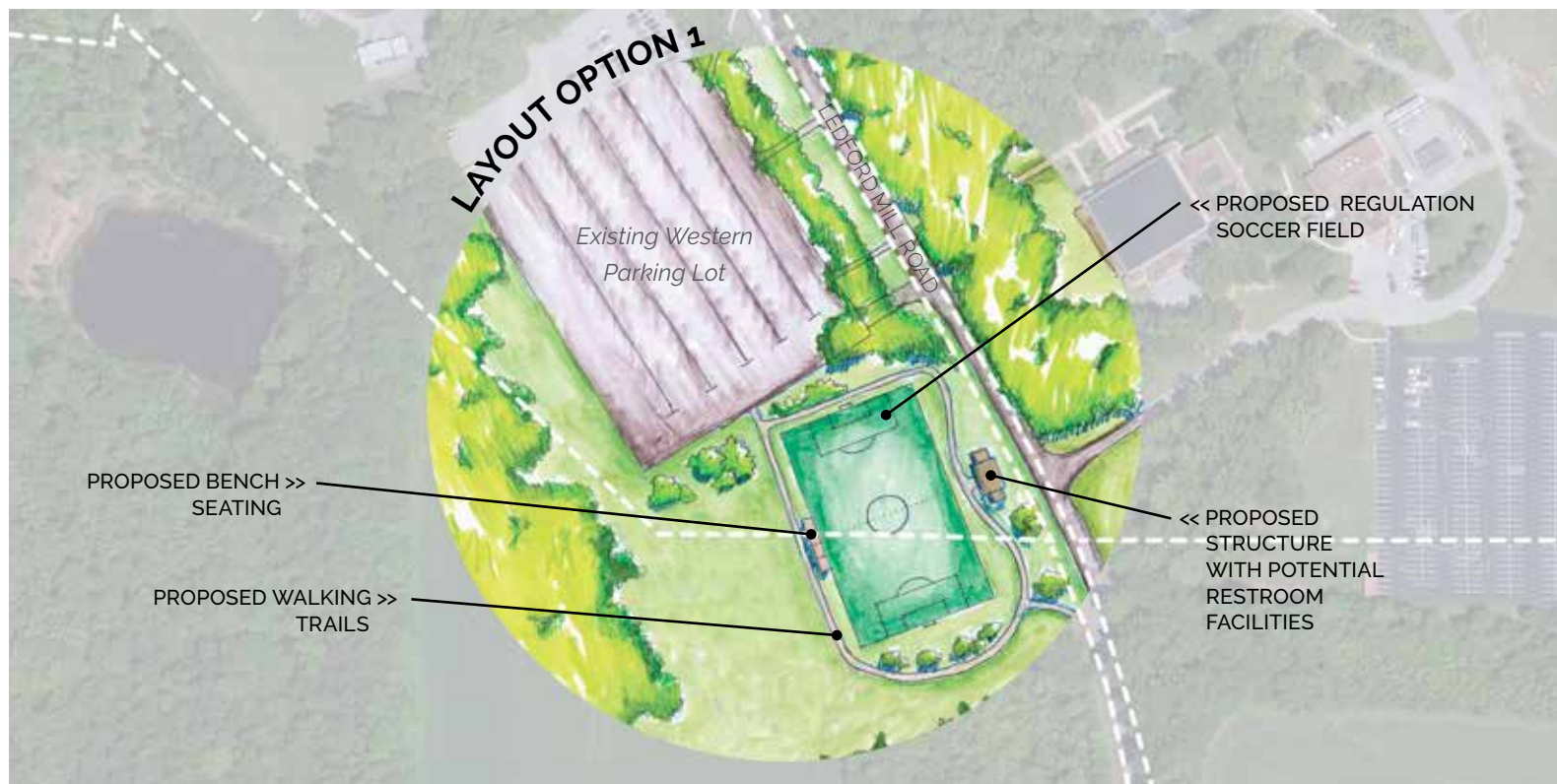
### LAYOUT OPTION 1

Positives:

- Regulation field will be laid out on already cleared and flat land
- Close proximity to Nisbett Center
- Close proximity to western parking lot

Negatives:

- Additional land acquisition would be necessary
- Additional restrooms facilities would be required





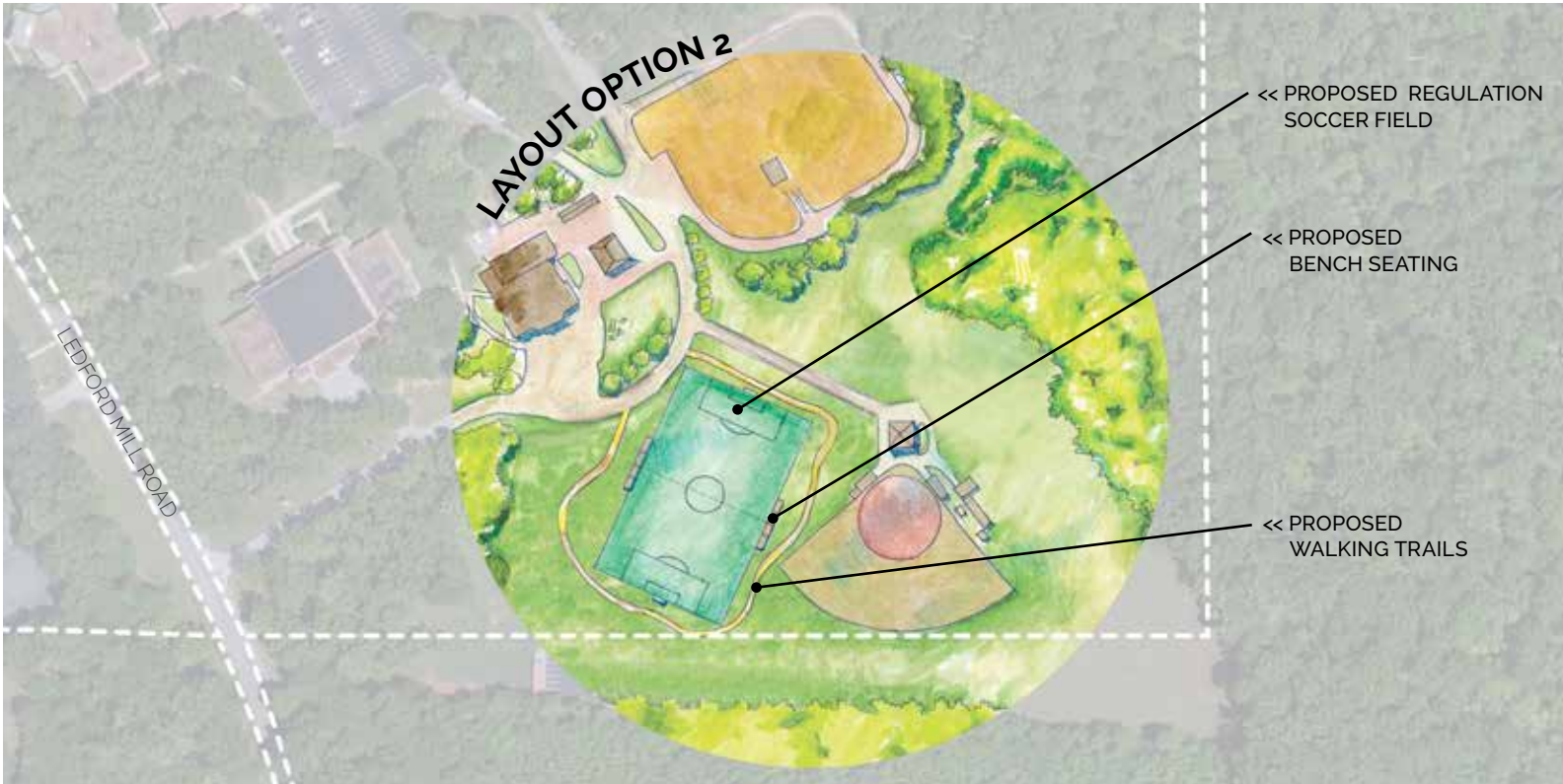
# LAYOUT OPTION 2

## Positives:

- Close proximity to Nisbett Center
- Limited land clearing would be required
- In close proximity to women's softball field and existing facilities
- Additional land acquisition is not required

## Negatives:

- Existing Southern Parking Lot will no longer be available





A photograph of a large-scale construction project, likely a school building, showing the steel skeleton and extensive scaffolding. The image is overlaid with a teal semi-transparent rectangle on the left and a dark grey semi-transparent triangle on the right. The text '07 // IMPLEMENTATION' is centered in white on the teal area.

## 07 // IMPLEMENTATION

## IMPLEMENTATION CHECKLIST

A number of capital improvements will be necessary to ensure that the Smyrna Campus is able to meet growing enrollment demand and present the feel of a true college.

This Master Plan puts forth a vision for the long-term future of the Smyrna Campus that was developed in conjunction with Motlow State Community College administrators and the Tennessee Board of Regents, but priorities and the details of implementation may change based on future realities, as long as they remain within the general needs and plan outlined in this Master Plan.



## IMPLEMENTATION CHECKLIST AND COST ESTIMATES

SMYRNA CAMPUS		ROUGH COST	
RECOMMENDED PROJECT	PRIORITY	ESTIMATE	FUNDING SOURCE
Building 3	Short Term	\$28M	State Capital Outlay, Private
Initial Parking Lot Expansion	Short Term	\$1.5M	State Capital Outlay
Building 4	Medium Term	\$16M	State Capital Outlay, Private
Quadrangle Improvements	Medium Term	\$1.3M	State Capital Outlay, Private
Building 5	Long Term	\$16M	State Capital Outlay, Private
Long-Term Parking Expansion, Access Roads, & Retention Facility	Long Term	\$2.5M	State Capital Outlay
MOORE COUNTY CAMPUS		ROUGH COST	
RECOMMENDED PROJECT	PRIORITY	ESTIMATE	FUNDING SOURCE
New Soccer Fields & Associated Facilities	Short Term	\$1M	Motlow State





**08 // APPENDIX**

## TSW SPACE MODEL RESULTS

While the Tennessee Higher Education Commission (THEC) space model is considered the authority for the sake of this Master Plan, space needs were also calculated using a proprietary space model developed by master planning consultants TSW, in order to verify and provide an additional perspective on THEC model results.

The results of both models are generally consistent with each other and confirm the need for significant amounts of all types of space on the Smyrna Campus. The TSW model uses FTE and contact hour data to generate needs in most cases, while the THEC model calculates needs in terms of course sections. For this reason, there is a rounding effect in the THEC model that is particularly evident in needs calculations for smaller campuses.

Data for the proprietary model was provided by the College, and edited to remove evening and weekend classes, courses with an enrollment of only 1 or 2, and online classes. Growth benchmarks the same as those shown on page 53.

Net space needs assume that no buildings are built, although it is expected that new buildings would come online before each benchmark.

### TSW MODEL SPACE NEEDS - SMYRNA CAMPUS (NET ASSIGNABLE SQUARE FEET)

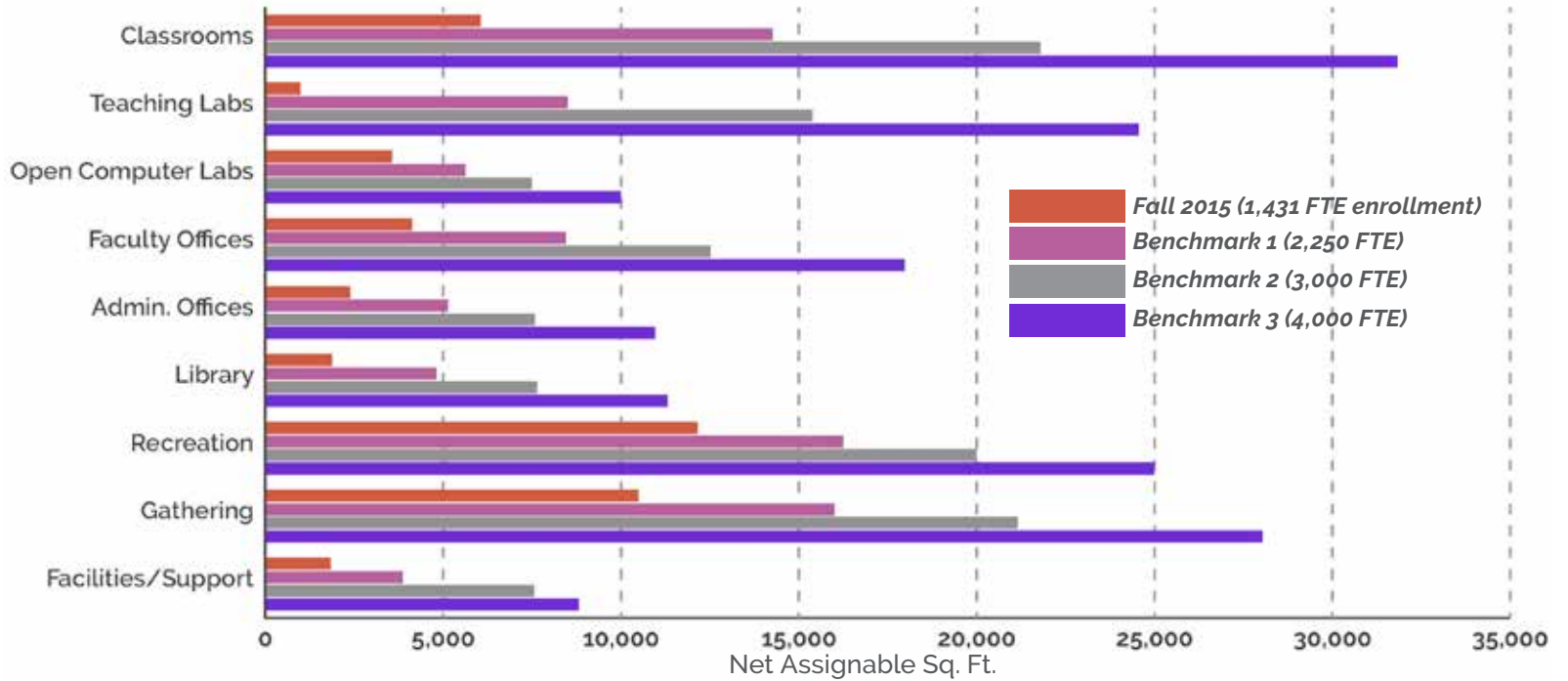
	CLASSROOMS	TEACHING LABS	OPEN COMPUTER LABS	FACULTY OFFICES
Fall 2015 Space Needs	14,364	13,133	3,578	7,703
Fall 2015 Space Available	8,313	12,142	0	3,577
Net Space Needed: Fall 2015	6,051	991	3,578	4,126
Net Space Needed: Growth Benchmark 1	14,267	8,503	5,625	8,454
Net Space Needed: Growth Benchmark 2	21,794	15,385	7,500	12,517
Net Space Needed: Growth Benchmark 3	31,830	24,561	10,000	17,986

\*Gathering spaces include assembly space, food service space, student lounges, bookstore space, and meeting rooms

\*\*Facilities/support space includes maintenance shop space, central storage areas, and vehicle garages



>> TSW MODEL SPACE NEEDS - SMYRNA CAMPUS



ADMIN. OFFICES	LIBRARY	PHYS. ED. / RECREATION	GATHERING SPACES*	FACILITIES/SUPPORT**
4,753	5,234	12,157	11,977	3,351
2,356	3,362	0	1,478	1,502
2,397	1,872	12,157	10,499	1,849
5,144	4,814	16,250	15,999	3,872
7,582	7,647	20,000	21,157	7,559
10,957	11,312	25,000	28,036	8,809

## THEC MODEL DETAILED RESULTS

The table below shows the detailed results of the THEC model, which are shown in graphic form on page 58. These numbers do not take into account the new buildings that are proposed to come online before future growth benchmarks.

### THEC MODEL SPACE NEEDS - SMYRNA CAMPUS (NET ASSIGNABLE SQUARE FEET)

	CLASS- ROOMS	LAB / STUDIO	OPEN LAB	OFFICE	LIBRARY	PHYS. ED.
Fall 2015 Space Needs	17,782	19,476	6,667	12,427	5,199	4,000
Fall 2015 Space Available	8,313	12,142	0	5,933	3,362	0
Net Space Needed: Fall 2015	9,469	7,334	6,667	6,494	1,837	4,000
Net Space Needed: Growth Benchmark 1	15,859	15,272	10,480	13,603	4,738	6,288
Net Space Needed: Growth Benchmark 2	21,129	22,985	13,973	20,116	7,553	8,384
Net Space Needed: Growth Benchmark 3	28,911	33,944	18,631	28,797	11,157	11,178





## DETAILED LABOR DATA

The tables on the following pages show detailed employment projection data, which is summarized above on pages 30-32.

Many workforce clusters include jobs that require more than an Associates degree and may reflect the larger job field beyond those jobs for which Motlow State graduates are eligible.

Transfer degree programs are not included in this list because graduates go on to continue their education rather than immediately entering the workforce.

## WORKFORCE INVESTMENT AREA 6: EMPLOYMENT PROJECTIONS (ASSOCIATE'S DEGREES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Accounting	Accounting Administrative Support	1.8% <sup>†</sup>	1.18 <sup>†</sup>	C - Favorable <sup>†</sup>
Business Office	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Elementary Education	Teacher Training Services-Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
General Technology	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
Information Systems	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Management	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
Mechatronics	Electrical, Electronic Equip. Repairers	-1.3%	5.70	U - Ungraded*
Nursing	Nursing (RN)	1.6%	1.24	C - Favorable
Paramedic	Emergency Medical Tech.	1.0%	0.00	U - Ungraded*
Programming	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>

Source: Tennessee Department of Labor & Workforce Development

\*Ungraded workforce clusters have either a negative job growth rate, fewer than 11 annual job openings, or no related academic programs in the workforce investment area

\*\*The statewide average annual growth rate for jobs in all sectors during this period is projected to be 1.1%

<sup>†</sup>All data for this workforce cluster is based on statewide projections, since regional data is not available

## WORKFORCE INVESTMENT AREA 7: EMPLOYMENT PROJECTIONS (ASSOCIATE'S DEGREES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Accounting	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Business Office	Teacher Training Services- Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
Early Childhood Education	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
General Technology	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Information Systems	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
Management	Electrical, Electronic Equip. Repairers	3.3%	0.27	A - Excellent
Mechatronics	Nursing (RN)	1.7%	2.07	D - Competitive
Nursing	Emergency Medical Tech.	0.0%	1.70	U - Ungraded*
Paramedic	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Programming	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>

Source: Tennessee Department of Labor & Workforce Development

\*Ungraded workforce clusters have either a negative job growth rate, fewer than 11 annual job openings, or no related academic programs in the workforce investment area

\*\*The statewide average annual growth rate for jobs in all sectors during this period is projected to be 1.1%

<sup>†</sup>All data for this workforce cluster is based on statewide projections, since regional data is not available

## WORKFORCE INVESTMENT AREA 9: EMPLOYMENT PROJECTIONS (ASSOCIATE'S DEGREES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Accounting	Accounting Administrative Support	2.2%	0.11	A - Excellent
Business Office	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Early Childhood Education	Teacher Training Services-Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
General Technology	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
Information Systems	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>
Management	Business Management	1.1% <sup>†</sup>	2.53 <sup>†</sup>	D - Competitive <sup>†</sup>
Mechatronics	Electrical, Electronic Equip. Repairers	2.4%	0.06	A - Excellent
Nursing	Nursing (RN)	2.3%	2.08	D - Competitive
Paramedic	Emergency Medical Tech.	3.5%	0.00	A - Excellent
Programming	Web/Multimedia Management, Programming	1.3% <sup>†</sup>	1.01 <sup>†</sup>	C - Favorable <sup>†</sup>

Source: Tennessee Department of Labor & Workforce Development

<sup>†</sup>Ungraded workforce clusters have either a negative job growth rate, fewer than 11 annual job openings, or no related academic programs in the workforce investment area

\*\*The statewide average annual growth rate for jobs in all sectors during this period is projected to be 1.1%

<sup>†</sup>All data for this workforce cluster is based on statewide projections, since regional data is not available

## WORKFORCE INVESTMENT AREA 6: EMPLOYMENT PROJECTIONS (TECHNICAL CERTIFICATES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Early Childhood Education	Teacher Training Services-Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
Emergency Medical Tech.	Emergency Medical Tech.	1.0%	0.00	U - Ungraded*
Mechatronics	Electrical, Electronic Equip. Repairers	-1.3%	5.70	U - Ungraded*
Paramedic	Emergency Medical Tech.	1.0%	0.00	U - Ungraded*

## WORKFORCE INVESTMENT AREA 7: EMPLOYMENT PROJECTIONS (TECHNICAL CERTIFICATES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Early Childhood Education	Teacher Training Services-Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
Emergency Medical Tech.	Emergency Medical Tech.	0.0%	1.70	U - Ungraded*
Mechatronics	Electrical, Electronic Equip. Repairers	3.3%	0.27	A - Excellent
Paramedic	Emergency Medical Tech.	0.0%	1.70	U - Ungraded*

## WORKFORCE INVESTMENT AREA 7: EMPLOYMENT PROJECTIONS (TECHNICAL CERTIFICATES)

DEGREE PROGRAM	ASSOCIATED WORKFORCE CLUSTER	PROJECTED AVERAGE ANNUAL GROWTH RATE (2014-2022)**	PROJECTED SUPPLY/ DEMAND RATIO (RATIO OF GRADUATES TO JOBS)	JOB OUTLOOK
Early Childhood Education	Teacher Training Services-Pre-K-Early Childhood Education	3.8% <sup>†</sup>	0.25 <sup>†</sup>	A - Excellent <sup>†</sup>
Emergency Medical Tech.	Emergency Medical Tech.	3.5%	0.00	A - Excellent
Mechatronics	Electrical, Electronic Equip. Repairers	2.4%	0.06	A - Excellent
Paramedic	Emergency Medical Tech.	3.5%	0.00	A - Excellent

Source: Tennessee Department of Labor & Workforce Development

<sup>†</sup>Ungraded workforce clusters have either a negative job growth rate, fewer than 11 annual job openings, or no related academic programs in the workforce investment area

\*\*The statewide average annual growth rate for jobs in all sectors during this period is projected to be 1.1%

<sup>†</sup>All data for this workforce cluster is based on statewide projections, since regional data is not available



## EMPLOYMENT BY INDUSTRY SECTOR (2014)

	WIA 6	WIA 7	WIA 9	STATEWIDE
Agriculture, Forestry, Fishing & Hunting	1.1%	1.3%	0.0%	0.3%
Mining, Quarrying, & Oil & Gas Extraction	0.1%	0.9%	0.0%	0.1%
Utilities	1.1%	0.7%	0.4%	0.6%
Construction	3.6%	4.7%	3.9%	4.1%
Manufacturing	26.5%	17.9%	8.1%	12.5%
Wholesale Trade	3.1%	6.3%	5.5%	4.7%
Retail Trade	12.3%	12.6%	10.3%	11.7%
Transportation & Warehousing	2.7%	3.1%	4.7%	5.2%
Information	0.8%	1.3%	2.6%	1.7%
Finance & Insurance	2.5%	2.9%	4.4%	3.9%
Real Estate & Rental & Leasing	0.7%	0.5%	1.7%	1.3%
Professional, Scientific, & Technical Services	4.3%	1.9%	5.6%	4.5%
Management of Companies & Enterprises	0.8%	0.2%	1.5%	1.4%
Administration & Support, Waste Management & Remediation	7.5%	4.1%	7.6%	7.4%
Educational Services	10.8%	11.2%	7.5%	8.7%
Health Care & Social Assistance	10.1%	14.8%	14.6%	14.2%
Arts, Entertainment, & Recreation	0.4%	0.4%	1.3%	1.1%
Accommodation & Food Services	6.2%	8.1%	9.3%	9.1%
Other Services (excluding Public Administration)	1.4%	1.9%	3.0%	2.6%
Public Administration	4.2%	5.2%	7.8%	4.9%

Source: U.S. Census On The Map

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