TENNESSEE BOARD OF REGENTS
Quarterly Board Meeting
Columbia State – Williamson County Campus
Wednesday, March 30, 2016
9:15 a.m. (CDT)

I. Minutes
- A. December 10, 2015 Regular Session
- B. January 21, 2016 Special Called Session
- C. February 18, 2016 Special Called Session

II. Report of Interim Action

III. Report of the Committees
- A. Approval of the Minutes from the February 4 and February 25, 2016 Special Called Meetings of the Finance and Business Operations Committee
- B. Approval of the Minutes from the March 15, 2016 Meeting of the Audit Committee

IV. Report of the Chancellor

V. Reports of Presidents and Directors

VI. Unfinished Business

VII. New Business
- A. Consent Agenda
  1. Recommended Revisions to TBR Policy 4:01:03:00 – Payment of Student Fees and Enrollment
  2. Recommended Revisions to TBR Policy 4:02:10:00 – Purchasing Policy
  3. Recommended Revisions to TBR Policy 2:01:00:00 – General Education Requirements and Degree Requirements
  4. Recommended Revisions to TBR Policy 2:03:00:00 – Admissions Policy
  5. Columbia State Community College Request for Waiver of Out of State Tuition for Alabama Border Counties

- B. Informational Reporting
  1. Overview of Governor's Budget Recommendations (*Sims*)
  2. Legislative Update *(Hausser)*
  3. Institutional Fundraising Report *(Hausser)*
  4. Update on Community Colleges *(Nichols)*
  5. Update on Academic Affairs *(Denley)*

- C. Action Items
  1. Proposed TCAT Program Terminations, Modifications, and New Technical Program Implementations *(King)*
  2. Approval of New Degree Community College Program *(Nichols)*
  3. Approval of New Degree University Program (*Denley*)
  4. Institutional Strategic Plans and Mission Statements *(Denley)*
  5. Approval of the March 15, 2016 Minutes of the Special Called Meeting of the Finance and Business Operations Committee that Includes a Recommendation on Mandatory and Incidental Fee Requests, and Approval of the Disclosure Amendment to the 2016 – 2017 Capital Budget Request *(Duckett)*
  6. Approval of the March 15, 2016 Minutes of the Special Called Meeting of the Personnel and Compensation Committee *(Roddy)*
  7. Building Naming Request – Austin Peay State University *(Gregory*)
  8. Building Naming Request – Columbia State Community College *(Gregory)*

TENNESSEE BOARD OF REGENTS
Quarterly Board Meeting
March 30, 2016

EXECUTIVE SUMMARY

I.   MINUTES

The Board will consider approving minutes from the December 10, 2015 regular quarterly meeting, the January 21, 2016 and February 18, 2016 special called sessions.

II.   REPORT OF INTERIM ACTION

This report serves as a record of business transacted by the Office of the Chancellor since the previous meeting of the Board. A copy of the report is enclosed.

III.   REPORT OF THE COMMITTEES

The Board will consider approving minutes of committee meetings held since the last quarterly Board meeting. The list of minutes included are: February 4 and February 25, 2016 special called meetings of the Finance and Business Operations Committee; and the Audit Committee meeting held on March 15, 2016.

IV.   REPORT OF THE CHANCELLOR

V.   REPORTS OF PRESIDENTS AND DIRECTORS

VI.   UNFINISHED BUSINESS

There is no unfinished business to come before the Board at this time.

VII. NEW BUSINESS – CONSENT AGENDA

1. **Proposed Revisions to TBR Policy 4:01:03:00 – Payment of Student Fees and Enrollment**
    (*Vice Chancellor Sims*)

Policy 4:01:03:00 – Payment of Student Fees and Enrollment was reviewed as part of our ongoing Business Affairs Sub-Council process. The policy was revised to provide greater clarity and organized in a more logical manner. No changes were made in the substance of the existing policy.

2. **Proposed Revisions to TBR Policy 4:02:10:00– Purchasing Policy**
    (*Vice Chancellor Sims*)

Current policy is a mixture of state statutes, state procurement rules, policy statements, and operating procedures. The System Office engaged a working group of institutional procurement officers to recommend changes that update the existing policy by eliminating repetition of applicable state laws

and regulations and moving operating procedures into an accompanying procurement guideline (attached for informational purposes only).

The resulting policy is shortened but still makes clear statements that all procurements must be conducted in accordance with applicable state and federal law and with other Board policies. The policy also articulates that all procurements should be based on the principle of competitive bidding unless an alternate method is appropriately approved.

3. **Proposed Revisions to TBR Policy 2:01:00:00 – General Education Requirements and Degree Requirements (***Vice Chancellor Denley***)**

The proposed revision will address the following: inclusion of the requirements for the Tennessee Transfer Path Music, which stipulate that a student will complete six hours of the humanities general education requirement at a university upon transfer; that all associate of arts and associate of science degrees be designated on the THEC Academic Program inventory as University Parallel degrees; that for students who complete a Tennessee Transfer Pathway, the corresponding associate degree shall include the title of the pathway in the catalog and on the diploma; that the general education block transfer apply to both university-to-university transfer students as well as to community college transfer students; and that for students following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by the university towards fulfillment of that Tennessee Transfer Pathway major's requirements.

4. **Proposed Revisions to TBR Policy 2:03:00:00 – Admissions Policy** *(Vice Chancellor Denley)*

Vice Chancellor Denley will present revisions to the Admissions Policy 2:03:00:00. The proposed revisions are part of an overall policy review to amend language and bring the policy into best practices alignment by address the following considerations:

Compliance with the Tennessee Diploma Project curricula requirements for admissions across the system; inclusion of graduate level policies; and specification of immunization requirements for all Nursing and Allied Health students per the Department of Health.

5. **Columbia State Community College Request for Waiver of Out of State Tuition for Alabama Border Counties** *(Vice Chancellor Sims)*

Columbia State Community College has requested approval to waive out-of-state tuition for residents of Lauderdale and Limestone Counties in Alabama, both of which border Tennessee. There are nineteen high schools in these two counties, with enrollments totaling almost 8,000 students. All of these high schools are within a fifty mile radius of either the Lawrenceburg or Clifton campuses of Columbia State. There are also significant numbers of adults who live in these northern Alabama counties but work in the south central Tennessee communities served by Columbia State.

Columbia State has traditionally enrolled very few students from these counties. A factor in this circumstance is the cost incurred by a non-resident student from these counties who considers attending Columbia State. This cost differential is illustrated below:

	Hourly Rate	12 Hour Student	
		Resident	Non-Resident
Resident	$ 152	$ 1,824	$ 1,824
Non-Resident	$ 475	$ -	$ 5,700
Total		$ 1,824	$ 7,524

Based on information submitted by Columbia State, capacity exists to serve additional enrollment at both the Clifton and Lawrenceburg campuses. A small increase in enrollment at these campuses arising from this action could result in a fairly significant increase in revenue without a proportionate increase in expenses. Any expanded enrollment would also assist Columbia State make more effective use of their existing facilities in these locations and potentially lead to an expansion in the range of academic programming offered at these locations.

This request is recommended for approval.

VII. NEW BUSINESS – INFORMATIONAL REPORTING

1. **Overview of Governor's Budget Recommendations** (*Vice Chancellor Sims*)

On February 1, 2016 Governor Haslam presented his budget recommendations for fiscal 2016-17 to the General Assembly. The attached summary identifies items related to TBR and its institutions.

2. **Legislative Update** (*Ginger Hausser*)

The second session of the 109th Tennessee General Assembly convened on January 12, 2016 in Nashville. The TBR Office of Administration has drafted legislation on behalf of the system and tracks legislation which, if passed, could impact our system and our member institutions. This report highlights several key pieces of legislation that are significant this session.

3. **Institutional Fundraising Report** (*Ginger Hausser*)

Annually, institutions across the country report fundraising activities to the Council for Advancement and Support of Education in the Voluntary Support of Education report. This presentation demonstrates how Tennessee Board of Regents institutions are performing in private fundraising activities. This presentation is for information purposes.

4. **Update on Community Colleges** (*Vice Chancellor Nichols*)

Dr. Nichols will present an update to the Board regarding community college initiatives such as: Common Course Curriculum Alignment, Curriculum Software, Consolidation of Community College Bookstores, Huron Consulting Group Study, Business Process Model Project and the Nashville State and Volunteer State Service Area Realignment.

5. **Update on Academic Affairs** (*Vice Chancellor Denley*)

Vice Chancellor Tristan Denley will provide an update on the latest Academic Affairs Initiatives.

VII. NEW BUSINESS – ACTION ITEMS

1. **Proposed TCAT Program Terminations, Modifications, and New Technical Program Implementations** (*Vice Chancellor King)*

Program Proposals Requiring Board Approval:

Five (5) program proposals are being presented for the Board's review and approval. These proposals will allow the Tennessee Colleges of Applied Technology to be more responsive to the needs of students, businesses, and industries. The proposals are:

- Implementation of Heating, Ventilation, Air Conditioning and Refrigeration Program by TCAT-Hartsville to be located at the Wilson County campus. (See Implementation Proposal #1)

- Implementation of a Machine Tool Technology Program by TCAT-Memphis to be located on the Bartlett High School campus. (See Implementation Proposal #2)

- Implementation of a Manufacturing Technician Program at TCAT-Ripley to be located at the main campus. (See Implementation Proposal #3)

- Implementation of a Computer Information Technology Program offered by TCAT- Memphis to be located at the Kingsbury Career and Technical Center. (See Implementation Proposal #4)

- Implementation of an Industrial Maintenance Technology Program offered by TCAT-Chattanooga to be located at the Kimball site. (See Implementation Proposal #5)

Academic Proposals Requiring Only Notification to Vice Chancellor:

Ten (10) academic actions were submitted by TCAT institutions to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support need was provided. The proposals are as follows:

TCAT	Summary of Proposal	New Costs/Funding Source	Approval/ Implementation Date
Morristown	TCAT Morristown's Hybrid Administrative Office Technology program approved in December should have been approved for the Hawkins Branch campus only.	None	January 2016
Hohenwald	Program name change from Computer Information Technology to Information Technology.	None	March 2016
Murfreesboro	Inactivate the RX Phlebotomy due to low enrollment; No students are	None	May 2016

	enrolled.		
Murfreesboro	Inactivate the RX Electrocardiography due to low enrollment; No students are enrolled.	None	May 2016
Murfreesboro	Inactivate Certified Nursing Assistant program due to low enrollment; No students are enrolled.	None	May 2016
McKenzie	Inactivate the Industrial Maintenance at the Dresden campus. Program has been replaced with the Production Automation program.	None	May 2016
McKenzie	Inactivate the Electronics program. Program has been replaced with the Telecommunications program.	None	May 2016
McKenzie	Inactivate Certified Nursing Assistant program due to low enrollment; No students are enrolled.	None	May 2016
McKenzie	Inactivate the Computer Information Systems program online due to low completion and placement.	None	May 2016
Nashville	Inactivate Cosmetology program at the Nashville campus due to low completion rates. Students will remain in the program until January 2017 or until the teach out is complete.	Loss of approximately 30 headcount; two full time and two part time employees will be released.	January 2017

2. **Approval of New Degree Community College Program** (*Vice Chancellor Nichols*)

The Board will consider a proposal to establish a new A.A.S. in Aviation Maintenance at Northeast State Community College. While the policy allows new degree programs at community colleges to be considered by the Board through the 30-day Review Process, this proposal is required to come before the Board at the quarterly meeting because the proposed degree does not currently exist at any community college in the TBR system.

Northeast State Community College currently delivers a Technical Certificate in Aviation Maintenance, but the regional workforce has demonstrated a need for the degree. While this is the first A.A.S. in Aviation Maintenance to be requested in the State, it is anticipated that other community colleges will also seek approval to deliver this academic program in the future

3. **Approval of New Degree University Program (**Vice Chancellor Denley**)**

East Tennessee State University

Master of Science in Human Services

East Tennessee State University proposes to offer an interdisciplinary, multidisciplinary 36 SCH degree offered on-line, traditionally and through hybrid courses delivery to prepare human services professional capable of implementing services competently while addressing a variety of client needs throughout their life stages through service areas such as hunger, homelessness, aging, child care, foster, adoptions, professional associations, nonprofit management, program marketing, vase management, community health and many related areas. The proposed degree supports the mission of the institution to provide distinctive, outstanding programs of study with enhanced access to education, innovation and interdisciplinary collaboration, and opportunities for community service and professional development.

4. Institutional Strategic Plans and Mission Statements (*Vice Chancellor Denley*)

In June 2015, the Board approved the new 2015-2025 Strategic Plan. This plan created system wide metrics and system wide goals calibrated to reach our Drive to 55 targets. The included documents contain each institutions response to achieving these strategic goals. The institutional metric targets align with the overall system goal, and when implemented will enable our system to contribute its part to Drive to 55.

5. Approval of the March 15, 2016 Minutes of the Special Called Meeting of the Finance and Business Operations Committee that Includes a Recommendation on Mandatory and Incidental Fee Requests, and Approval of the Disclosure Amendment to the 2016-2017 Capital Budget Request (*Regent Duckett*)

The Board will review and consider for approval the minutes of the March 15, 2016 special called meeting of the Finance and Business Operations Committee which include the disclosure amendment to the 2016-17 capital budget request and a recommendation on mandatory and incidental fee requests which would become effective Fall 2016.

6. Approval of the March 15, 2016 Minutes of the Special Called Meeting of the Personnel and Compensation Committee *(Regent Roddy)*

The Board will consider approving the minutes from the special called meeting of the March 15, 2016 Personnel and Compensation Committee. A copy of the minutes are included in the materials for your review.

7. Building Naming Request – Austin Peay State University *(Acting Chancellor Gregory)*

A request to name the stadium at Austin Peay State University the "Fortera Stadium" has been submitted by President Alisa White for consideration by the Board at its meeting on March 30, 2016. The stadium which is located at 601 College Street, Clarksville, Tennessee, has historically been referred to as the Governors Stadium. If approved by the Board, the name on the stadium will read as follows:

<div align="center">

Fortera Stadium
Home of the Governors

</div>

Fortera Credit Union, formerly known as Fort Campbell Credit Union, has served the Clarksville, Fort Campbell, Oak Grove and Hopkinsville communities since 1954. The recent name change for the credit union combines the ideas of "Fort" Campbell and the credit union's 62-year legacy with the

name associated with the local military installation, plus the idea of a new "era" in credit union service. The 25-year stadium sponsorship is one of many name change recognitions Fortera is implementing. Austin Peay is proud to partner with Fortera Credit Union in this naming.

The Austin Peay State University naming committee met on February 24, 2016 and voted to approve this naming. This request is in compliance with TBR Policy 4:02:05:01- Naming Buildings and Facilities and Building Plaques.

8. Building Naming Request – Columbia State Community College *(Acting Chancellor Gregory)*

On January 20, 2016, Dr. Janet Smith, President of Columbia State Community College, submitted a request to name the Arts and Humanities building at the new Williamson Campus located at 1228 Liberty Pike, Franklin, Tennessee, in honor of Representative Charles M. Sargent. Representative Sargent was very instrumental in the development of this project. His dedication and persistence facilitated the expansion of higher education opportunities in Williamson County and surrounding counties. The building described is requested to be named:

Charles M. Sargent Building

The Honorable Charles M. Sargent has represented District 61 in the Tennessee State House of Representatives since 1997 and has been deeply involved in the community as a business man and through numerous boards, associations, and community events. Although Mr. Sargent has made a personal financial pledge to the campus, it is more important to recognize his gift of time and influence that made this campus a reality. Many Columbia State staff refer to him as a "Champion for Columbia State," because of his support and leadership at a crucial time when the college was working toward this new campus. Columbia State is very grateful for the work Representative Sargent has done and continues to do for higher education.

The Columbia State Community College naming committee met on January 19, 2016. They voted unanimously to approve this naming and their request is in compliance with TBR Policy 4:02:05:01 - Naming Buildings and Facilities and Building Plaques.

DRIVING DIRECTIONS TO
Columbia State – Williamson County Campus

Using your GPS – 1228 Liberty Pike, Franklin, TN 37067-5661

From I-65 going South:

- Take Exit 67 - McEwen Drive
- Turn left on McEwen Drive and go .37 miles
- Turn right on Carothers Pkwy. And go .76 miles
- Turn left onto Liberty Pike and the campus should be .52 miles ahead on the left

From I-65 going North:

- Take Exit 67 – McEwen Drive
- Turn right on McEwen Drive
- Turn right on Carothers Pkwy. And go .76 miles
- Turn left onto Liberty Pike and the campus should be .52 miles ahead on the left

MINUTES
TENNESSEE BOARD OF REGENTS
REGULAR SESSION

December 10, 2015

The Tennessee Board of Regents met in regular session on December 10, 2015, at the TBR central office located in Nashville, Tennessee. Vice Chair Emily Reynolds, presiding, called the meeting to order. In her opening remarks, she welcomed and thanked Governor Bill Haslam for attending the meeting. After noting the legislative events scheduled at TBR institutions across the state, she congratulated Middle Tennessee State University and the University of Memphis football programs on their invitations to post-season bowl games. A formal welcome was extended to the newest board member, Dr. MaryLou Apple. At the instruction of the Vice Chair, Ms. Mary Moody, General Counsel and Board Secretary, called the roll. The following members were present:

Governor Bill Haslam
Dr. MaryLou Apple
Dr. Russ Deaton
Mr. Greg Duckett
Dr. Tricia Farwell
Mr. Darrell Freeman
Mr. Tom Griscom
Ms. Fran Marcum
Dr. Barbara Prescott
Ms. Emily Reynolds
Mr. Howard Roddy
Mr. Nick Russell
Ms. Leigh Shockey
Mr. Bob Thomas
Mrs. Danni Varlan

A quorum was present. Members not available to attend the meeting were Commissioners Candice McQueen and Julius Johnson and Regent J. Parker Smith.

MINUTES

Minutes of the September 17, 2015, regular session Board meeting were sent to all Board members for review prior to the quarterly Board meeting. Regent Freeman moved to adopt the minutes as corrected. Regent Duckett provided a second. The motion passed.

REMARKS FROM THE CHAIR – GOVERNOR BILL HASLAM

Next, Vice Chair Reynolds acknowledged Governor Haslam, who discussed with the Board to his December 7th announcement of the Focus on College and University Success (FOCUS) Act.

The FOCUS Act is the next step in the Drive to 55, ensuring that colleges and universities are organized, supported and empowered in efforts to increase the percentage of Tennesseans with a postsecondary credential by 55 by 2025.

Governor Haslam told members that his plan to give TBR's six universities their own governing boards, removing them from governance by TBR, was intended to sharpen the focus on each university, community college and TCAT. Having a board that is responsible for governing a single university will allow that board to concentrate on that university's unique mission. TBR will then be able to direct all of its attention to the state's community colleges and TCATs and their growing strategic importance in the Drive to 55. Governor Haslam assured the Board that this proposal was not motivated by concerns about the Boards performance and praised them for the accomplishments of the system under their guidance.

Governor thanked all of the members who had committed to serve on the steering committee and working taskforce. The Steering Committee is to provide high level implementation guidance to the Governor and a Working Group that offers technical assistance and report back to the Steering Committee. The Working Group is charged to research implementation issues and provide detailed recommendations to increase efficiency in data systems, policy processes and other issues involving state higher education alignment. Members of the respective committees are listed below:

Steering Committee
Governor Bill Haslam, Chair of the Committee
Sen. Mark Norris, (R-Collierville), Majority Leader
Rep. Curtis Johnson (R-Clarksville), Speaker Pro Tempore
Ms. Emily Reynolds, TBR Vice Chair
Mr. John Morgan, TBR Chancellor
Mr. Evan Cope, THEC Chair
Dr. Russ Deaton, THEC Interim Executive Director
Dr. Glenda Glover, Tennessee State University President
Dr. Sidney McPhee, Middle Tennessee State University President
Dr. Brian Noland, East Tennessee State University President
Dr. Phil Oldham, Tennessee Tech University President
Dr. David Russ, University of Memphis President
Dr. Alisa White, Austin Peay State University President

Working Group
Mr. Mike Krause, Drive to 55 Executive Director, Chair of the Committee
Dr. MaryLou Apple, TBR member, former Motlow State Community College President
Dr. Keith Carver, UT Executive Assistant to the President
Dr. Russ Deaton, THEC Interim Executive Director
Dr. Tristan Denley, TBR Vice Chancellor for Academic Affairs
Mr. David Gregory, TBR Acting Chancellor
Dr. Brian Noland, East Tennessee State University President
Mr. Roland Raynor, TCAT – Memphis Director

At the conclusion of Governor Haslam's remarks, he entertained questions from the Board and thanked everyone for their commitment to the Board.

Vice Chair Reynolds thanked Governor Haslam for taking time to discuss the FOCUS Act with the Board and welcomed the opportunity to work with him on this initiative.

REPORT OF THE CHANCELLOR

Chancellor Morgan called on Dr. Tristan Denley, who gave a report on various programs throughout the system that are designed to increase student success including advising, aligning pathways across the System, mathematical alignment, co-requisite instruction, Gateway course revitalization and predictive analytics. In his closing remarks, Dr. Denley reported on the national recognition TBR has received from Complete College America, the National Association of System Heads and the Bill and Melinda Gates Foundation. Chancellor Morgan reported that some of our institution leaders have joined with 425 institutions across the country to support rigorous standards from high school students in Higher Ed for Higher Standards, a growing coalition of college presidents, trustees, chancellors, and state system leaders committed to the implementation of college- and career-ready standards.

REPORT OF INTERIM ACTION

Vice Chair Reynolds called upon Chancellor Morgan, who presented the Report of Interim Action for the Board's approval. The report serves as a record of business transacted by the Office of the Chancellor since the previous meeting of the Board. Regent Thomas moved to accept the report. Regent Prescott provided a second to the motion. The motion passed. A copy of the Report is attached to the official copy of the Minutes as Appendix A.

REPORT OF THE COMMITTEES

The Board considered approval of the November 18, 2015, minutes of the Audit Committee and the November 18, 2015, minutes of the Ad Hoc Committee on Committees. Copies of the minutes were provided to all members. Regent Griscom moved for adoption of the minutes. A second was provided by Regent Varlan. The motion carried. A copy of the minutes from the minutes from the Audit Committee meeting is attached to the official copy of the Minutes as Appendix B. A copy of the minutes from the Ad Hoc Committee on Committees is attached to the official copy of the Minutes as Appendix C.

REPORT OF THE REGENTS AWARD FOR EXCELLENCE IN PHILANTHROPY

Vice Chairman Reynolds called on Regent Marcum for the report of the Regents Award for Excellence in Philanthropy. The Honorable Diane Black and David Black received the Regents Award for Excellence in Philanthropy at a ceremony in May 2015 at the Club at Foxland Harbor

in Gallatin, Tennessee. The honorees are well known to Volunteer State Community College and the community. They are active community members and leaders, giving of their time and money to multiple organizations and are true philanthropists at heart. In 1990 Dr. David Black founded Aegis Sciences Corporation where he serves as Founder, Chairman and CEO. Aegis is a forensic, healthcare, chemical and drug testing laboratory specializing in Zero-Tolerance Drug Testing, and many other drug, crime and health evaluations. Dr. Black serves as Program Administrator for substance abuse programs for NASCAR, IndyCar and World Wresting Entertainment (WWE). He serves as a consultant to Major League Baseball Players Association and the National Football League Players Association. Dr. Black is also the Chairman for the Aegis Foundation providing gifts of time, talent and money to programs focused on youth education, character and veterans. The Honorable Diane Black is a former adjunct professor at Volunteer State Community College, and has also served on the Board of Trustees of the College's Foundation since 1999. Congressman Black has served on many area local boards and was a State Representative and a State Senator prior to being elected to the United States Congress in 2010. She serves on the House Ways and Means Committee and the House Budget Committee. She is co-author of the 2014 Path to Prosperity budget. The Blacks are magnanimous givers in the community and beyond. They serve actively in their church, local Rotary club, and Rotary International where they both served on medical, dental and vision mission trips to Guatemala. Congressman Black and Dr. Black are true philanthropists at heart. Dr. Black has provided internships at his business for students from Vol State. The Blacks are the first to step up to the plate in Volunteer State's Foundation Capital Campaign for the Humanities Building with a $1 million pledge. Prior to this pledge, the Blacks had already been inducted into the Hal Ramer Society at the Partner level for their gifts. As ambassadors for Vol State and the Foundation, the Blacks represent everything that the Regents Award for Excellence in Philanthropy was established to recognize. Regent Marcum stated that it is a privilege and honor to recognize such individuals as the Honorable Diane Black and Dr. David Black for their philanthropic efforts to Volunteer State Community College and the community. President Jerry Faulkner mentioned in his remarks that the Blacks were the first recipients of the Regents Award for Excellence in Philanthropy from Volunteer State Community College.

REPORTS OF PRESIDENTS AND DIRECTORS

The Presidents and Directors Report for this quarter pertained to campus safety and security. President Alisa White presented a report on security staffing at the six universities as did President Karen Bowyer for the community colleges. Each discussed various security issues on the campuses and the level of training conducted at the institutions. Director Dwight Murphy provided a report on campus safety at the colleges of applied technology. All three reports indicated that security could and should be enhanced on the campuses but resources are a major issue. Next, Vice Chancellor Gregory introduced the guest panelists who discussed further operational and training issues on the campuses. The guest panelists were: Chief Thomas Stufano of Roane State Community College, Chief Bruce Harber of the University of Memphis and Director Dwight Murphy for the colleges of applied technology. Also in the audience was Chief Jack Cottrell from East Tennessee State University. Their reports described various methods of communicating an emergency, conducting emergency drills, counseling, equipment and resource needs, methods of reacting to an emergency, and training for campus police and security guards. At the end of the question and answer period, Regent Marcum asked Vice Chancellor Gregory to pursue obtaining

an appropriation to enhance security throughout the system. In closing, Vice Chair Reynolds thanked everyone for their informative reports and expressed heartfelt gratitude for their service in keeping our campuses safe.

UNFINISHED BUSINESS

Vice Chair Reynolds reminded members that they were given notice at the previous meeting that changes to the current Bylaws would be forthcoming. At its meeting on November 18, 2015 the Ad Hoc Committee on Committees discussed and approved the following changes to the Bylaws. General Counsel Mary Moody presented the following changes:

1. **To amend Sub-section IV.G.3 by deleting the sub-section in its entirety and substituting instead the proposed language shown below:**

   A record vote of the Board shall be required on all motions providing for approval of a budget; approval of an increase in fees or tuition; approval of capital expenditures or the extension of the credit of the system or any of its institutions; any revision of the Bylaws, the adoption of a new Bylaw or the repeal of an existing Bylaw; and the documentation of any transaction as may be required by law or deemed desirable in the judgment of the Chairman. Upon demand of any member present a record vote may be called for on any matter before announcement of a vote previously taken.

2. **To amend Sub-section VII.L. of the TBR Bylaws by deleting the sub-section in its entirety and substituting instead the proposed language shown below:**

   When the Board holds its quarterly meeting on the campus of a TBR institution, the Chancellor may invite the host institution and other area institutions to designate a representative student and a representative faculty member to participate in the meetings of the committees of the Board held on the campus in conjunction with the quarterly meeting.

3. **To amend Subsection VIII.A.1. of the TBR Bylaws by adding the last sentence in the proposed language shown below :**

   The officers of the Board of Regents shall be the Chairman, Vice Chairman, Chancellor, Treasurer, and Secretary. *The sitting Governor of the State of Tennessee shall serve as Chairman of the Board.*

4. **To amend Subsection VIII.B.2. of the TBR Bylaws by deleting the sub-section in its entirety and substituting instead the proposed language shown below:**

   Officers other than the Chairman, Chancellor, Treasurer and Secretary shall be elected each year by the Board at the last regular meeting of each fiscal year.

5. **To amend Subsection VIII.E.1. of the TBR Bylaws by deleting the sub-section in its entirety and substituting instead the proposed language shown below:**

The Chairman shall be a member of the Board, shall preside at the meetings of the Board, if present, with the authority to vote, and may work with the Vice Chairman to appoint the Chairs and members of all committees.

A motion was made by Regent Freeman to approve the proposed changes. Regent Duckett seconded the motion. A roll call vote was taken and the motion carried. A copy of the revised Bylaws is attached to the official copy of the Minutes as Appendix D.

Vice Chair Reynolds gave notice to the Board about possible further changes to the Bylaws at its meeting in March. One particular item up for discussion is the section concerning non-voting committee members.

NEW BUSINESS – Informational Reporting

The following agenda items were presented for informational purposes only and no action was required.

- A report on the consolidated management discussion and analysis for the System's FY 2014-15 financial statements. A copy of the observations for our system is attached to the official copy of the Minutes as Appendix E.
- An employer and alumni survey for the Tennessee Colleges of Applied Technology presented by Vice Chancellor King. This is an annual survey of students and employers designed to assess the effectiveness and relevance of each occupational program.

  During the 2012-13 academic year, the Tennessee Colleges of Applied Technology began capturing alumni satisfaction data during the exit interview process rather than through end of year surveys mailed to students. This new process resulted in much higher response rates. Surveys were sent to employers of these student completers as in previous reporting years. This same collection method was used this year.

  For the 2013-14 survey cohort, alumni rated program preparation for employment "Satisfactory" or above in 92% of the weighted responses. Employers rated student performance "Satisfactory" or above in 96% of the weighted responses.

  There were approximately 6,565 graduates during the 2013-14 academic year available for job placement. A total of 5,636 graduates were placed in employment for an overall placement rate of 86%, which is a 1% increase over the previous year. The results of the alumni and employer surveys will be shared with the Board. A copy of this report is attached to the official copy of the Minutes as Appendix F.

- A report on private fundraising as shown as the final agenda item in this section, was deferred until the March 30, 2016 meeting.

NEW BUSINESS – Action Items

The October revised budget for fiscal year 2015 – 2016 was presented for approval. The recommended October revisions are based on information that includes recognition of the impact of fall enrollment. The Board was asked to approve a revised budget of $3,035,495,900. Regent Freeman moved to approve the revised budget. Regent Marcum seconded the motion. A roll call vote was taken and the motion passed. A copy of the revised budget is attached to the official copy of the Minutes as Appendix G.

Vice Chancellor Sims continued with the next agenda item for discussion and action regarding recruitment focus area out-of-state tuition requests. At its June 19, 2014, meeting, the Board approved a reduced out-of-state tuition rate for certain non-resident students attending the University of Memphis. Referred to as the "Recruitment Focus Area" plan, eligible non-resident students were defined as admitted students who graduated from a high school located in a county within a 250 mile radius of Memphis, Tennessee. The out of state tuition charged to these students equaled the annual state appropriation subsidy per full-time equivalent student. At its March 27, 2015, meeting the Board approved making the **Recruitment Focus Area Plan** available to other TBR universities on an "opt-in" basis. The provisions of the approved plan include:

- Eligibility: The Plan would apply to admitted students (both undergraduate and graduate) who graduate from a high school located in a county within a 250 mile radius of the city in which the main campus of a university is located.
- Tuition Rate: The out-of-state tuition rate charged for an academic year would equal the institution's state appropriation subsidy per full-time equivalent student for the prior fiscal year. This rate would be capped at 12 hours for undergraduate students and 10 hours for graduate students.
- Recordkeeping: Institutions would be required to adopt a process that permits reporting to the System Office on the effect of the plan.
- Plan Adoption: Institutions desiring to offer the Recruitment Focus Area Plan would be required to file a request with the System Office. Unless otherwise delegated, approval of a request to adopt the Plan would rest with the Board.
- Impact on other Plans: The Recruitment Focus Area rate does not impact students who otherwise qualify for border county classification or other in-state residency classification.

Austin Peay State University and Middle Tennessee State University requested approval to opt-in to the Recruitment Focus Area Plan. Staff reviewed these requests and found them consistent with the prior action of the Board.

Staff recommended that Austin Peay State University and Middle Tennessee State University be approved to offer the Recruitment Area Focus Plan; and, that the Board delegate to the Chancellor authority to act on future requests to adopt the Recruitment Area Focus Plan, with such action reported to the Board as part of the interim action report. The Chancellor's authority to approve such a request is contingent on a determination that the requested action is consistent with the Recruitment Area Focus Plan adopted by the Board. Regent Duckett moved to approve the

recruitment focus area out-of-state tuition requests as presented. Regent Roddy provided a second.
A roll call vote was taken and the motion carried. A copy of the request from Austin Peay State
University and Middle Tennessee State University is attached to the official copy of the Minutes
as Appendix H.

 Vice Chancellor Gregory presented the 2016 system-wide legislative initiatives including support
for operational funding; capital outlay and capital maintenance projects; immunization
simplification, tuition equality and opposition to expansion of guns on campus. After the
presentation, Regent Thomas inquired about TBRs past initiative to extend the appointment of
voting student regents to two years and appoint a second student regent as a non-voting member,
making the appointments similar to other systems within higher education. Additionally, Regent
Griscom also requested adding an initiative for one time funds to be appropriated for campus safety
enhancements on TBR campuses. A motion was made by Regent Varlan to approve the 2016
system-wide legislative initiatives as presented and to include the student regent appointments and
seek funding for campus safety enhancements as discussed.
The motion carried unanimously. A copy of the presentation slides is attached to the official copy
of the Minutes as Appendix I.

Next on the agenda was the approval of new degree programs at East Tennessee State University
and Tennessee Tech University. The Board reviewed and approved a Master of Science in Sport
Science and Coach Education with concentrations in 1) Applied Sport Science and 2) Strength and
Conditioning at ETSU.   Additionally, the Board reviewed and approved a Joint Bachelor of
Science in Engineering at TTU.   Regent Thomas moved to approve the new degrees as presented
with a second provided by Regent Varlan. The motion passed with Regent Griscom abstaining.
A copy of the proposed new degree programs is attached to the official copy of the Minutes as
Appendix R.

Vice Chancellor Nichols gave an informational report on certificate and degree approvals through
the 30-day review process. Proposals sent to the Board for the 30-day review process ending
Thursday, December 31, 2015 were from Columbia State Community College, Pellissippi State
Community College, Southwest Community College, and Volunteer State Community College.
This was an informational report and no action was required.

Associate Vice Chancellor Carol Puryear presented the TCAT proposed program terminations,
modifications, and new technical program implementations. Twelve (12) program proposals are
being presented for the Board's review and approval. These proposals will allow the Tennessee
Colleges of Applied Technology to be more responsive to the needs of students, businesses, and
industries. Eleven (11) academic actions were submitted by a TCAT institution approval based on
section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor.
Regent Prescott moved to approve the program report with a second provided by Regent Griscom.
The motion passed. A copy of the proposed programs mentioned is attached to the official copy
of the Minutes Appendix S.

Chancellor Morgan then presented the proposal to name the Roane State Community College
campus located in Scott County the "Scott County Higher Education Center W. H. Swain

Campus." The campus was acquired in 2004. Mr. Swain donated the 42 acre tract that includes recreational opportunities for students. The location includes seven general classrooms, two interactive distant education access classrooms, two computer labs, a community-conference room, emergency management technician clinical lab and science lab, offices for faculty and administration, the Senator Howard H. Baker Library and a student lounge. Mr. Swain led the fundraising effort to equip the Howard H. Baker Jr. Library. In addition, he raised the funds to build a man-made lake and multi-purpose athletic field on the grounds. Also, he took on the task of raising over $500,000 to build and equip the 2,200 square foot multi-purpose science lab. He recognized the need to expand the student center and challenged the community to raise $60,000 to match his $60,000 to finance the addition. He was also responsible for all students in Scott County enrolled in dual credit classes to receive a scholarship. Prior to his death, he established the W. H. Swain Endowment for non-traditional students in Scott County. For these reasons and more, Chancellor Morgan requested that this naming be approved. Regent Thomas moved to accept the naming with a second provided by Regent Griscom. The motion passed. Regent Griscom provided further words of appreciation for Mr. Swain on his service to the community and to the leaders of that area. President Whaley added words of appreciation for Mr. Swain's love and compassion for education and thanked the Board for the opportunity to recognize a great man such as Mr. W. H. Swain.

Chancellor Morgan announced that Tom Danford, Chief Information Officer for TBR, will be leaving January 4, 2016 to take another position. He requested permission to pursue an interim CIO using the executive search firm of Greenwood Asher. Regent Roddy moved to approve the request with a second from Regent Griscom. The motion carried. Chancellor Morgan thanked Mr. Danford for his years of service and wished him well in his new career.

Next, Chancellor Morgan recognized Mr. John Cothern who plans to retire effective December 31, 2015 with combined 40 years of service at the University of Memphis and Middle Tennessee State University. The Board congratulated him and extended best wishes in his retirement.

Chancellor Morgan continued with the announcement of Mr. David Gregory's retirement effective January 31, 2016. Chancellor Morgan complimented Mr. Gregory on his stellar career with TBR and with the state. The Board applauded his service and dedication over the years and wished him well in his retirement.

In closing remarks, Chancellor Morgan reported that the March 30, 2016, quarterly meeting would take place at Columbia State's Williamson County Campus in Franklin, Tennessee.

IX. ADJOURNMENT OF THE MEETING

There being no further business to come before the board, the meeting was adjourned.

Respectfully submitted,

_____
Mary G. Moody, Secretary

_____
David B. Gregory, Acting Chancellor

_____
Emily J. Reynolds, Vice Chair

TENNESSEE BOARD OF REGENTS

SPECIAL CALLED SESSION

January 21, 2016

The Tennessee Board of Regents met in a special called session on Thursday, January 21, 2016, at 2:30 p.m. (CST). The purpose of the special session was twofold: to appoint an Acting Chancellor until a Chancellor is named for the Tennessee Board of Regents and to approve criteria for the next president of Walters State Community College. Vice Chair Reynolds welcomed Governor Bill Haslam, members and guests on the call. The meeting was called to order and Ms. Mary Moody, General Counsel and Board Secretary, was asked to call the roll. The following members were present:

> Governor Bill Haslam, Chair
> Regent Emily Reynolds, Vice Chair
> Regent MaryLou Apple
> Regent Russ Deaton
> Regent Tricia Farwell
> Regent Darrell Freeman
> Regent Tom Griscom
> Commissioner Julius Johnson
> Regent Fran Marcum
> Commissioner Candice McQueen
> Regent Barbara Prescott
> Regent Howard Roddy
> Regent Nick Russell
> Regent Leigh Shockey
> Regent J. Parker Smith
> Regent Bob Thomas
> Regent Danni Varlan

A quorum was present. Regent Greg Duckett was not available to participate. Media and other guests were on the call.

Chancellor John G. Morgan's retirement, effective January 31, 2016, necessitated the appointment of an Acting Chancellor to serve until a new Chancellor is appointed. Vice Chair Reynolds announced that the Acting Chancellor is to guide the TBR System in accordance with the Board's direction and manage the System office in Nashville until a search process is completed and a new Chancellor is selected. Due to the pending FOCUS Act, that search will be delayed to allow for consideration of the new governance structure prescribed by the Act when developing the search criteria. After opening comments by Vice Chair Reynolds, she called on Governor Haslam for his recommendation. Governor Haslam addressed the Board and proceeded with a motion to appoint Mr. David B. Gregory as Acting Chancellor. The motion was seconded by Regents Thomas and Freeman. Governor Haslam said that with Mr. Gregory's past experience with state government, the legislature, and the TBR System, he is the right person to lead the system at this critical time. His appointment will be effective February 1, 2016.

In response to a question from Regent Griscom, Governor Haslam confirmed that, if appointed as Acting Chancellor, Mr. Gregory would not be a candidate for the position of Chancellor, noting that Mr. Gregory

had graciously agreed to temporarily postpone his previously announced retirement plans, if appointed Acting Chancellor.

The motion passed unanimously after a roll call vote was taken.

Vice Chair Reynolds thanked Governor Haslam for an excellent recommendation. Governor Haslam then asked the newly appointed Acting Chancellor to join him on the call for comments. Acting Chancellor Gregory thanked Governor Haslam for his bold leadership in higher education and for his show of confidence in recommending him for Acting Chancellor. He also thanked the members of the Board for their support and trust. He thanked Chancellor Morgan for his past leadership and friendship over the years. And lastly, he recognized the staff at TBR and thanked them for their support throughout the years.

Regent Reynolds then presented to the Board the proposed criteria for the next president at Walters State Community College. She reported that Greenwood Asher will assist with the search. Regent Prescott moved to approve the criteria as presented with a second provided by Regent Griscom. The motion was approved unanimously by a roll call vote. A copy of the criteria is attached to the official copy of the minutes as attachment A.

In closing, Governor Haslam thanked everyone for participating in the call. He again thanked Mr. Gregory for accepting the position of Acting Chancellor and thanked Chancellor Morgan for his many contributions in state leadership and at TBR. Vice Chair Reynolds acknowledged the national recognition TBR received during Chancellor Morgan's tenure at the Board office and also thanked him for his leadership.

There was no further business to come before the Board and the meeting was adjourned.

Respectfully submitted,

_____
Mary G. Moody, Secretary

_____
David B. Gregory, Acting Chancellor

_____
Emily J. Reynolds, Vice Chairman

MINUTES

TENNESSEE BOARD OF REGENTS

SPECIAL CALLED SESSION

February 18, 2016

The Tennessee Board of Regents met in a special called session on Thursday, February 18, 2016, at 9:00 a.m. (CST). The purpose of the special session was to hear an overview of the Focus on College and University Success (FOCUS) Act, receive an update from the FOCUS Steering Committee and Working Group, and receive information on a new TBR task force on safety and security. Vice Chair Reynolds called the meeting to order and asked Ms. Mary Moody, General Counsel and Board Secretary, to call the roll. The following members were present:

> Regent Emily Reynolds, Vice Chairman
> Regent MaryLou Apple
> Regent Russ Deaton
> Regent Greg Duckett
> Regent Tricia Farwell
> Regent Darrell Freeman
> Regent Tom Griscom
> Regent Fran Marcum
> Regent Barbara Prescott
> Regent Howard Roddy
> Regent Nick Russell
> Regent Leigh Shockey
> Regent J. Parker Smith
> Regent Bob Thomas
> Regent Danni Varlan

A quorum was present. Members not able to be on the call were Governor Bill Haslam, Commissioner Julius Johnson and Commissioner Candice McQueen. Media and other guests were on the call.

In December, 2015, Governor Haslam announced The FOCUS Act (SB2569/HB2578), which makes changes in the governance structure of higher education in Tennessee, particularly in the Board of Regents system. The bill is sponsored by Senate Majority Leader Mark Norris and Representative Gerald McCormick.

Governor Haslam named the higher education leaders and professionals as members of the transition task force to offer guidance on the proposed FOCUS Act legislation during the legislative process and during implementation, if the bill is approved by the General Assembly. The transition task force has two components: the Steering Committee to provide high level implementation guidance to the Governor and a Working Group that offers technical assistance

and reports to the Steering Committee. The Steering Committee is chaired by Governor Bill Haslam with the following appointees:

Sen. Mark Norris, (R-Collierville), Majority Leader
Rep. Curtis Johnson (R-Clarksville), Speaker Pro Tempore
Ms. Emily Reynolds, TBR Vice Chair
Mr. David Gregory, TBR Acting Chancellor
Mr. Evan Cope, THEC Chair
Dr. Russ Deaton, THEC Interim Executive Director
Dr. Tricia Farwell, TBR Faculty Regent, Middle Tennessee State University
Dr. Glenda Glover, Tennessee State University President
Dr. Sidney McPhee, Middle Tennessee State University President
Dr. Brian Noland, East Tennessee State University President
Dr. Phil Oldham, Tennessee Tech University President
Dr. David Russ, University of Memphis President
Dr. Alisa White, Austin Peay State University President

The Working Group is charged to research implementation issues and provide detailed recommendations to increase efficiency in data systems, policy processes and other issues involving state higher education alignment. Drive to 55 Executive Director Mike Krause is chair of the group, which also includes:

Dr. MaryLou Apple, TBR member, former Motlow State Community College President
Dr. Keith Carver, UT Executive Assistant to the President
Dr. Russ Deaton, THEC Interim Executive Director
Dr. Tristan Denley, TBR Vice Chancellor for Academic Affairs
Mr. David Gregory, TBR Acting Chancellor
Dr. Brian Noland, East Tennessee State University President
Mr. Roland Raynor, TCAT – Memphis Director

Vice Chair Reynolds called on Acting Chancellor Gregory and Mr. Krause for the overview of the FOCUS Act. Acting Chancellor Gregory provided the members with a broad overview of the Act. Specific pieces of the legislation were highlighted by Acting Chancellor Gregory as well as information about the transition period. Members were provided a Section by Section Summary of SB2569/HB2578. Acting Chancellor called on Mr. Krause to provide the Board with an overview of the policy implications and the gains to be made through this proposed legislation. Mr. Krause reported on how the bill was originally drafted and then amended after input from key stakeholders, the task force steering committee and working group. He also gave a brief report on the transition.

After a period of questions from the members, Acting Chancellor Gregory gave a brief report on the work of the Steering Committee that met on February 8, 2016. He reported on the policy, guideline and communication efforts underway with the six universities. He then asked President Phil Oldham to report on Tennessee Tech's communication plan. Dr. Oldham stated that early in the year he met with faculty from the various colleges, developed a website link

with links to the General Assembly so staff and faculty can monitor the bill as it progresses through the legislature, as well as containing media reports and a FAQ section.

Dr. Denley and Mr. Krause reported on the progress of the Working Group. Dr. Denley reported that the group had met twice. Once before the bill was written to review details of the proposal and to discuss major functional tasks such as SACSCOC, data, capital projects, etc. The second meeting was to discuss transitional details from one governance structure to another.
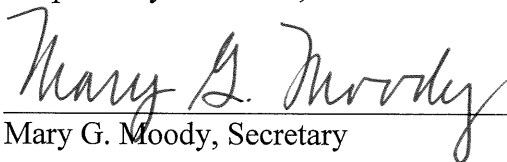
At the request of Vice Chair Reynolds, Mr. Krause provided the members with a brief update on Tennessee Reconnect, the Drive to 55 initiative to help more adults complete a postsecondary degree or credential. He reported that a major media campaign was launched with much success.

Next, Acting Chancellor Gregory gave a report on the formation of the TBR campus safety and security task force, an initiative arising from the panel discussion on that topic presented at the December 2015 quarterly Board meeting. The task force will be charged with surveying national best practices and providing a report to the Board at its September 2016 quarterly meeting. Vice Chair Reynolds was complimentary of the formation of this task force and asked for a brief update at the March 30th quarterly meeting.

Finally, Vice Chair Reynolds called on Ginger Hausser to give an update on pending legislation regarding tuition. She reported that there are several bills that have been filed during this legislative session that in some way limit the setting of tuition and fees by public higher education. They vary in methods but all result in decreasing the flexibility of institutions and boards to set fees. One bill particularly discussed was SB 2306/HB 2069 by Senator Gresham and Representative Daniel. Additionally, she provided members with the provisions of the bill and answered questions at the conclusion of her report.

There was no further business to come before the Board and the meeting was adjourned.

Respectfully submitted,

Mary G. Moody, Secretary

_____
David B. Gregory, Acting Chancellor

_____
Emily J. Reynolds, Vice Chairman
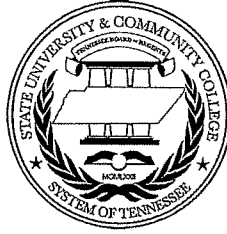
TO: Members of the Tennessee Board of Regents

FROM: David B. Gregory, Acting Chancellor

DATE: March 17, 2016

SUBJECT: Interim Action Report – First Quarter

The following constitutes a record of business transacted by the Office of the Chancellor since the previous regular quarterly meeting of the Board of Regents under the authority of Article VIII of the Bylaws, which grants to the Chancellor interim authority to act on behalf of the Board. Pending any questions, the actions are recommended for Board consideration and confirmation.

I. Personnel Actions – Tennessee Board of Regents Staff

Appointments:

Nicola Wayer – Director of Training & Instructional Design
Regents Online Campus Collaborative - Effective February 15, 2016

Denise Lawrence – Legislative Assistant
Office of Administration - Effective February 15, 2016

Chad Kennedy – LMS/Web Developer & Administrator
Regents Online Campus Collaborative - Effective February 15, 2016

Tammy Grizzle – Assistant Director of Capital Outlay
Business & Finance - Effective March 1, 2016

Stephen Vieria – Interim Chief Information Officer
Information Technology - Effective March 1, 2016

Reclassifications:

Lindsey Butler - Instructional Technologies Systems Analyst
Regents Online Campus Collaborative - Effective January 1, 2016

Alicia Gillespie - Assistant Director of Financial Accounting
Business and Finance - Effective January 1, 2016

Brooke Shelton - Assistant Director of Financial Accounting
Business and Finance - Effective January 1, 2016

Promotions: None

Austin Peay State University | East Tennessee State University | Middle Tennessee State University | Tennessee State University | Tennessee Technological University | University of Memphis

Chattanooga State Community College | Cleveland State Community College | Columbia State Community College | Dyersburg State Community College | Jackson State Community College

Motlow State Community College| Nashville State Community College | Northeast State Community College | Pellissippi State Community College | Roane State Community College

Southwest Tennessee Community College | Volunteer State Community College | Walters State Community College | Tennessee Colleges of Applied Technology

Transfers: None

Retirements: LaVelle Eubanks - Account Clerk 3
                    Effective January 26, 2016

                    John G. Morgan - Chancellor
                    Effective January 29, 2016

Separations: Tom Danford - Chief Information Officer
                    Effective January 4, 2016

Appointments: Vice Presidents and Other Executives: Attachment A

Salary Adjustments: Vice Presidents and Other Executives: Attachment B

II. Acceptance of Gifts and Grants

III. Construction Projects: State Building Commission Activities – Attachment C
                              Summary of Construction Contracts – Attachment D

IV. Approval of Contracts and Agreements: Attachment E

V. Adopt Recruitment Focus Area Plans for TTU, TSU and MTSU: Attachment F

TBR System-wide
Vice Presidents and Executive Level Appointments

Institution	Name	Position	Salary	Effective Date
APSU	Mr. Blayne Clements	Director of Internal Audit	$88,000.00	04/01/16
TSU	Mr. Gregory Robinson	AVP/Chief of Police	$130,000.00	04/01/16
UOM	Dr. Andrew Meyers	Vice President for Research	$235,324.00	11/12015
UOM	Dr. Robert Jackson	Interim Chief Information Officer	$146,800.00	12/14/15
CLSCC	Ms. Ashley Raburn	Director of Dynamic Instruction	$52,500.00	01/04/16
COSCC	Dr. Sean Fox	Vice Presdent of Student Servces	$110,000.00	03/01/16
NASCC	Ms. Karn Weaver	Executive Director of Development/Public Affairs	$75,000.00	02/01/16
STCC	Mr. Steven Massie	Executive Director of Human Resources	$97,291.00	02/01/16
STCC	Mr. Stanley Robinson	Interim Vice President of Financial and Adminstrative Services	$97,751.00	01/04/16
STCC	Dr. Christopher Ezell	Vice President for Academic Affairs	$130,000.00	04/04/16
STCC	Ms. Jacqueline Faulkner	Vice Presdent of Student Services	$120,000.00	04/04/16
WSCC	Dr. Mark Hurst	Interim Associate Vice President for Business Affairs	$96,984.00	2/1/2016 - 6/30/16

TBR System-wide
Vice Presidents and Executive Level Increases

Institution	Name	Position	Effective Date	Type of Increase	Increase	Salary
CLSCC	Mr. Alvin Bishop	Director of Internal Auditing	04/01/16	Market Adjustment	$5,320	$51,366

Date	SBC Number	Institution	Project	Value	SBC Action
12/17/2015					
	166/000-03-2015	Statewide	Commissioning Services	6,000,000	Approved issuing and RFQ for statewide commissioning services
	166/005-01-2014	ETSU	D.P. Culp Addition and Renovations	40,500,000	Approved utilizing Construction Manager/General Contractor alternative delivery method
	166/005-05-2015	ETSU	Johnson City Day Center	1,000,000	Approved a project, budget, scope, finding and source of funding and proceeding with the process to select a designer
	166/009-02-2006	MTSU	MT Boulevard Widening	18,537,587	Approved an amendment to the MOU
	166/007-05-2011	UoM	Various Roof Replacements	5,600,000	Approved revision in scope
	166/032-02-2015	PSCC	Outdoor Classroom/Stage and Solar Demonstration.	400,000	Approved a project, budget, scope, finding and source of funding and proceeding with the process to select a designer
	166/001-01-2013	TSU	Various Roof Repairs/Replacements	2,422	Rec'vd report C.O. # @ 0.36%
	166/001-02-2014	TSU	New Farm Buildings	1,385	Rec'vd report C.O. # @ 0.15%
1/14/2016					
	166/012-01-2015	ChSCC	CETAS Engineering Classrooms	497,840	Approved a revision in project budget, funding and source of funding
	166/013-01-2013	ClSCC	Master Plan	110,000	Approved a budget, funding and source of funding, and selection of Sizemore Group as consultant
	166/032-02-2014	PSCC	Student Recreation Center Upgrades	650,000	Approved a revision in project budget, funding, and source of funding
	166/009-04-2004	MTSU	Underground Electrical Updates	60,198	Rec'vd report C.O. # @ 8.67%
	166/001-02-2014	TSU	New Farm Buildings	17,396	Rec'vd report C.O. # @ 1.83%
	166/003-05-2012	APSU	Governors Stadium Renovation	15,661	Rec'vd report C.O. # @ 1.83%
2/11/2016					
	166/003-03-2014	APSU	Strawberry Alley Facility Renovations	1,300,000	Approved cancellation of project
	166/005-01-2013	ETSU	New Data Center	2,995,879	Approved a revision in project budget, funding, and source of funding in order to award contract
	166/007-06-2013	UoM	Academic Buildings HVAC Corrections	5,639,674	Approved a revision in project budget, funding, and sources of funding
	166/007-04-2012	UoM	Various Buildings HVAC Updates	4,000,000	Approved a revision in project budget, funding, and sources of funding
	166/033-03-2010	SWCC	Accessibility (ADA) Adaptations	731,381	Approved a revision in project budget, funding, and sources of funding
	166/007-03-2013	UoM	Master Plan	475,000	Approved Master Plan as presented
	166/033-01-2013	SWCC	Master Plan	150,000	Approved Master Plan as presented

Attachment C

Date	SBC Number	Institution	Project	Value	SBC Action
12/17/2015					
	166/000-03-2015	Statewide	Commissioning Services	6,000,000	Approved issuing and RFQ for statewide commissioning services
	166/005-01-2014	ETSU	D.P. Culp Addition and Renovations	40,500,000	Approved utilizing Construction Manager/General Contractor alternative delivery method
	166/005-05-2015	ETSU	Johnson City Day Center	1,000,000	Approved a project, budget, scope, finding and source of funding and proceeding with the process to select a designer
	166/009-02-2006	MTSU	MT Boulevard Widening	18,537,587	Approved an amendment to the MOU
	166/007-05-2011	UoM	Various Roof Replacements	5,600,000	Approved revision in scope
	166/032-02-2015	PSCC	Outdoor Classroom/Stage and Solar Demonstration.	400,000	Approved a project, budget, scope, finding and source of funding and proceeding with the process to select a designer
	166/001-01-2013	TSU	Various Roof Repairs/Replacements	2,422	Rec'vd report C.O. # @ 0.36%
	166/001-02-2014	TSU	New Farm Buildings	1,385	Rec'vd report C.O. # @ 0.15%
1/14/2016					
	166/012-01-2015	ChSCC	CETAS Engineering Classrooms	497,840	Approved a revision in project budget, funding and source of funding
	166/013-01-2013	ClSCC	Master Plan	110,000	Approved a budget, funding and source of funding, and selection of Sizemore Group as consultant
	166/032-02-2014	PSCC	Student Recreation Center Upgrades	650,000	Approved a revision in project budget, funding, and source of funding
	166/009-04-2004	MTSU	Underground Electrical Updates	60,198	Rec'vd report C.O. # @ 8.67%
	166/001-02-2014	TSU	New Farm Buildings	17,396	Rec'vd report C.O. # @ 1.83%
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	166/003-03-2014	APSU	Strawberry Alley Facility Renovations	1,300,000	Approved cancellation of project
	166/005-01-2013	ETSU	New Data Center	2,995,879	Approved a revision in project budget, funding, and source of funding in order to award contract
	166/007-06-2013	UoM	Academic Buildings HVAC Corrections	5,639,674	Approved a revision in project budget, funding, and sources of funding
	166/007-04-2012	UoM	Various Buildings HVAC Updates	4,000,000	Approved a revision in project budget, funding, and sources of funding
	166/033-03-2010	SWCC	Accessibility (ADA) Adaptations	731,381	Approved a revision in project budget, funding, and sources of funding
	166/007-03-2013	UoM	Master Plan	475,000	Approved Master Plan as presented
	166/033-01-2013	SWCC	Master Plan	150,000	Approved Master Plan as presented

Tennessee Board of Regents
Summary of State Building Commission Executive Subcommittee

December 21, 2015 SBC Executive Subcommittee Meeting

Institution	Transaction	SBC ESC Action	Action to be Taken
PSCC Transaction No. 09-02-027	Disposal	Approved disposal in fee below fair market value.	OFD/GS to coordinate transaction
TTU Transaction No. 15-11-001	Lease	Approved a lease with waiver of advertisement	OFD/GS to coordinate transaction.
MTSU SBC #166/009-11-2015	Designer Selection	Approved selection of Hodgson & Douglas as designer for the project.	OFD prepares Designer Agreement and continues with project.
UoM Transaction No. 15-08-008	Disposal	Approved disposal in fee with waiver of one appraisal and to utilize State Procurement Agency procurement methods to contract with a realty firm to assist with the disposal	OFD/GS to coordinate transaction.

January 25, 2016 SBC Executive Subcommittee Meeting

Institution	Transaction	SBC ESC Action	Action to be Taken
ETSU SBC #166/005-01-2014	Designer Selection	Approved selection of Beeson Lusk & Street as designer for the project.	OFD prepares Designer Agreement and continues with project.
TTU SBC #166/011-11-2013	Designer Selection	Approved selection of Upland Design Group as designer for the project	OFD prepares Designer Agreement and continues with project.
ETSU Transaction No. 15-12-004	Acquisition	Approved obtaining title work, survey, and environmental assessment, and to accept as gift the required interest with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.
UoM Transaction No. 15-12-009	Acquisition	Approved obtaining title work, survey, and environmental assessment, and to accept as gift the required interest with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.
ChSCC Transaction No. 16-01-001	Easement	Approved disposal by easement with waiver of advertisement and appraisals	OFD/GS to coordinate transaction.

February 23, 2016 SBC Executive Subcommittee Meeting

Institution	Transaction	SBC ESC Action	Action to be Taken
CoSCC SBC # 166/015-02-2013	Scope Revision	Approved a revision in project budget and source(s) of funding in order to award a contract.	OFD/GS to proceed with the contract.
MTSU SBC #166/007-06-2015	Demolition	Approved a project, budget, scope and source of funding	Campus will proceed with the demolition.

Institution	Transaction	SBC ESC Action	Action to be Taken
NeSCC Transaction 15-01-012	Acquisition	Approved obtaining title work, survey, environmental assessment and accept as gift required interest with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.
NeSCC Transaction 15-01-0002	Acquisition	Approved obtaining title work, survey, environmental assessment and accept as gift required interest with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.
SWCC Transaction 15-01-013	Acquisition	Approved obtaining title work, survey, environmental assessment and accept as gift required interest with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.
UoM Transaction 13-09-011	Acquisition	Approved obtaining title work, appraisal, survey, and environmental assessment, and to exercise option to acquire not to exceed fair market value, with waiver of advertisement and one appraisal.	OFD/GS to coordinate transaction.

CONSTRUCTION CONTRACTS AWARDED 01/01/2016 - 03/29/2016
20 Contracts totaling $ 29,667,190.29

Designer	Contractor	Contract Sum	Awarded	Project Number	Institution/ Project Name
Street Dixon Rick Architecture	Turner Construction Company	16,441,960.29	1/6/2016	166/003-05-2013CM	APSU Fine Arts Improvements
Upland Design Group, Inc.	Kerry G. Campbell, Inc.	4,270,000	1/19/2016	166/011-03-2010F	TTU Jere Whitson Several Buildings Upgrades
OGCB, Inc.	CS3, Incorporated	242,647	1/20/2016	166/000-01-2010Z3	TCAT - Crump HVAC Updates
Engineering Services Group, Inc.	Volunteer Mechanical, Inc.	134,000	1/21/2016	166/000-01-2015E2	TCAT - Oneida/Huntsville Chiller Replacement
Engineering Services Group, Inc.	Volunteer Mechanical, Inc.	237,000	1/21/2016	166/000-01-2015E3	TCAT - Knoxville HVAC Updates
West Welch Reed Engineers, Inc.	Del-Air Mechanical Contractors, Inc.	124,000	1/27/2016	166/032-06-2012C	PSCC Strawberry Plains Campus HVAC Upgrades
Shaw & Shanks Architects, PC	Merit Construction, Inc.	495,200	1/28/2016	166/038-01-2012D	NeSCC Johnson City Downtown Center Science Labs Upfit
Maffett Loftis Engineering, LLC	J. Cumby Construction, Inc.	1,227,000	1/28/2016	166/011-10-2014	TTU Hooper Eblen & Fitness Center Boiler Installation
Oliver Little Gipson Engineering	TLC Investments LLC DBA Stones River Electric	138,498	2/2/2016	166/025-01-2015	VSCC Site Lighting Updates
I.C. Thomasson Associates, Inc.	McMahan Mechanical, Inc.	232,000	2/2/2016	166/000-01-2015M3	TCAT - Crossville Chiller Replacement
Braganza Associates, P.C.	Keystone Construction Services, LLC	39,499	2/2/2016	166/019-02-2010A	JSCC Several Building Accessibility (ADA) Adaptations
Braganza Associates, P.C.	Keystone Construction Services, LLC	252,897	2/4/2016	166/019-01-2015	JSCC Several Buildings Restroom Renovations
OGCB, Inc.	Billy Rogers Plumbing Heating & A/C Inc.	570,000	2/9/2016	166/000-01-2010Z2	TCAT - Ripley Electrical and HVAC Updates
McFarlin Huitt Panvini, Inc.	Premier Elevator Company, Inc.	549,683	2/17/2016	166/009-03-2015	MTSU Corlew and Cummings Elevator Replacements
McGehee Nicholson Burke Architects, P.C.	R.L. Campbell Contracting Company, Inc.	1,286,000	2/18/2016	166/007-03-2008B	UoM Campus-wide Access and Security Updates
CTI Engineers Inc.	Baird Contracting Company, Inc.	269,000	2/22/2016	166/012-03-2014	ChSCC TCAT Lift Station Replacement
Thomas Weems Architect	Preston Construction Company	2,463,000	2/23/2016	166/005-01-2013	ETSU Data Center New Construction
Shaw & Shanks Architects, PC	Beuris Construction, Inc.	254,470	2/24/2016	166/038-01-2015	NeSCC Gray Campus Codes and HVAC Updates
J Holmes Architecture PLLC	Leon Ross Construction, LLC	374,536	2/24/2016	166/046-01-2010E	TCAT - Dickson CITF Bldgs. 1 & 2 Renovations
Engineering Services Group, Inc.	Acme Industrial Piping, Inc.	65,400	3/14/2016	166/000-01-2015E1	TCAT - Athens HVAC Updates

	Summary by Type of Contract						
	Contracts Approved from November 16, 2015 to February 29, 2016						
Dept./Institution	Amendment to Existing Contract	Clinical Affiliation	Dual Services	Professional Services	Service Agreement	Other	Contract Total
TBR Offices							
Academics	-	-	-	-	1	4	5
RODP	4	69	6	-	-	-	79
TBR Combined	6	-	2	2	8	4	22
Subtotal	**10**	**69**	**8**	**2**	**9**	**8**	**106**
Institutions							
APSU	-	-	-	-	-	-	-
ETSU	-	-	-	-	3	-	3
MTSU	2	-	-	-	4	4	10
TSU	-	-	5	-	1	1	7
TTU	-	-	-	1	1	-	2
UOM	-	-	1	-	4	4	9
ChSCC	-	-	-	-	-	-	-
CISCC	-	-	-	-	-	-	-
CoSCC	-	-	-	-	-	2	2
DSCC	-	-	-	-	-	2	2
JSCC	-	-	-	-	-	-	-
MSCC	-	-	-	-	-	-	-
NaSCC	-	-	1	-	-	2	3
NeSCC	-	-	-	-	-	-	-
PSCC	-	-	-	-	-	1	1
RSCC	-	-	-	-	-	-	-
STCC	1	-	-	-	-	-	1
VSCC	-	-	-	-	-	-	-
WSCC	-	-	-	-	-	-	-
TCAT Combined	-	1	1	3	1	13	19
Subtotal	**3**	**1**	**8**	**4**	**14**	**29**	**59**
Grand Total	**13**	**70**	**16**	**6**	**23**	**37**	**165**

Summary by Type of Contract
Contracts Approved from November 16, 2014 to February 28, 2015

Dept./Institution	Amendment to Existing Contract	Clinical Affiliation	Dual Services	Professional Services	Service Agreement	Other	Contract Total
TBR Offices							
Academics	1	-	-	-	-	-	1
RODP	2	76	6	2	-	3	89
TBR Combined	7	-	4	2	1	9	23
Subtotal	**10**	**76**	**10**	**4**	**1**	**12**	**113**
Institutions							
APSU	-	-	-	-	1	-	1
ETSU	-	-	-	-	-	1	1
MTSU	-	-	-	-	1	1	2
TSU	-	-	1	-	-	1	2
TTU	-	-	-	-	1	-	1
UOM	-	-	-	-	3	-	3
ChSCC	-	-	-	-	-	2	2
ClSCC	-	-	-	-	-	1	1
CoSCC	-	-	-	-	-	-	-
DSCC	-	-	-	-	-	2	2
JSCC	-	-	-	-	-	-	-
MSCC	-	-	-	-	-	-	-
NaSCC	-	-	-	-	-	1	1
NeSCC	-	-	-	-	-	-	-
PSCC	-	-	-	-	-	-	-
RSCC	-	-	-	-	-	-	-
STCC	-	-	-	-	-	1	1
VSCC	-	-	-	-	-	-	-
WSCC	-	-	-	-	-	-	-
TCAT Combined	-	-	-	-	-	11	11
Subtotal	**-**	**-**	**1**	**-**	**6**	**21**	**28**
Grand Total	**10**	**76**	**11**	**4**	**7**	**33**	**141**

Tennessee Board of Regents

Contracts Approved November 16, 2015 through February 29, 2016

Contract ID	Contract Type	Contractor	Dept./Institution	Commodity	Yearly Amount	System-wide	Start Date	End Date	Competitive
105051	Hotel/Lodging Agreement	Fall Creek Falls State Park	Academics	Lodging and Meeting Space	$750.00	no	10/25/2015	2/1/2016	no
105211	Grant Agreement	State of Tennessee -Volunteer Tennessee	Academics	Grant	$12,846.00	no	11/9/2015	1/9/2017	no
105324	Service Agreement	Alternative Communication Services - student transcription services	Academics	Other - Services	$12,000,000.00	yes	1/4/2016	12/31/2016	yes
105347	Use of Facilities	MTSU Ingram Building - hosting 2016 Academic Mindset Summit	Academics	Other - Services	$1,000.00	no	2/16/2016	2/17/2016	no
105357	Hotel/Lodging Agreement	Deer Run Camps and Retreats	Academics	Lodging and Meeting Space	$5,000.00	no	8/8/2016	8/9/2016	no
105328	Professional Service	Berry Dunn, McNeil & Parker, LLC - departmental student of IT services	Business and Finance	Other - Services	$195,000.00	no	1/1/2016	12/31/2016	no
105356	Professional Service	U.S. Education Delivery Institute	Chancellor's Office	Other - Services	$56,777.00	no	2/1/2016	12/31/2016	no
103106	Amendment to Existing Contract	Delevante Creative Design - graphic design services	COMM	Other - Services	$300,000.00	no	2/22/2016	2/21/2017	yes
103829	Amendment to Existing Contract	Milek Media, LLC - professional media buying services	COMM	Other - Services	$1,500,000.00	no	2/1/2015	1/31/2017	yes
105362	License Agreement	Digital Architecture, Inc. - licensing of curriculum management software	Comm. Colleges	Computer Software	$270,000.00	yes	1/4/2016	1/3/2017	yes
105273	Purchase Agreement	Pomeroy IT Solutions	COSCC	Computer Hardware and Peripherals	$404,914.20	no	11/18/2015	11/17/2016	yes
105313	Cooperative Agreement	Hoar Construction	COSCC	Utility	$0.00	no	3/1/2016	2/28/2017	no
101738	Banking Services	First Tennessee Bank	DSCC	Banking Services	$0.00	yes	9/1/2014	8/31/2016	yes
105255	Lease Agreement	Forcum Lannom	DSCC	Lease of Space	$46,500.00	no	3/1/2016	2/28/2017	yes
105293	Service Agreement	SciQuest	ETSU	Other - Goods	$285,488.00	no	1/1/2016	12/31/2020	yes
105294	Service Agreement	Medical Education Assistance Corporation	ETSU	Other - Services	$600,000.00	no	12/1/2015	11/30/2016	no
105325	Service Agreement	NextGen Healthcare Information System, Inc.	ETSU	Other - Services	$350,000.00	no	1/31/2016	1/31/2017	yes
105298	Lease Agreement	Des-Tech TN Limited Partnership - central office lease	Facilties	Lease of Space	$789,543.00	no	7/1/2016	6/30/2031	yes
104578	Software License	Morgan Kai Group Inc.	Internal Audit	Computer Software License	$109,363.00	yes	1/5/2016	1/4/2017	yes
105365	Service Agreement	Strata Information Group	IT	Consulting	$51,000.00	no	1/29/2016	1/28/2017	yes
101088	Professional Service	City of Murfreesboro - reconstruction of Middle Tennessee Boulevard	MTSU	Other	$0.00	no	3/4/2009	12/31/2020	no
104119	Service Agreement	Southeast Service Corporation, dba SSC Service Sol	MTSU	Custodial Services	$2,749,852.12	no	7/1/2014	6/30/2019	yes
105210	Lease Agreement	Rutherford County Chamber of Commerce	MTSU	Lease of Space	$41,500.00	no	12/1/2015	11/30/2020	no
105267	Service Agreement	Comcast Holdings Corp.	MTSU	Other - Services	$59,400.00	no	11/1/2015	10/31/2020	yes
105315	Service Agreement	Blue Raider Sports Properties, LLC - athleticmarketing	MTSU	Other - Services	$2,000,000.00	no	7/1/2016	6/30/2016	yes
105332	Lease Agreement	Sigma Nu Fraternity - lease termination agreement	MTSU	Other	$0.00	no	1/3/2016	6/30/2018	no

	Contract Type	Vendor	Campus	Category	Amount	Competitive	Start Date	End Date	Revenue
105373	Dual Services Extra Compensation	Tennessee Board of Regents-Carol Puryear	MTSU	Teaching	$2,260.65	no	1/19/2016	5/5/2016	no
105378	Service Agreement	Contemporary Services Corporation - event and crowd management at Murphy Center	MTSU	Other - Services	$150,000.00	yes	2/1/2016	1/31/2021	yes
105380	Cooperative Agreement	South Carolina School of Pharmacy	MTSU	Cooperative Educational Offerings	$0.00	no	2/15/2016	2/14/2036	no
105383	Service Agreement	SciQuest, Inc.	MTSU	Other - Services	$245,189.00	no	3/20/2016	3/19/2021	yes
101842	Banking Services	First Tennessee Bank	NSCC	Banking Services	$145,000.00	no	1/12/2016	8/31/2016	yes
105246	Banking Services	Regions Bank	NSCC	Banking Services	$14,000.00	no	1/12/2016	1/11/2021	yes
105358	Dual Services Extra Compensation	Tennessee Board of Regents-Pat Couch	NSCC	Personnel	$3,360.00	no	1/19/2016	5/5/2016	no
102727	Clinical Affiliation	Galen Medical Group (multiple sites)	Nursing/AH	Clinical Experience	$0.00	no	8/30/2012	8/29/2017	no
103050	Clinical Affiliation	United Neighborhood Health Services, Inc	Nursing/AH	Clinical Experience	$0.00	no	2/13/2013	2/28/2018	no
103372	Clinical Affiliation	Well Key Health formerly Smoky Mtn	Nursing/AH	Clinical Experience	$0.00	no	6/28/2013	6/27/2018	no
103471	Clinical Affiliation	Parkview Health System (multiple sites)	Nursing/AH	Clinical Experience	$0.00	no	8/15/2013	8/15/2016	no
103869	Clinical Affiliation	Vanderbilt University	Nursing/AH	Clinical Experience	$0.00	no	3/1/2014	2/28/2019	no
104689	Clinical Affiliation	Chota Community Health Services	Nursing/AH	Clinical Experience	$0.00	no	6/1/2015	5/31/2020	no
105019	Clinical Affiliation	Planned Parenthood of the Heartland	Nursing/AH	Clinical Experience	$0.00	no	7/7/2015	7/6/2020	no
105141	Clinical Affiliation	Antioch Medical Center	Nursing/AH	Clinical Experience	$0.00	no	9/3/2015	9/2/2020	no
105154	Clinical Affiliation	Dr. Zaidi & Associates	Nursing/AH	Clinical Experience	$0.00	no	9/17/2015	9/16/2020	no
105174	Clinical Affiliation	Graham Primary Healthcare	Nursing/AH	Clinical Experience	$0.00	no	9/25/2015	9/24/2020	no
105176	Clinical Affiliation	Jamestown Internal Medicine(Jamestown)	Nursing/AH	Clinical Experience	$0.00	no	9/28/2015	9/27/2020	no
105177	Clinical Affiliation	Beacon Health OB/GYN Women's E Pavillion	Nursing/AH	Clinical Experience	$0.00	no	9/29/2015	9/28/2020	no
105188	Clinical Affiliation	Middle Tennessee Internal Medicine Associates	Nursing/AH	Clinical Experience	$0.00	no	9/30/2015	9/29/2020	no
105201	Clinical Affiliation	Associates in Women Health	Nursing/AH	Clinical Experience	$0.00	no	10/6/2015	10/5/2020	no
105204	Clinical Affiliation	Children's Clinic East	Nursing/AH	Clinical Experience	$0.00	no	1/1/2016	6/30/2016	no
105209	Clinical Affiliation	HIT State of Franklin Health Assoc PLLC (SOFHA)	Nursing/AH	Clinical Experience	$0.00	no	10/7/2015	10/6/2020	no
105213	Clinical Affiliation	Ashtabula Clinic-Pediatric Dept.	Nursing/AH	Clinical Experience	$0.00	no	10/14/2015	10/13/2020	no
105216	Clinical Affiliation	Jamal I. Sahyouni, MD	Nursing/AH	Clinical Experience	$0.00	no	10/14/2015	10/13/2020	no
105217	Clinical Affiliation	Desoto Children's Clinic/Southaven	Nursing/AH	Clinical Experience	$0.00	no	10/15/2015	10/14/2020	no
105219	Clinical Affiliation	Siskin Hospital for Physical Rehabilitation	Nursing/AH	Clinical Experience	$0.00	no	10/15/2015	10/14/2020	no
105234	Clinical Affiliation	Dayspring Family Health Ctr aka Indian Mt.Clinic	Nursing/AH	Clinical Experience	$0.00	no	10/21/2015	10/20/2020	no
105237	Clinical Affiliation	Royal Oak Pediatrics	Nursing/AH	Clinical Experience	$0.00	no	10/29/2015	10/28/2020	no
105240	Clinical Affiliation	The Well House - Kingston	Nursing/AH	Clinical Experience	$0.00	no	10/30/2015	10/29/2020	no
105241	Clinical Affiliation	Dr. Happy Verma, MD	Nursing/AH	Clinical Experience	$0.00	no	11/2/2015	11/1/2020	no
105243	Clinical Affiliation	Associated Neurologists of Kingsport	Nursing/AH	Clinical Experience	$0.00	no	11/2/2015	11/1/2020	no
105244	Clinical Affiliation	Phillips Healthcare Group, PC	Nursing/AH	Clinical Experience	$0.00	no	11/2/2015	11/1/2020	no
105245	Clinical Affiliation	Carolina Spine & Neurosurgery Center	Nursing/AH	Clinical Experience	$0.00	no	11/3/2015	11/2/2020	no
105247	Clinical Affiliation	Naval Health Clinic Hawaii	Nursing/AH	Clinical Experience	$0.00	no	11/3/2015	11/2/2018	no
105248	Clinical Affiliation	Joyce Healthcare	Nursing/AH	Clinical Experience	$0.00	no	11/3/2015	11/2/2020	no
105249	Clinical Affiliation	Forest Physicians for Women	Nursing/AH	Clinical Experience	$0.00	no	11/3/2015	11/2/2020	no
105259	Clinical Affiliation	Campbell County HMA LLC dba LaFollette Med Ctr	Nursing/AH	Clinical Experience	$0.00	no	9/5/2015	9/4/2018	no

105260	Clinical Affiliation	Dowling Family Medicine	Nursing/AH	Clinical Experience	$0.00	no	11/10/2015	11/9/2020	no
105261	Clinical Affiliation	Dr. David Allan Francis, MD	Nursing/AH	Clinical Experience	$0.00	no	11/10/2015	11/9/2020	no
105262	Clinical Affiliation	Peachtree Medical Center	Nursing/AH	Clinical Experience	$0.00	no	11/11/2015	11/10/2020	no
105263	Clinical Affiliation	Belle Meade Dermatology	Nursing/AH	Clinical Experience	$0.00	no	11/11/2015	11/10/2020	no
105264	Clinical Affiliation	Medical Specialists of Knoxville	Nursing/AH	Clinical Experience	$0.00	no	11/11/2015	11/10/2020	no
105269	Clinical Affiliation	Lewis Health Center	Nursing/AH	Clinical Experience	$0.00	no	11/1/2015	10/31/2020	no
105270	Clinical Affiliation	Premier Medical Clinic (Mississippi)	Nursing/AH	Clinical Experience	$0.00	no	11/13/2015	11/12/2020	no
105274	Clinical Affiliation	Shelbyville Clinic Corporation (multiple sites)	Nursing/AH	Clinical Experience	$0.00	no	1/18/2016	1/17/2021	no
105281	Clinical Affiliation	Nurture Pediatrics	Nursing/AH	Clinical Experience	$0.00	no	11/23/2015	11/22/2020	no
105282	Clinical Affiliation	Elite Sports Medicine	Nursing/AH	Clinical Experience	$0.00	no	11/20/2015	11/19/2020	no
105283	Clinical Affiliation	Family Medicine West	Nursing/AH	Clinical Experience	$0.00	no	11/30/2015	11/29/2020	no
105285	Clinical Affiliation	AllCare Medical (Troy, TN)	Nursing/AH	Clinical Experience	$0.00	no	11/24/2015	11/23/2020	no
105286	Clinical Affiliation	Center for Adult Healthcare	Nursing/AH	Clinical Experience	$0.00	no	4/1/2016	3/31/2019	no
105287	Clinical Affiliation	Dyersburg Clinic Corp	Nursing/AH	Clinical Experience	$0.00	no	4/1/2016	3/31/2019	no
105288	Clinical Affiliation	Tullahoma Ob-Gyn Associates	Nursing/AH	Clinical Experience	$0.00	no	11/25/2015	11/24/2020	no
105289	Clinical Affiliation	Litton Family Medicine	Nursing/AH	Clinical Experience	$0.00	no	11/30/2015	11/29/2020	no
105295	Clinical Affiliation	Medical Arts Family Practice	Nursing/AH	Clinical Experience	$0.00	no	12/3/2015	12/2/2020	no
105304	Clinical Affiliation	Tennessee Department of Health	Nursing/AH	Clinical Experience	$0.00	no	7/1/2016	6/30/2021	no
105308	Clinical Affiliation	Simon Williamson Clinic	Nursing/AH	Clinical Experience	$0.00	no	12/15/2015	12/14/2020	no
105319	Clinical Affiliation	WomanCare	Nursing/AH	Clinical Experience	$0.00	no	12/17/2015	12/16/2020	no
105320	Clinical Affiliation	Compassionate Care of NC	Nursing/AH	Clinical Experience	$0.00	no	12/17/2015	12/16/2020	no
105322	Clinical Affiliation	University Health System Kristy Williams	Nursing/AH	Clinical Experience	$0.00	no	1/4/2016	1/3/2017	no
105323	Clinical Affiliation	Plastic Surgery Affiliation	Nursing/AH	Clinical Experience	$0.00	no	1/4/2016	1/3/2021	no
105326	Clinical Affiliation	Hope Medical Clinic (Sevierville)	Nursing/AH	Clinical Experience	$0.00	no	1/5/2016	1/4/2021	no
105327	Clinical Affiliation	Halls Family Walk-in Clinic	Nursing/AH	Clinical Experience	$0.00	no	1/5/2016	1/4/2021	no
105335	Clinical Affiliation	Kentucky River District Health Department	Nursing/AH	Clinical Experience	$0.00	no	1/11/2016	1/10/2021	no
105336	Clinical Affiliation	Jayraj C Shah, P.C.	Nursing/AH	Clinical Experience	$0.00		1/11/2016	1/10/2021	no
105344	Clinical Affiliation	University Health System Karen Hensley	Nursing/AH	Clinical Experience	$0.00	no	1/13/2016	1/12/2017	no
105345	Clinical Affiliation	University Health System Margaret Ingram	Nursing/AH	Clinical Experience	$0.00	no	1/13/2016	1/12/2017	no
105346	Clinical Affiliation	Presbyterian Healthcare Services	Nursing/AH	Clinical Experience	$0.00	no	1/19/2016	1/18/2021	no
105349	Clinical Affiliation	Delta Regional Medical Center (Multiple Sites)	Nursing/AH	Clinical Experience	$0.00	no	1/14/2016	1/13/2021	no
105350	Clinical Affiliation	Middle Tennessee Medical (Lawrenceburg)	Nursing/AH	Clinical Experience	$0.00	no	1/15/2016	1/14/2021	no
105351	Clinical Affiliation	Shelbyville Hospital Corp dba Heritage Medical Ctr	Nursing/AH	Clinical Experience	$0.00	no	12/14/2015	12/13/2018	no
105359	Clinical Affiliation	All Care Clinic (Memphis)	Nursing/AH	Clinical Experience	$0.00	no	1/25/2016	1/24/2021	no
105361	Clinical Affiliation	A+ Care Family Practice	Nursing/AH	Clinical Experience	$0.00	no	1/26/2016	1/25/2021	no
105364	Clinical Affiliation	Signature Healthcare of Rogersville	Nursing/AH	Clinical Experience	$0.00	no	1/27/2016	1/26/2021	no
105367	Clinical Affiliation	Waverly Pediatric Clinic	Nursing/AH	Clinical Experience	$0.00	no	1/27/2016	1/26/2021	no
105375	Clinical Affiliation	Blackmon Pediatrics, PLLC	Nursing/AH	Clinical Experience	$0.00	no	2/2/2016	2/1/2021	no
105251	Dual Service	TSU- Robbie Melton	OESI	Personnel	$4,941.30	no	8/17/2015	12/15/2015	no
105257	Service Agreement	Incognito, Inc - presenter at 2016 diversity conference	OESI	Other - Services	$4,000.00	no	9/28/2016	9/28/2016	no
105291	Service Agreement	People Fluent - development of annual affirmative actin plan	OESI	Other - Services	$1,804.00	no	12/11/2015	12/11/2016	no
105368	Dual Service	PSCC- Rachel Glazner	OESI	Personnel	$2,000.00	no	1/1/2016	6/30/2016	no

	Type	Vendor	Institution	Category	Amount		Start	End	
105330	Revenue	Rudd Seeley Wallis, LLC - disposal of property	PSTCC	Other	$1,800,000.00	no	1/5/2016	7/31/2016	yes
102279	Amendment to Existing Contract	Desire2Learn, Inc.	RODP	Computer Software	$2,958,911.00	yes	1/1/2016	12/31/2016	no
102752	Amendment to Existing Contract	iParadigms, LLC	RODP	Computer Software License	$395,202.92	yes	12/1/2015	11/30/2017	no
102925	Amendment to Existing Contract	BocaVox, LLC	RODP	Computer Software License	$410,000.00	no	1/1/2016	12/31/2016	yes
104407	Amendment to Existing Contract	Smarthinking, Inc.	RODP	Other - Services	$23,125.00	yes	10/1/2015	9/30/2016	yes
105078	Dual Service	COSCC - Faculty Mentors	RODP	Mentoring	$12,353.25	no	8/1/2015	7/31/2016	no
105079	Dual Service	DSCC - Faculty Mentors	RODP	Mentoring	$7,360.80	no	8/1/2015	7/31/2016	no
105082	Dual Service	MTSU - Lindsey Bier	RODP	Mentoring	$5,520.60	no	8/1/2015	7/31/2016	no
105221	Dual Service	ETSU - Stacie McCray	RODP	Mentoring	$5,520.60	no	8/1/2015	7/31/2016	no
105223	Dual Service	UOM - Mary Elliott	RODP	Mentoring	$6,102.00	no	8/1/2015	7/31/2016	no
105374	Dual Service	APSU - Doris Davenport - interim RODP executive directorof nursing	RODP	Personnel	$45,887.84	no	1/1/2016	5/1/2016	no
104643	Banking Services	SunTrust Bank	STCC	Banking Services	$125,000.00	no	1/1/2015	12/31/2019	yes
102031	Amendment to Existing Contract	Prudential	TBR	Other - Services	$0.00	no	1/1/2014	12/31/2016	yes
102340	Amendment to Existing Contract	Heartland Payment Systems, Inc.	TBR	Other - Services	$0.00	yes	11/15/2015	11/14/2016	yes
102370	Banking Services	UMB Bank, NA	TBR	Banking Services	$0.00	yes	3/1/2016	2/28/2017	yes
103744	Amendment to Existing Contract	Elsevier, B.V.	TBR	Other - Services	$2,473,271.00	yes	1/1/2014	12/31/2018	no
103888	Amendment to Existing Contract	Computer Intelligence Association	TBR	Computer Software	$350,000.00	yes	3/28/2016	3/27/2017	yes
104625	Amendment to Existing Contract	EBSCO Industries, Inc.	TBR	Other - Services	$107,525.00	yes	1/15/2016	1/14/2017	yes
104660	Amendment to Existing Contract	Pomeroy IT Solutions	TBR	Other - Services	$3,000,000.00	yes	3/1/2015	2/28/2017	yes
105020	Service Agreement	Tennessee Tech University - photography and video services	TBR	Other - Services	$50,000.00	no	1/1/2016	12/31/2016	no
105284	Service Agreement	Everfi, Inc. Student - Title IX & SAVE act online training module	TBR	Computer Software	$217,500.00	no	1/1/2016	12/31/2016	yes
105318	Service Agreement	CollegeWeekLive - services for online Transfer Madness and College Fair	TBR	Other - Services	$38,000.00	no	12/20/2015	12/19/2016	no
105348	Grant Agreement	Tennessee Department of Labor	TCAT Athens	Grant	$26,080.00	no	12/1/2015	6/30/2016	no
105292	Clinical Affiliation	Parkridge Medical Center, Inc.	TCATS CROSS	Clinical Experience	$0.00	no	10/1/2015	9/30/2017	no
105272	Dual Service	TBR-Richard Woodyard	TCATS Elizabethton	Teaching	$613.40	no	5/4/2015	12/31/2015	no
105146	Lease Agreement	Middle TN Workforce Investment Board	TCATS Hartsville	Memo of Understanding	$33,174.00	no	4/28/2015	4/27/2018	no
105276	Lease Agreement	Gallatin Shalom Zone, Inc,.	TCATS Hartsville	Lease of Space	$6,000.00	no	11/15/2015	11/14/2016	no
105278	Professional Service	Kaplan Nursing - integrated testing program	TCATS Hartsville	Other - Services	$5,000.00	no	11/20/2015	11/19/2017	no
105306	Use of Facilities	Wilson County Election Commission	TCATS Hartsville	Other - Services	$0.00	no	12/8/2015	5/17/2017	no
105331	Grant Agreement	Tennessee Department of Labor	TCATS Jackson	Grant	$9,300.00	no	12/31/2015	6/30/2016	no
105342	Grant Agreement	Tennessee Department of Labor	TCATS Morristown	Grant	$10,000.00	no	12/1/2015	6/30/2016	no
105028	Grant Agreement	TN Dept of Environment and Conservation	TCATS Murfreesboro	Grant	$1,040,869.57	no	8/1/2015	12/31/2016	no
105004	Grant Agreement	TN Department of Labor	TCATS Nashville	Grant	$633,924.00	no	12/21/2015	6/30/2016	no

105277	Professional Service	Kaplan Nursing - integrated testing program	TCATS Nashville	Other - Services	$0.00	no	11/20/2015	11/18/2017	no
105307	Lease Agreement	Lee Hastings	TCATS Newbern	Lease of Space	$30,000.00	no	1/4/2016	1/4/2021	no
101684	License Agreement	Telephone Doctor	TCATS Office	Training - Online	$5,425.00	no	1/1/2016	1/4/2017	no
104083	Service Agreement	Tn Department of Safety - CDL third party testing agreement	TCATS Office	Training	$1,750.00	no	1/1/2014	12/31/2018	no
105265	Professional Service	National Alliance for Partnership in Equity	TCATS Office	Speaker	$4,000.00	no	11/18/2015	11/19/2015	no
105340	Grant Agreement	Tennessee Dept of Labor & Workforce Development	TCATS Office	Grant	$118,489.00	no	1/11/2016	6/30/2016	no
105360	Hotel/Lodging Agreement	Hotel Preston	TCATS Office	Lodging	$2,500.00	no	1/31/2016	2/2/2016	no
105334	Grant Agreement	Tennessee Department of Labor	TCATS Ripley	Grant	$9,250.00	no	12/1/2015	6/30/2016	no
105256	Dual Services Extra Compensation	Tennessee Board of Regents - Christine Mayer	TSU	Personnel	$4,941.30	no	8/17/2015	12/15/2015	no
105271	Revenue	Georgia State University - football agreement	TSU	Other	$325,000.00	no	9/2/2017	9/2/2017	no
105316	Service Agreement	AlliedBarton Security Services, LLC - unarmed security	TSU	Other - Services	$1,887,382.86	no	12/14/2015	11/14/2016	no
105333	Dual Services Extra Compensation	Tennessee Board of Regents-Kenyatta Lovett	TSU	Personnel	$2,576.28	no	1/11/2016	5/10/2016	no
105343	Dual Services Extra Compensation	Tennessee Board of Regents-Christine Mayer	TSU	Personnel	$2,000.00	no	1/5/2016	5/29/2016	no
105384	Dual Services Extra Compensation	Tennessee Board of Regents-Robbie Melton	TSU	Personnel	$2,470.65	no	1/11/2016	5/10/2016	no
105385	Dual Services Extra Compensation	Tennessee Board of Regents-Christine Mayer	TSU	Personnel	$2,470.65	no	1/11/2016	5/10/2016	no
105299	Professional Service	Federal Solutions, LLC - federal funding consultation services	TTU	Other - Services	$125,000.00	no	1/1/2016	12/31/2016	no
105379	Service Agreement	WD Stone & Associates - graphic design services	TTU	Other - Services	$90,000.00	no	6/1/2015	5/31/2016	no
101668	Banking Services	First Tennessee Bank	UOM	Banking Services	$1,100,000.00	yes	7/1/2015	3/31/2016	yes
101888	Revenue	Cogent Communications, Inc.	UOM	Lease of Space	$34,800.00	no	12/6/2010	1/12/2021	no
104510	Revenue	American Cotton Shippers Association	UOM	Other - Services	$369,504.00	no	11/1/2014	10/31/2017	no
105279	Service Agreement	Air Charter Services, Inc. - mens basketball travel services	UOM	Travel	$488,430.00	no	11/25/2015	3/8/2016	yes
105280	Service Agreement	Delta Air Lines, Inc. - mens basketball travel services	UOM	Travel	$309,766.00	no	1/1/2016	2/13/2016	yes
105297	Service Agreement	Second to Nunn Design LLC - design and development of new university website	UOM	Other - Services	$100,000.00	yes	12/15/2015	12/14/2020	yes
105317	Purchase Agreement	Air Charter Services, Inc. - womens basketball travel services	UOM	Travel	$489,204.00	no	12/29/2015	3/8/2016	yes
105372	Service Agreement	Zellner Construction - railroad pedestrian improvements	UOM	Construction	$1,291,387.00	no	2/1/2016	8/1/2016	yes
105382	Dual Services Extra Compensation	Tennessee Board of Regents - Raylean Henry	UOM	Teaching	$2,382.41	no	1/13/2016	5/12/2016	no
165	Contracts								
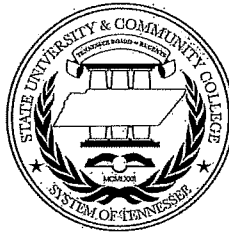
TENNESSEE BOARD OF REGENTS

Office of Business & Finance

1415 Murfreesboro Road, Suite 346 | Nashville, TN 37217-2833| Phone 615.366.3921 | Fax 615.366.2246 | www.tbr.edu

MEMORANDUM

To: John Morgan, Chancellor

From: Dale Sims

Date: January 28, 2016

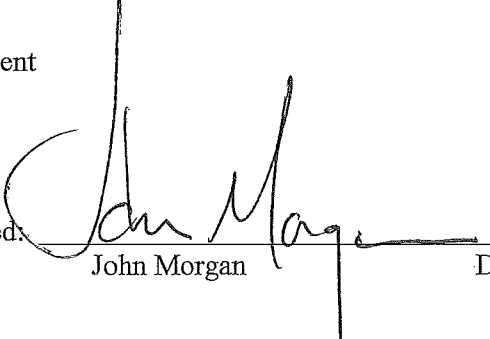**Re:**   **Tennessee Tech Request to Adopt Recruitment Focus Area Plan**

On January 19, 2016 you received the attached request from TTU to adopt the recruitment focus area plan (R-250 plan). During its December meeting, the Board acted to authorize the Chancellor to approve requests to adopt the R-250 plan, provided the request complied with existing Board policy. Action taken by the Chancellor to approve adoption of the R-250 plan is to be reported to the Board as part to the Quarterly Interim Action Report.

Staff has reviewed the request from TTU and determined that it complies with the Board's requirements for adoption of R-250 plans. Based on this determination it is recommended that you approve the request from TTU.

Please let me know if you wish to discuss or require additional information.

DS:pm

Attachment

Approved: _____John Morgan_____   _1/29/16_
                     John Morgan   Date

cc.   Renee Stewart
        Pat Massey

Austin Peay State University | East Tennessee State University | Middle Tennessee State University | Tennessee State University | Tennessee Technological University | University of Memphis

Chattanooga State Community College | Cleveland State Community College | Columbia State Community College | Dyersburg State Community College | Jackson State Community College

Motlow State Community College| Nashville State Community College | Northeast State Community College | Pellissippi State Community College | Roane State Community College

Southwest Tennessee Community College | Volunteer State Community College | Walters State Community College | The Tennessee Technology Centers

MEMORANDUM

TO: John Morgan, Chancellor

FROM: Philip B. Oldham, President

DATE: January 19, 2016

SUBJECT: Request to "Opt-Into" the TBR Recruitment Focus Area Plan

Tennessee Tech wishes to "opt-into" the recently approved Recruitment Focus Area Plan. The adoption of this plan would make TTU more attractive to students within the specified area and enable the University to better compete with other institutions that recruit from the area. Under the plan, Tennessee Tech would adhere to the following provisions:

- Eligibility: The Plan would apply to admitted students (both undergraduate and graduate) who graduate from a high school located in a county within a 250-mile radius of Cookeville, Tennessee.
- Tuition Rate: The out-of-state tuition rate charged for an academic year would equal Tennessee Tech's state appropriation subsidy per full-time equivalent student for the prior fiscal year. This rate would be capped at 12 hours for undergraduate students and 10 hours for graduate students.
- Recordkeeping: Tennessee Tech will adopt a process that provides reporting to the System Office on the effect of the plan.
- Impact on other Plans: The Recruitment Focus Area rate will not impact students who already qualify for border county classification in the following Kentucky counties: Clinton, Cumberland, McCreary, Monroe, Wayne, and Whitley.
- Term of Implementation: The initial term of implementation for the Recruitment Focus Area Plan would be summer 2016.

A map of the specified area of implementation is attached. Please let me know if you have any questions or require additional information.

PBO/RH/tt

Attachment
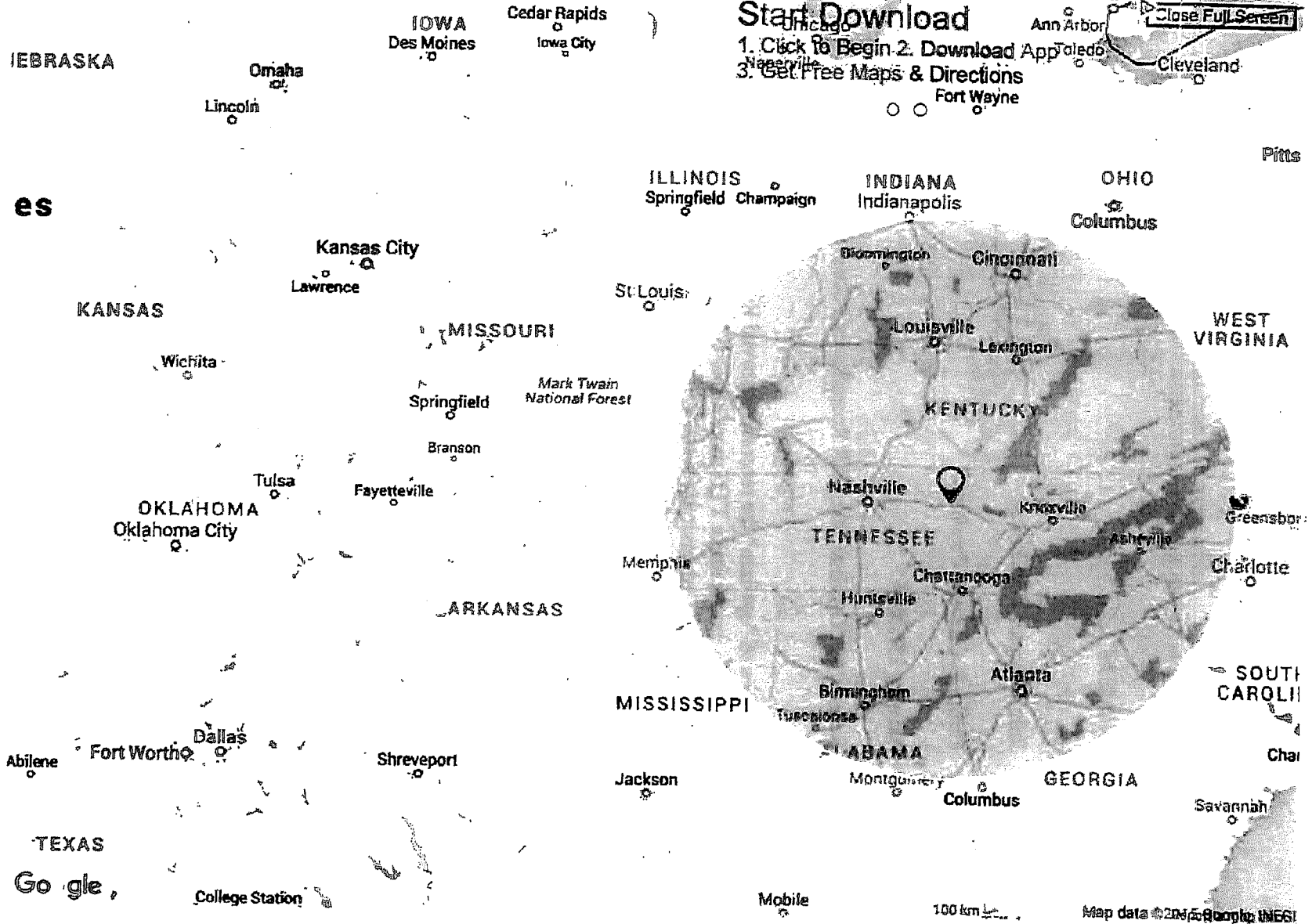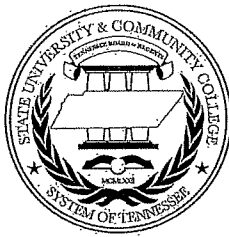
TENNESSEE BOARD OF REGENTS

Office of Business & Finance

1415 Murfreesboro Road, Suite 346 | Nashville, TN 37217-2833| Phone 615.366.3921 | Fax 615.366.2246 | www.tbr.edu

MEMORANDUM

To: David Gregory, Acting Chancellor

From: Dale Sims

Date: February 26, 2016

Re: **Tennessee State University Request to Adopt Recruitment Focus Area Plan for Undergraduate and Graduate Students**

You recently received the attached request from TSU to adopt the recruitment focus area plan (R-250 plan) for undergraduate and graduate students. During its December meeting, the Board acted to authorize the Chancellor to approve requests to adopt the R-250 plan, provided the request complied with existing Board policy. Action taken by the Chancellor to approve adoption of the R-250 plan is to be reported to the Board as part of the Quarterly Interim Action Report.

Staff has reviewed the request from TSU and determined that it complies with the Board's requirements for adoption of R-250 plans. Based on this determination it is recommended that you approve the request from TSU.

Please let me know if you wish to discuss or require additional information.

DS:pm

Attachment

Approved: _____   3-7-16
              David Gregory   Date

cc.   Renee Stewart
       Pat Massey

Austin Peay State University | East Tennessee State University | Middle Tennessee State University | Tennessee State University | Tennessee Technological University | University of Memphis

Chattanooga State Community College | Cleveland State Community College | Columbia State Community College | Dyersburg State Community College | Jackson State Community College

Motlow State Community College| Nashville State Community College | Northeast State Community College | Pellissippi State Community College | Roane State Community College

Southwest Tennessee Community College | Volunteer State Community College | Walters State Community College | The Tennessee Technology Centers

TENNESSEE STATE UNIVERSITY
250-Mile Radius Tuition Rate

OVERVIEW
Out-of-state students pay an additional fee referred to as *tuition* that is not assessed to in-state students. Out-of-state students in a county within a 250 miles radius of Nashville, Tennessee are eligible for a discounted 250-Mile Radius Rate.

RATE
The 250-Mile Radius Rate is effective beginning the 2016-2017 academic year. However, had it been effective for 2015-2016, the rate would have been as follows:

UNDERGRADUATE Out-of-State 250-Mile Radius Rate Fall 2015 and Spring 2016				
Hours	15hrs	16hrs	17hrs	18hrs
Maintenance	$3,189	$3,240	$3,291	$3,342
Tuition: 250-Mile Radius Rate	$2,194 (vs $6,678.00)	$2,194 (vs $6,784.00)	$2,194 (vs $6,890.00)	$2,194 (vs $6,996.00)
Program and Service Fee	$520	$520	$520	$520
Total	$5,903	$5,954	$6,005	$6,056
GRADUATE Out-of-State 250-Mile Radius Rate Fall 2015 and Spring 2016				
Hours	9hrs	10hrs	11hrs	12hrs
Maintenance	$3,681	$4,090	$4,172	$4,254
Tuition: 250-Mile Radius Rate	$1,975 (vs $5,238.00)	$2,194 (vs $5,820.00)	$2,194 (vs $5,936.00)	$2,194 (vs $6,050.00)
Program and Service Fee	$520	$520	$520	$520
Total	$6,176	$6,804	$6,886	$6,968

All fees of the University are subject to change. See Other Fees (page 2) on the Bursar's Office website for additional charges such as room, board, etc. [NOTE: Out-of-state students who take *all online* classes may be eligible for a discounted tuition rate of $127 per credit hour. Click on the e-rate link for additional information.]

ELIGIBILITY
✓ Classified as out-of-state for fee payment purposes.
✓ Classified as degree-seeking.
✓ Enrolled in 15 or more *undergraduate* credit hours or 9 or more *graduate* credit hours through the 25% refund period. [See the Bursar's Office website for important dates.]
✓ Graduated from an eligible high school located in a county within a 250 miles radius of Nashville, Tennessee.

Students receiving the 250-Mile Radius Rate are eligible for scholarships, but are ineligible to receive the Scholar Rate or the Scholar Rate Plus. There is no maximum number of semesters a student may receive the 250-Mile Radius Rate.

APPEAL
An eligibility appeal may be submitted if the student has met all requirements and the rate has not been assessed for reasons of error, coding change to degree-seeking, fewer than 15 undergraduate or 9 graduate hours needed for graduation, etc. A student must submit an appeal form and appropriate documentation, if applicable, to the Enrollment Services Office at EnrollmentMgt@tnstate.edu within ten (10) calendar days of the first day of classes for an appeal to be considered. The first day of classes is specified in the University Calendar.

APPLICATION AND NOTIFICATION
No application is required to receive this discounted rate. The rate will be automatically assessed to those who qualify. Students will be notified via U.S. mail and/or email if they are eligible for and/or have received a discounted rate for that semester. Students with questions about the rate may contact the Office of Enrollment Services at (615) 963-4995.
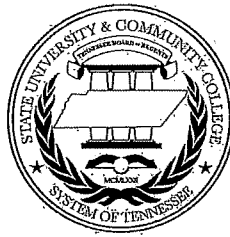
MEMORANDUM

To: David Gregory, Acting Chancellor

From: Dale Sims

Date: February 26, 2016

Re: **Middle Tennessee State University Request to Adopt Recruitment Focus Area Plan for Graduate Students**
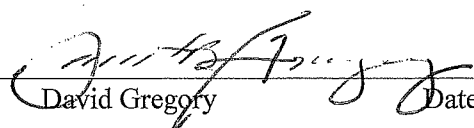

On February 17, 2016 you received the attached request from MTSU to adopt the recruitment focus area plan (R-250 plan) for graduate students. During its December meeting, the Board acted to authorize the Chancellor to approve requests to adopt the R-250 plan, provided the request complied with existing Board policy. Action taken by the Chancellor to approve adoption of the R-250 plan is to be reported to the Board as part of the Quarterly Interim Action Report.

Staff has reviewed the request from MTSU and determined that it complies with the Board's requirements for adoption of R-250 plans. Based on this determination it is recommended that you approve the request from MTSU.

Please let me know if you wish to discuss or require additional information.

DS:pm

Attachment

Approved: _____ *3-1-2016*
              David Gregory   Date

cc.   Renee Stewart
           Pat Massey

Office of the President
Middle Tennessee State University
204 Cope Administration Building
Murfreesboro, Tennessee 37132
615-898-2622
FAX: 615-898-2507

**MIDDLE
TENNESSEE**

STATE UNIVERSITY

February 17, 2016

Mr. David Gregory, Acting Chancellor
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217

Dear Chancellor Gregory:

At the December 2015 quarterly meeting, the Board approved MTSU's request to establish (opt-in) a Focus Area Out-of-State Tuition Plan for undergraduate students as permitted by the Tennessee Board of Regents plan approved by the Board at its March 2015 quarterly meeting. At this same meeting, the Board approved delegating this approval authority to the Chancellor for future requests.

We are now requesting approval to establish (opt-in) a Focus Area Out-of-State Tuition Plan for our graduate students. We propose our plan to be effective with the fall 2016 academic term. Based on the Board policy, our plan will include the following criteria:

- Restricted to admitted graduate students who have a permanent address that is located in a county within 250 miles of the MTSU campus in Murfreesboro
- The out-of-state tuition rate charged for the academic year would equal the MTSU's state appropriation subsidy per full-time equivalent student for the prior fiscal year and capped at 10 hours
- Remain in good academic standing
- MTSU will adopt a process to report to the System Office on the effect of the plan
- Your favorable consideration will be most appreciated.

Sincerely,

Sidney A. McPhee
President

C: Alan Thomas

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Approval of the Minutes from the Special Called Meetings of the Finance and Business Operations Committee on February 4 and February 25, 2016
DATE:	March 30, 2016
PRESENTER:	Dale Sims
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

The Board will review and consider for approval the minutes from the February 4 and February 25, 2016 special called meetings of the Finance and Business Operations Committee. Approval of these minutes reflects no official action at the meeting.

REPORT OF THE
COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

SPECIAL CALLED MEETING

February 4, 2016

The Committee on Finance and Business Operations met in a special called session by teleconference on February 4, 2016, at 1 p.m. Central Time.

A quorum was present and the meeting was called to order by Chairman Duckett.

Regent Duckett stated the purpose of the meeting was to begin discussion of institutional requests for changes in mandatory and incidental fees and development of a maintenance fee and tuition recommendation for the 2016-2017 academic year. No action was being requested from the Committee since the meeting was for information purposes only.

Prior to the meeting Committee members received the following information:

- FY 2016-17 mandatory fee requests by institution
- FY 2016-17 non-mandatory fee requests by institution
- Proposed housing revisions
- Summary of incidental fee requests and the revenue generated
- Projected impact of requested fee increases
- Schedule of maintenance fee changes FY 2011-12 through FY 2016-17

Regent Thomas asked how proposed legislation that would freeze or limit mandatory fees as well as maintenance and tuition fees would affect the Committee's decisions. Chancellor David Gregory commented that the proposed legislation has yet to be calendared but he will keep Board members informed of any change.

The System Office received 137 fee requests from institutions (19 mandatory fee requests and 118 non-mandatory fee requests). Vice Chancellor Sims presented an overview of mandatory and incidental fee requests. The meeting provided an opportunity for Committee members to ask questions about specific fee requests and to express any concerns or reservations about proposed increases. Vice Chancellor Sims stated there will be continued conversations with institutions prior to the February 25 Committee meeting.

Vice Chancellor Sims informed the Committee of a new requirement from the U.S. Department of Education impacting the charging of textbook fees including the charging of textbooks within maintenance fees and other fees. In order for this type fee to be acceptable it must be to the economic advantage of the student and that students have to be given notice that they can opt out of the fee. Vice Chancellor Sims said the System Office will be clarifying the requirements and communicating with institutions.

Regent Griscom asked if fees generated from Middle Tennessee State University's request to establish IncludED textbook fees would go to the University or to the bookstore operator. Vice Chancellor Sims stated since the bookstore is a contracted service that the fees generated would go to the bookstore and not to the University.

Tennessee Tech University requested a restructuring of parking permit fees to support upgrades to parking and traffic routing on campus. Vice Chancellor Sims suggested that President Oldham be invited to the February 25 Committee meeting to discuss this fee request.

Regent Griscom requested System Office staff provide Committee members with a five-year history of Tennessee Higher Education Commission maintenance and tuition fee guidance.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

COMMITTEE ON FINANCE
AND BUSINESS OPERATIONS

Gregory Duckett, Chair

REPORT OF THE
COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

SPECIAL CALLED MEETING

February 25, 2016

The Committee on Finance and Business Operations met in a special called session by teleconference on February 25, 2016, at 2 p.m. Central Time.

A quorum was present and the meeting was called to order by Chairman Duckett.

As the first item on the agenda Dr. Philip Oldham, President of Tennessee Tech University, was invited to address the Committee concerning Tech's parking permit proposal. The University would move to a zoned parking plan with options for employees and students to select the plan best suited to their financial needs. Revenue generated from the increase in parking fees would be sufficient to cover shuttle service from outer parking to the core of the main campus, enforcement of parking regulations, debt service on bonds necessary to construct facilities, and renewal and replacement allocation to maintain

parking facilities. Regent Thomas asked if there was any pending legislation that would affect this proposal. Mary Moody will update Board members regarding pending legislation affecting higher education.

Vice Chancellor Sims presented an overview of mandatory and incidental fee requests and selected fees were reviewed. The meeting provided an opportunity for Committee members to ask questions about specific fee requests and to express any concerns or reservations about proposed increases. Vice Chancellor Sims stated there will be continued conversations with institutions prior to the March 15 Committee meeting.

At the next special called meeting scheduled for Tuesday, March 15, members of the Committee on Finance and Business Operations will receive and act on staff recommendations for mandatory and incidental fee requests.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

COMMITTEE ON FINANCE
AND BUSINESS OPERATIONS

Gregory Duckett, Chair

REPORT OF THE
COMMITTEE ON AUDIT

March 15, 2016

The Committee on Audit met in regular session on March 15, 2016 at the Tennessee Board of Regents system office. A quorum was present. In attendance were system office staff, the Board's Vice Chair, Regent Emily Reynolds, and other Board members including the following Audit Committee members:

Regent Tom Griscom, Audit Committee Chair
Regent MaryLou Apple
Regent Greg Duckett
Regent Darrell Freeman
Regent Fran Marcum
Regent J. Parker Smith
Regent Leigh Shockey

Regent Griscom recognized Blayne Clements, Assistant Director of System-wide Internal Audit for the Tennessee Board of Regents, who has accepted an offer effective April 1, 2016, for the position of Director of Internal Audit from Austin Peay State University. Regent Griscom expressed

appreciation for Blayne's 10 years of service with TBR and congratulated him on the position with Austin Peay.

Regent Griscom requested that discussion of Item IV, Review of State Statutes Regarding Audit Committees, occur first, to ensure sufficient time was provided for the item. Interim Chancellor, David Gregory, highlighted statutes enacted in 2004 and 2005, regarding audit committees and internal audit.

The legislation enacted in 2004 consisted of two items, both of which included mandates for the two public higher education systems. First, the Higher Education Accountability Act of 2004 directed the Tennessee Board of Regents and the University of Tennessee to create an audit committee; hire an internal auditor reporting directly to them, who is removable only for cause by a majority vote of the board; hire campus internal auditors based on the recommendation of the campus chief executive with approval of the system chief executive; establish a policy requiring system chief executives of the systems and campuses report expenditures to the board; require an audit of the chief executive's expenses of any one campus be performed by an auditor from another campus; and prohibited chief executives from self-granted exceptions

to fiscal, spending or travel policies or statutes. Second, the 2004 legislation, Higher Education Financial Accountability, directed the Tennessee Board of Regents and the University of Tennessee trustees to require annual financial audits of chief executives of the systems and system institutions; maintain detailed flight logs for state-owned airplanes; and prohibit purchases of alcoholic beverages from state taxes, tuition or student fees. Chancellor Gregory noted that current legislation under consideration by the General Assembly, regarding the restructuring of the Tennessee Board of Regents system, does not include any amendments to these statutes.

The Audit Committee Act of 2005 directed any state governing board, council commission or equivalent body with authority to hire and terminate employees or responsibility for the preparation of financial statements to create an audit committee with the internal auditor reporting directly to the committee. It also directed other matters regarding audit committees, including the development of a charter, the minimum number of members, and the committee's responsibilities, powers, duties and meeting requirements. Under the proposed restructuring for universities in the Tennessee Board of Regents

system, it appears each university board would create an audit committee according to the 2005 act. However, because the 2004 statutes referenced above apply to the Tennessee Board of Regents system, which the universities will still be part of under the proposed restructuring, additional discussion and clarification may be necessary once the final outcome of the proposed restructuring is determined. Chancellor Gregory stated it may be necessary to discuss these statutes with the Governor's and Comptroller's offices in the future to clarify the intent. A chart summarizing the key points in these statutes is included as Attachment A to these minutes. This was a discussion item and no action was necessary.

The Committee returned to the remaining agenda items. Item I, Consent Agenda, included two items. Item I.a, Review of Annual Risk Assessments for the Tennessee Colleges of Applied Technology, included a summary by functional area of the annual risk assessments performed by the colleges including the key mitigating controls and the risk assessment for each college. Item I.b, Review of Revised Internal Audit Charters, presented revised charters for Roane State Community College and the Tennessee Board of Regents for

approval. The revisions were necessary because of changes in staffing. The Committee voted to approve the Consent Agenda as presented.

Item II.a, Review of Comptroller's Office Audit Reports, consisted of a discussion of financial and compliance audit reports issued by the Comptroller's Office during the last quarter. The audit reports for Austin Peay State University and the University of Memphis for the fiscal year ended June 30, 2015, had an unmodified opinion on the presentation of the financial statements and no findings. The financial and compliance audit report for Middle Tennessee State University for the fiscal year ended June 30, 2015, included one internal control finding identified as a significant deficiency, but not as a material weakness and there were no instances of noncompliance required to be reported. The audit report for Tennessee Technological University for the fiscal year ended June 30, 2015, had an unmodified opinion on the presentation of the financial statements and two findings. One finding was identified as a significant deficiency, but not as a material weakness and the other finding was identified as an immaterial instance of noncompliance.

A summary of the Comptroller's audits is included as Attachment B to these minutes. This item was for informational purposes and required no action.

Item II.b, Update of Corrective Actions on Performance Audit Findings, was a progress report of the corrective actions taken by the Tennessee Board of Regents system office staff on findings included in the Comptroller's performance audit of the system, issued in January 2014. The Chief Audit Executive, Tammy Birchett, commented that for Finding 5, regarding dual-admission agreements, that it had been determined that the Tennessee Higher Education Commission already had a policy on dual admissions, resolving the remaining issue on this finding. Certain actions for the two remaining findings are still in progress. This item was for informational purposes and required no action.

Item II.c, Review of Internal Audit Reports, consisted of discussion of internal audit reports issued by the system's internal auditors during the last quarter. Ms. Birchett summarized the recommendations for audits issued by most of the campuses on Off-Campus International Education Programs. She also commented that the system's Business Officers have a task force working

to develop policies or procedures regarding financial and accounting issues noted with study abroad programs. The chief auditor summarized the results on two internal audit investigations; the reports were Austin Peay State University, *Investigation of Loss and Excessive Bookstore Purchases*; and Chattanooga State Community College, *Student Activity Fee*. A list of the internal audits issued during the quarter is included as Attachment C to these minutes. This item was for informational purposes and required no action.

Item III, Review of Revisions to Fiscal Year 2016 Internal Audit Plans, was presented to the committee. The significant revisions to the plans were summarized in the materials. The committee voted to approve the audit plans as presented. The audit plans are included as Attachment D to these minutes.

Item IV, Review of the Chief Audit Executive's Job Description, was discussed by Regent Griscom. He commented that he had asked Vice Chancellor Dale Sims to review the position. Vice Chancellor Sims commented that the position description was updated and was being reviewed by Human Resources for salary adjustment and that the adjustment would come before the

Board for approval at a later time as an interim action. This item was for informational purposes and required no action.

There being no further business to come before the Committee on Audit, the meeting was adjourned.

Respectfully submitted,

Committee on Audit

_____

Tom Griscom, Committee Chair

Attachment A

Summary Chart of Statutes Regarding Audit Committees

Summary of Audit Committee Statutes

	Higher Education Accountability Act of 2004	Higher Education Financial Accountability 2004	Audit Committee Act of 2005
Applies to:	**Higher Education Systems**		**Governing Body**
Creation of Audit Committee (AC)	X		X
AC employs Internal Auditor (IA)	X		
IA reports directly to AC	X		X
IA removable only for cause	X		
Hiring and termination of campus auditors upon recommendation of president and approval of chancellor or designee	X		
Establish a process for confidential reporting of illegal and improper issues; working papers confidential	X		X
TCA 8-50-116 (protection for employees from retaliation for reporting to or cooperating with IA)	X		X
Policy for quarterly reports of expenses for system presidents / chancellors	X		
Prohibits self-granted exceptions by system presidents / chancellors on spending or travel policies or statutes	X		
Requires risk-based financial audits of the offices of the chancellor and presidents of the systems		X	
Maintenance of flight log for each state-owned plane of the systems		X	
Prohibits purchases of alcoholic beverages by the systems from state taxers, tuition or student fees		X	
Creation of AC for state governing body with authority to hire and terminate employees or prepare financial statements			X
AC Charter: purpose, powers, duties, mission and meetings			X
AC is a standing committee with minimum of 3 members			X
AC Duties: oversee financial reporting, management's assessment of controls, communicate responsibility to prevent, detect and report FWA, communicate to comptroller on risks and fraud			X
AC Powers: seek information on issues, meet with management, auditors, legal counsel, others			X
AC Meetings: abides by governing body notice requirements, may have executive session on confidential matters, litigation, audits or investigations, and information protected by federal law			X

Attachment B

**Summary of Comptroller's Office Audit Reports
Issued During the Quarter**

Tennessee Board of Regents
Audit Committee
March 15, 2016
Review of Comptroller's Office Audit Reports
Financial and Compliance Audits—No Findings Reported

Institution	For the Year Ended	Auditor's Opinion on Financial Statements	Report on Internal Control	Report on Compliance	Findings
Austin Peay State University	June 30, 2015	Unmodified Opinion	No findings	No instances of noncompliance required to be reported	0

Tennessee Board of Regents
Audit Committee
March 15, 2016
Review of Comptroller's Office Audit Reports
Financial and Compliance Audits—No Findings Reported

Institution	For the Year Ended	Auditor's Opinion on Financial Statements	Report on Internal Control	Report on Compliance	Findings
University of Memphis	June 30, 2015	Unmodified Opinion	No findings	No instances of noncompliance required to be reported	0

Institution	For the Year Ended	Auditor's Opinion on Financial Statements	Report on Internal Control	Report on Compliance	Findings
Middle Tennessee State University	June 30, 2015	Unmodified Opinion	One internal control finding identified as a significant deficiency, but not as a material weakness	No instances of noncompliance required to be reported	1

Finding 1 – Middle Tennessee State did not provide adequate internal controls in three specific areas.
Management did not design and monitor internal controls in three specific areas. The audit observed three conditions in violation of university policies and/or industry-accepted best practices. Inconsistent implementation of internal controls increases the risk of fraud or error. The details of these findings are confidential pursuant to Section 10-7-504(i) *Tennessee Code Annotated.*

Management's Comment – Management concurred with the findings and recommendation. Management agrees that existing controls should be strengthened and will review policies and implement additional controls in the areas identified.

Internal Audit Follow-Up: An internal audit follow-up report on these findings will be presented to the Audit Committee at a subsequent meeting.

Tennessee Board of Regents
Audit Committee
March 15, 2016
Review of Comptroller's Office Audit Reports
Financial and Compliance Audits—Findings Reported

Institution	For the Year Ended	Auditor's Opinion on Financial Statements	Report on Internal Control	Report on Compliance	Findings
Tennessee Tech University	June 30, 2015	Unmodified Opinion	One internal control finding identified as a significant deficiency, but not as a material weakness	An immaterial instance of noncompliance identified as a finding	2

Finding 1 – The university did not provide adequate internal controls in one specific area.
The college did not design and monitor internal controls in a specific area. The audit observed a condition in violation of college policies and/or industry-accepted best practices. Inconsistent implementation of internal controls increases the risk of fraud or error. The details of these findings are confidential pursuant to Section 10-7-504(i) *Tennessee Code Annotated*.

Management's Comment – Management concurred with the finding and recommendation. Processes are being reviewed and a corrective action plan is being developed to ensure internal controls are adequate to minimize the risks identified by State Audit. The corrective action will be implemented by February 1, 2016.

Finding 2 – The university's financial aid office understated to the Department of Education returns of Title IV student financial aid of students who withdrew from classes.
The university did not correctly return to the US Department of Education Title IV student financial aid of students who withdrew from classes, which resulted in the understatement of returns by $4,775.

The Director of Financial Aid stated these errors were caused by oversight. Although the returns calculations are automated in Banner, the recording of the returns to the students' accounts is a manual process. The Financial Aid Department had no review process for comparing returns manually posted to students' accounts with the returns calculated by Banner.

Management's Comment – Management concurred with the finding and recommendation. Three mathematical errors were found in the review of the 2014-15 withdrawal calculations prior to the close of the year. The errors were corrected and updated on the student accounts and submitted to the Department of Education. The Office of Financial Aid has amended its review policy to eliminate this error on future reports.

Internal Audit Follow-Up: An internal audit follow-up report on these findings will be presented to the Audit Committee at a subsequent meeting.

Tennessee Board of Regents
Audit Committee
March 15, 2016
Review of Comptroller's Office Audit Reports
NCAA Agreed Upon Procedures Review

Review of the Statements of Revenues and Expenses
of the Intercollegiate Athletic Programs
For the Year Ended June 30, 2015

The Comptroller of the Treasury, Division of State Audit, performs certain agreed-upon procedures each year to assist the universities in evaluating whether each Statement of Revenues and Expenses of the Intercollegiate Athletics Programs and the related Notes to that statement comply with the National Collegiate Athletic Association's financial reporting requirements (NCAA Bylaw 3.2.4.16). The engagements are conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants, but the agreed-upon procedures do not constitute an examination to express an opinion on compliance with the NCAA requirements. Management of each university is responsible for their statement, compliance with NCAA requirements and the sufficiency of the procedures requested of the auditors. In determining the accuracy of information presented in each institution's statement, the engagement includes analytical procedures, tests or comparison of data to the Banner system or other supporting documents, reviews of internal control procedures and policies and reviews of agreements.

For the specific procedures performed, the auditors noted that data on the statements (1) agreed or reconciled to support or complied with requirements; (2) did not agree and were corrected; or (3) did not agree, but were immaterial or insignificant. For the six universities, the errors noted below affecting the Statements or Notes to the statements were adjusted by management for the final reports. No other significant, unexplained or unusual matters were included in the reports.

Austin Peay State University
- No significant issues noted.

East Tennessee State University
- An amount of $989,164, reported as transfers of funds back to the university from the athletics department, was incorrectly reported and was reclassified as a contra-revenue.
- NCAA distributions of $389,488 were incorrectly reported as conference revenues and were restated as distributions.
- Expenses of $94,697 were classified as men's basketball but were corrected as $57,240 for game expenses and $37,457 for direct overhead and administrative expenses.
- One student athlete of 70 tested was awarded athletic aid of $3,293 and overpaid by $1,216.
- Bonuses and related benefits for two coaches, totaling $19,130 were misclassified as athletic support staff salaries but were restated as coaching salaries.

Middle Tennessee State University
- Indirect institutional support from the university was overstated by $1,868,958 because of the inclusion of depreciation expense; the statement was corrected.
- Athletic facilities debt service, leases and rental fees – other sports was misstated by $48,464. This amount is for facilities rent paid with athletic funds instead of institutional funds.

Tennessee State University
- Amounts of institutional financial aid awarded to students and entered into the NCAA Compliance Assistance software were not updated to reflect the actual award accepted by the student athletes.
- The amount of expenses recorded for athletic facilities, debt service, leases and rental fees – other sports, was misstated by $169,037. This amount is for facilities rent paid with athletic funds instead of institutional funds.

Tennessee Tech University
- The amount of expenses recorded for athletic facilities, debt service, leases and rental fees – other sports, was misstated by $5,720. This amount is for facilities rent paid with athletic funds instead of institutional funds.

University of Memphis
- No significant issues noted.

Attachment C

Internal Audit Reports and Investigations
Issued During the Quarter

Internal Audit Reports for Review with the Audit Committee

ETSU	Off-Campus International Education Programs
MTSU	Off-Campus International Education Programs
TTU	Off-Campus International Education Programs
ChSCC	Off-Campus International Education Programs
ClSCC	Off-Campus International Education Programs
CoSCC	Off-Campus International Education Programs
DSCC	Off-Campus International Education Programs
JSCC	Off-Campus International Education Programs
NeSCC	Off-Campus International Education Programs
PSCC	Off-Campus International Education Programs
RSCC	Off-Campus International Education Programs
STCC	Off-Campus International Education Programs
WSCC	Off-Campus International Education Programs
APSU	Loss and Excessive Bookstore Purchases
ChSCC	Student Activity Fee

Internal Audit Reports for Informational Purposes

ETSU	WETS-FM Radio
ETSU	Financial Aid Review
ETSU	COM Department of Learning Resources
MTSU	Football Ticket Sales Fall 2015
TSU	Access and Diversity Funds
UOM	Grant Compliance - MDSK Big Data Grant
ChSCC	Cash Counts
ChSCC	Athletic Camps and Clinics
PSCC	Faculty Credentials Fall 2015
VSCC	Access and Diversity Funds

Internal Audit Follow-Up Reports for Informational Purposes

TSU	Follow-Up to State Audit Report FYE 2014
CoSCC	Follow-Up to State Audit Report FYE 2013-14
DSCC	Follow-Up to State Audit Report FYE 2013-14
STCC	Follow-Up to State Audit Report FYE 2012-13
VSCC	Follow-Up to State Audit Report FYE 2013-14

TCAT Focused Reviews of Operations for Informational Purposes

Covington   Focused Review of Operations
Hohenwald   Focused Review of Operations
Jacksboro   Focused Review of Operations
Livingston   Focused Review of Operations
Memphis   Focused Review of Operations
Nashville   Focused Review of Operations

Information Technology Audit Reports for Informational Purposes

PSCC   NACHA
WSCC   IT General Controls Review
TN eCampus   IT General Controls Review

Internal Audit Investigations for Informational Purposes

APSU   Missing Cash in University Advancement
ChSCC   Immunization Records
ClSCC   Missing Money and Computers
DSCC   Follow-up to Allegation of Comp Time Reporting
                        Abuse
PSCC   Acceptance of Lunch by Employee from Current
                        Vendor of the College

Attachment D

**Approved Internal Audit Plans for the
Fiscal Year Ended June 30, 2016**

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual Hours	Budget to Actual		Estimated Audit Start Date	Current Status
				Original	Revised	Change in Hours	Change in Percent			Hours	Percentage		
Required by Conference	R	AT	OVC Special Assistance Fund	112.5	60.0	-52.5	-46.7%		57.0	-3.0	-5.0%	Jul 2015	Completed
Required by Statute	R	FM	MTSU President Expenses Audit FY2015	187.5	0.0	-187.5	-100.0%	Fn 1	0.0	0.0	NA	Aug 2015	Removed
Required by State Audit	R	FM	State Audit Follow up	75.0	0.0	-75.0	-100.0%	Fn 2	0.0	0.0	NA	Feb 2016	Removed
	F	FM	Risk Assessment - Financial Management	75.0	37.5	-37.5	-50.0%	Fn 1	0.0	-37.5	-100.0%	Apr 2016	Scheduled
	P	FM	Procurement Card Review	187.5	45.0	-142.5	-76.0%	Fn 1	44.0	-1.0	-2.2%	Jul 2015	In Progress
	P	FM	Travel Claim Review	225.0	97.5	-127.5	-56.7%	Fn 1	96.0	-1.5	-1.5%	Jul 2015	In Progress
	S	FM	Access and Diversity 2016	150.0	375.0	225.0	150.0%	Fn 3	377.5	2.5	0.7%	Jul 2015	Completed
	S	IA	Study Abroad	187.5	187.5	0.0	0.0%		0.0	-187.5	-100.0%	Mar 2016	Scheduled
	P	IS	Quality Assessment Review	75.0	37.5	-37.5	-50.0%	Fn 1	0.0	-37.5	-100.0%	Apr 2016	Scheduled
	I	IS	Unscheduled Investigations	112.5	75.0	-37.5	-33.3%	Fn 1	0.0	-75.0	-100.0%	Jul 2015	Scheduled
	C	IS	General Consultation	300.0	37.5	-262.5	-87.5%	Fn 1	59.8	22.3	59.3%	Jul 2015	In Progress
	A	PP	Emergency Preparedness	187.5	75.0	-112.5	-60.0%	Fn 1	0.0	-75.0	-100.0%	Apr 2016	Scheduled
	I	AD	APSU 16-01	0.0	22.5	22.5	NA	Fn 4	21.0	-1.5	-6.7%	Nov 2015	Completed
	I	IA	APSU 16-02	0.0	112.5	112.5	NA	Fn 4	91.5	-21.0	-18.7%	Dec 2015	Completed
	S	AT	Comp Ticket Review	0.0	45.0	45.0	NA		39.0	-6.0	-13.3%	Nov 2015	Completed
	C	AT	Ticket Sales Review	0.0	112.5	112.5	NA	Fn 5	37.0	-75.5	-67.1%	Jan 2016	In Progress
	R	RS	Risk Assessment - Research	52.5	37.5	-15.0	-28.6%	Fn 1	0.0	-37.5	-100.0%	Apr 2016	Scheduled
	R	SS	CCTA Funding Formula	150.0	75.0	-75.0	-50.0%	Fn 1	0.0	-75.0	-100.0%	Jan 2016	Scheduled
	M	SS	Risk Assessment - Student Services	75.0	37.5	-37.5	-50.0%	Fn 1	2.0	-35.5	-94.7%	Apr 2016	Scheduled
			Total Planned Audit Days:	**2152.5**	**1470.0**	**-682.5**	**-31.7%**		**824.8**				

Estimated Hours Available For Audits = 1,275 (2 staff July - October; 1 staff November -July)

Audit Types:

R - Required

A - Risk-Based (Assessed)

S - Special Request

I - Investigation

P - Project (Ongoing or Recurring)

M - Management's Risk Assessment

C - Consultation

F - Follow-up Review

Functional Areas:

AD - Advancement

AT - Athletics

AX - Auxiliary

FM - Financial Management

IA - Instruction & Academic Support

IS - Institutional Support

IT - Information Technology

PP - Physical Plant

RS - Research

SS - Student Services

Status:

Scheduled

In Progress

Completed

Removed

FN 1 - The Director position became vacant on 11/1/15, and therefore, some audits were removed from the plan or had budget reduced due to a lack of available resources associated with the vacancy.

FN 2- The State Audit report did not contain any findings, therefore, no follow up was needed.

FN 3 - This audit took longer to complete than orginally planned because the area was more complex than anticipated.

FN 4 - This investigation was added when the allegation was received.

FN 5 - This review was requested by management.

East Tennessee State University
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual	Budget to Actual		Estimated Audit Start Date	Current Status
				Original	Revised	Change in Hours	Change in Percentage			Hours	Percentage		
Required by CPB	R	FM	WETS FM	200.0	200.3	0.2	0%		157.5	-42.8	-21%	Nov 2015	In Progress
Required by DSA	R	FM	Cash Counts and Inventory	39.8	39.8	0.0	0%		5.5	-34.3	-86%	Jun 2016	Scheduled
Required by Statute	R	FM	TTU Presidents Expenses	200.0	200.3	0.2	0%		166.0	-34.3	-17%	Aug 2015	Completed
Required by IIA	R	IS	IIA Quality Assurance Self Assessment	100.0	99.8	-0.2	0%		0.0	-99.8	-100%	Apr 2016	Scheduled
Required by Vendor	R	IT	NACHA Web Transcations Data Security	125.3	125.3	0.0	0%		0.0	-125.3	-100%	Apr 2016	Scheduled
Required by DSA	R	SS	CCTA Funding Formula	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Mar 2016	Scheduled
	F	AD	University Advancement	50.0	50.3	0.2	0%		4.0	-46.3	-92%	Feb 2016	In Progress
	F	AT	INV1405	100.0	50.3	-49.7	-50%		29.5	-20.8	-41%	Oct 2015	In Progress
	F	FM	State Audit Follow-up	20.0	0.0	-20.0	-100%	FN 5	0.0	0.0	NA	NA	Removed
	F	IT	PCI Compliance Readiness	50.0	50.3	0.2	0%		4.0	-46.3	-92%	Jul 2015	In Progress
	F	IT	Banner Security	25.0	24.8	-0.2	-1%		6.0	-18.8	-76%	Jul 2015	In Progress
	F	PP	INV1504	25.0	24.8	-0.2	-1%		3.0	-21.8	-88%	Feb 2016	In Progress
	F	SS	Student Health Billing Practices	150.0	150.0	0.0	0%		11.0	-139.0	-93%	Jan 2016	In Progress
	I	FM	Unscheduled Investigations	100.0	0.0	-100.0	-100%	FN 1	0.0	0.0	-100%	NA	Removed
	F	IA	INV1505	50.0	50.3	0.2	0%		0.0	-50.3	-100%	Apr 2016	Scheduled
	I	IA	INV1506	30.0	10.0	-20.0	-67%		8.5	-1.5	-15%	July 2015	Completed
	I	AT	INV1601	0.0	15.0	15.0	100%		15.5	0.5	3%	Sept 2015	Completed
	I	IS	INV1603	0.0	249.8	249.8	100%		184.5	-65.3	-26%	Sept 2015	In Progress
	I	SS	INV1602	0.0	24.8	24.8	100%		23.0	-1.8	-7%	Sept 2015	Completed
	I	IS	INV1604	0.0	24.8	24.8	100%		12.0	-12.8	-52%	Nov 2015	In Progress
	I	SS	INV1605	0.0	50.3	50.3	100%		10.0	-40.3	-80%	Dec-15	In Progress
	I	SS	INV1606	0.0	9.8	9.8	100%		2.0	-7.8	-79%	Jan-16	In Progress
	S	FM	Access and Diversity Funds	100.0	225.0	125.0	125%	FN 2	246.0	21.0	9%	Jul 2015	Completed
	S	IA	Medical Library	142.8	171.8	28.9	20%		187.0	15.3	9%	Apr 2015	Completed
	S	IA	Study Abroad	200.0	399.8	199.7	100%	FN 6	302.0	-97.8	-24%	Nov 2015	In Progress
	S	IS	Timekeeping	50.0	200.3	150.3	301%	FN 3	116.0	-84.3	-42%	Oct 2015	In Progress
	S	IT	Third Party Servers FY 2015	37.5	37.5	0.0	0%		21.5	-16.0	-43%	Apr 2015	Completed
	S	IT	Third Party Servers FY 2016	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Apr 2016	Scheduled
	M	FM	Management Risk Assessments	40.0	39.8	-0.2	-1%		0.0	-39.8	-100%	May 2016	Scheduled
	C	IS	General Consulting	75.0	75.0	0.0	0%		92.0	17.0	23%	Jul 2015	In Progress
	C	IT	IT Consulting	75.0	75.0	0.0	0%		107.0	32.0	43%	Jul 2015	In Progress
	P	IS	Electronic Workpapers	75.0	75.0	0.0	0%		80.5	5.5	7%	Jul 2015	In Progress
	P	IT	PCI Compliance Scans	100.0	0.0	-100.0	-100%	FN 7	0.0	0.0	NA	NA	Removed
5	A	AT	NCAA Compliance	150.0	174.8	24.8	17%		149.5	-25.3	-14%	Apr 2015	In Progress
5	A	FM	Contracts and Agreements	62.5	62.3	-0.2	0%		52.5	-9.8	-16%	Apr 2015	Completed
5	A	IT	Web Application Security	100.0	393.8	293.8	294%	FN 4	300.5	-93.3	-24%	Jun 2015	In Progress
5	A	IT	OIT Policies and Procedures Review	40.0	300.0	260.0	650%	FN 4	147.5	-152.5	-51%	Mar 2015	In Progress
5	A	SS	Financial Aid Administration	150.0	150.0	0.0	0%		159.0	9.0	6%	Apr 2015	Completed
4.9	A	AT	Athletic Ticket Office	225.0	56.3	-168.8	-75%	FN 9	0.0	-56.3	-100%	;June 2016	Scheduled
4.5	A	IS	Additional Earnings	225.0	56.3	-168.8	-75%	FN 9	0.0	-56.3	-100%	Jun 2016	Scheduled
4.4	A	FM	Agency Accounts	225.0	168.8	-56.3	-25%	FN 9	0.0	-168.8	-100%	April 2016	Scheduled
4.4	A	FM	Bursars Office	112.5	56.3	-56.3	-50%		0.0	-56.3	-100%	Jun 2016	Scheduled
4.4	A	FM	Misc Course Fees	225.0	225.0	0.0	0%		0.0	-225.0	-100%	Mar 2016	Scheduled
4.2	A	SS	Federal Work Study	168.8	0.0	-168.8	-100%	FN 8	0.0	0.0	NA	NA	Removed
3.9	A	IT	Software License Compliance	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Mar 2016	Scheduled
3.8	A	IT	Data Warehouse Control and Security	200.0	0.0	-200.0	-100%	FN 8	0.0	0.0	NA	NA	Removed
			Total Planned Audit Days:	**4494.1**	**4842.3**	**348.2**	**8%**		**2603.0**	**-2239.3**			

Estimate Hours Available For Audits = 4,480 (4 staff)

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Status:
Scheduled
In Progress
Completed
Removed

FN 1 - Hours for Unscheduled Investigations were reassigned to INV 16-03.
FN 2 - Multiple issues discovered and and difficulty obtaining information from auditee.
FN 3 - Budget hours increased due to an increase in areas tested. Also, moved start date from June 2016 to October 2015 which shifted the budgeted hours for the current fiscal year.
FN 4 - IT Auditor underestimated the hours needed to complete this audit.
FN 5 - Audit was removed since there were no State Audit findings.
FN 6 - Multiple issues discovered. Two auditors were assigned to the audit to complete by the scheduled due date.
FN 7 - PCI Compliances Scans were not performed by Internal Audit because this task was outsourced.
FN 8 - Audit was removed from plan due to several audits requiring more time than anticipated.
FN 9 - Changed start date which resulted in the budgeted hours spreading across both FY 2016 and FY 2017.

Middle Tennessee State University
Internal Audit Plan
Fiscal Year June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budgets (Hours)					Actual vs. Budget				Estimated Audit Start Date	Current Status
				Original	Revised	Change in Days	Change in Percentage		Actual	Hours	Percentage			
Required by Conference	R	AT	Football Attendance 2015	255.0	225.0	-30.0	-12%		213.0	-12.0	-5%		Aug 2015	Completed
Required by Statute	R	FM	ETSU President Expenses FY2015	255.0	255.0	0.0	0%		270.5	15.5	6%		Aug 2015	Completed
Required by State Audit	R	SS	CCTA FY2016	150.0	150.0	0.0	0%		0.0	-150.0	-100%		Feb 2016	Scheduled
	F	AT	Athletic Gifts in Kind FY2013	45.0	45.0	0.0	0%		66.5	21.5	48%		Sep 2015	In Progress
	F	FM	State Audit FYE 6.30.2014	75.0	135.0	60.0	80%		139.5	4.5	3%		Jul 2015	Completed
	F	FM	State Audit FYE 6.30.2015	0.0	112.5	112.5	NA		6.0	-106.5	-95%		May 2016	Scheduled
	F	IS	FU-Follow-up Reviews as Needed	75.0	75.0	0.0	0%		0.0	-75.0	-100%		Jul 2015	Scheduled
	I	IA	INV1504	60.0	60.0	0.0	0%		21.5	-38.5	-64%		Jul 2015	In Progress
	I	IA	INV1506	60.0	225.0	165.0	275%	Fn 1	286.5	61.5	27%		Jul 2015	In Progress
	I	IS	INV1502	45.0	45.0	0.0	0%		0.0	-45.0	-100%		Jul 2015	In Progress
	I	IS	INV1501	60.0	60.0	0.0	0%		0.0	-60.0	-100%		Jul 2015	In Progress
	I	IS	Unplanned Investigations	450.0	15.0	-435.0	-97%	Fn 1	0.0	-15.0	-100%		Jul 2015	Scheduled
	I	PP	INV1304	60.0	60.0	0.0	0%		0.0	-60.0	-100%		Jul 2015	In Progress
	I	SS	INV1402	120.0	120.0	0.0	0%		57.5	-62.5	-52%		Jul 2015	In Progress
	I	SSS	INV1601	0.0	150.0	150.0	NA		0.0	-150.0	-100%		July 2015	In Progress
	I	SS	INV1602	0.0	225.0	225.0	NA		0.0	-225.0	-100%		Sept 2015	In Progress
	I	IS	INV1603	0.0	75.0	75.0	NA		93.5	18.5	25%		Oct 2015	In Progress
	S	FM	Cash Counts FY2015	75.0	37.5	-37.5	-50%		31.0	-6.5	-17%		Jul 2015	Completed
	S	FM	Cash Counts FY2016	60.0	60.0	0.0	0%		0.0	-60.0	-100%		June 2016	Scheduled
	S	FM	Inventories FY2015	150.0	150.0	0.0	0%		151.0	1.0	1%		Jul 2015	Completed
	S	FM	Inventories FY2016	60.0	60.0	0.0	0%		0.0	-60.0	-100%		May 2016	Scheduled
	S	FM	Consulting-Assisting President Expenses FY2016	60.0	60.0	0.0	0%		43.5	-16.5	-28%		Jul 2015	In Progress
	S	FM	Access Diversity Funds 2013-2015	225.0	367.5	142.5	63%		365.5	-2.0	-1%		Aug 2015	Completed
	S	IA	Study Abroad	225.0	225.0	0.0	0%		291.5	66.5	30%		Sep 2015	In Progress
	S	IA	Pcard Dept Review, Global Studies	45.0	45.0	0.0	0%		0.0	-45.0	-100%		Jul 2015	In Progress
	S	RS	Confucius Institute	120.0	120.0	0.0	0%		0.0	-120.0	-100%		Sep 2015	In Progress
	M	IS	MRA-Spring 2016	45.0	45.0	0.0	0%		0.0	-45.0	-100%		Feb 2016	Scheduled
	C	IS	Consulting-General and Research	150.0	112.5	-37.5	-25%		306.5	194.0	172%	Fn 2	Jul 2015	In Progress
	P	IS	Internal Peer Review FY2016	37.5	37.5	0.0	0%		0.0	-37.5	-100%		Feb 2016	Scheduled
	P	IS	Project-Electronic Work Papers	150.0	150.0	0.0	0%		120.0	-30.0	-20%		Jul 2015	In Progress
	A	FM	Property Management Contract Review 2013-2015	75.0	75.0	0.0	0%		76.5	1.5	2%		Jul 2015	In Progress
4.3	A	RS	Research Services Procedural Review	225.0	225.0	0.0	0%		0.0	-225.0	-100%		Mar 2016	Scheduled
4.2	A	SS	Financial Aid Procedural Review	225.0	150.0	-75.0	-33%		0.0	-150.0	-100%		Nov 2015	Scheduled
4.1	A	IS	Emergency Preparedness FY2016	225.0	150.0	-75.0	-33%		0.0	-150.0	-100%		Dec 2015	Scheduled
3.9	A	FM	Food Services Commissions FY2015	225.0	225.0	0.0	0%		0.0	-225.0	-100%		Jan 2016	Scheduled
3.8	A	AT	Athletic Concessions Revenue FY2015-2016	225.0	150.0	-75.0	-33%		0.0	-150.0	-100%		Apr 2016	Scheduled
3.8	A	IS	Blue Print Solutions FY2015	225.0	150.0	-75.0	-33%		0.0	-150.0	-100%		Mar 2016	Scheduled
3.7	A	PP	Space Utilization Review of Risk Controls	225.0	150.0	-75.0	-33%		0.0	-150.0	-100%		May 2016	Scheduled
			Total Planned Audit Days:	**4762.5**	**4777.5**	**15.0**	**0%**		**2540.0**					

Estimate Hours Available For Audits - 4815 (4 staff)

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Status:
Scheduled
In Progress
Completed
Removed

Fn 1 - Unplanned investigations was reduced to allocate time to new investigations and additional time to INV1506, which includes more detailed work than originally planned.
Fn 2- The budget was originally for one review, however, work was expanded to include a second review.

				Current Year Budgets (Hours)					Actual vs. Budget				
Ranking	**Type**	**Area**	**Audit**	**Original**	**Revised**	**Change in Days**	**Change in Percentage**		**Actual**	**Hours**	**Percentage**	**Estimated Audit Start Date**	**Current Status**

Tennessee State University
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Original	Revised	Change in Days	Change in Percentage		Actual	Hours	Percentage	Estimated Audit Start Date	Current Status
Required by Conference	R	AT	NCAA Student Assistance Fund 2016	150.0	150.0	0.0	0%		149.0	-1.0	-1%	Aug 2015	Completed
Required by State Audit	R	SS	CCTA 2016	165.0	165.0	0.0	0%		0.0	-165.0	-100%	Apr 2016	Scheduled
	F	FM	State Audit Follow Up	225.0	225.0	0.0	0%		141.0	-84.0	-37%	Jan 2016	Completed
	I	IS	Unplanned Investigations 2016	337.5	315.0	-22.5	-7%	Fn 1	128.0	-187.0	-59%	Jul 2015	In Progress
	I	FM	TSU INV 15-06	0.0	0.0	0.0	NA		259.5	259.5	NA	Jul 2015	In Progress
	S	FM	Access and Diversity 2016	150.0	150.0	0.0	0%		220.5	70.5	47%	Oct 2015	Completed
	S	IA	Study Abroad 2016	187.5	240.0	52.5	28%		28.0	-212.0	-88%	Jan 2016	In Progress
	M	IS	Management's Risk Assessment	75.0	75.0	0.0	0%		0.0	-75.0	-100%	Jan 2016	Scheduled
	C	FM	General Consultation 2016	375.0	375.0	0.0	0%		143.5	-231.5	-62%	Jul 2015	In Progress
	P	IS	Quality Assurance Review 2016	37.5	37.5	0.0	0%		0.0	-37.5	NA	Feb 2016	Scheduled
	P	IS	MKI	75.0	37.5	-37.5	-50%	Fn 1	106.5	69.0	184%	Jul 2015	In Progress
5	A	FM	Cash Counts 2016	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Jun 2016	Scheduled
4.1	A	IS	Evidence Room 2016	187.5	0.0	-187.5	-100%	Fn 1	0.0	0.0	NA	Mar 2016	Scheduled
3.8	A	SS	Special Project	225.0	390.0	165.0	73%	Fn 1	377.5	-12.5	-3%	Sep 2015	In Progress
			Total Planned Audit Days:	**2227.5**	**2197.5**	**-30.0**	**-1%**		**1553.5**				

Estimate Hours Available For Audits = 1905 (2 staff)

Audit Types:

R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:

AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:

Scheduled
In Progress
Completed
Removed

Fn 1- Various audit budget were reduced to reflect the increase in time needed for the Special Project review.

Ranking	Type	Area	Audit	Current Year Budgets (Hours)					Budget to Actual			Est. Audit Start Date	Current Status
				Original	Revised	Change in Hours	Change Percentage		Actual	Hours	Percentage		
Required by	R	AT	Student Assistance Funds 2014-15	75.0	57.8	-17.3	-23%		57.0	0.8	1%	Aug 2015	Completed
Required by	R	FM	Inventory Observations 6-30-16	0.0	63.8	63.8	NA	Fn 1	0.0	63.8	100%	Apr 2016	Scheduled
Required by	R	FM	Inventory Observations 6-30-15	140.0	33.8	-106.3	-76%	Fn 1	33.5	0.3	1%	Jul 2015	Completed
Required by	R	SS	CCTA Funding Formula 2015-16	150.0	150.0	0.0	0%		0.0	150.0	100%	Mar 2016	Scheduled
	F	FM	Follow up to State Audit 2014-15	60.0	60.0	0.0	0%		29.9	30.1	50%	June 2016	Scheduled
	F	IS	Internal Audits Follow-ups 2015-16	50.0	65.3	15.2	30%		49.5	15.8	24%	Jul 2015	In Progress
	I	IS	INV15-10	22.5	17.3	-5.3	-23%		17.0	0.3	1%	Sep 2015	Completed
	I	IS	Unscheduled Investigations 2015-16	200.0	65.3	-134.8	-67%	Fn 4	0.0	65.3	100%	Jul 2015	Scheduled
	I	IA	INV1601	0.0	15.8	15.8	NA		16.5	-0.8	-5%	Jul 2015	Completed
	I	IA	INV1602	0.0	12.8	12.8	NA		12.5	0.3	2%	Sep 2015	Completed
	I	IA	INV1608	0.0	23.3	23.3	NA		27.5	-4.3	-18%	Sep 2015	Completed
	I	IA	INV1609	0.0	41.3	41.3	NA		41.5	-0.3	-1%	Sep 2015	Completed
	I	IA	INV1611	0.0	6.0	6.0	NA		6.0	0.0	0%	Oct 2015	Completed
	I	FM	INV1610	0.0	65.3	65.3	NA		48.5	16.8	26%	Oct 2015	In Progress
	I	IS	INV1603	0.0	3.0	3.0	NA		3.2	-0.2	-7%	Jul 2015	Completed
	I	IS	INV1605	0.0	18.0	18.0	NA		18.0	0.0	0%	Jul 2015	Completed
	I	IS	INV1606	0.0	124.5	124.5	NA	Fn 5	123.1	1.4	1%	Sep 2015	Completed
	I	PP	INV1604	0.0	4.5	4.5	NA		4.8	-0.3	-7%	Jul 2015	Completed
	I	PP	INV1607	0.0	33.0	33.0	NA		33.2	-0.2	-1%	Aug 2015	Completed
	I	FM	INV1613	0.0	6.0	6.0	NA		1.5	4.5	75%	Feb 2016	Completed
	I	IA	INV1612	0.0	24.0	24.0	NA		23.8	0.2	1%	Dec 2015	Completed
	S	FM	Access and Diversity Funds 2015-16	150.0	249.8	99.8	67%	Fn 3	226.5	23.3	9%	Aug 2015	Completed
	S	FM	Dining Charges Review 2015-16	200.0	200.3	0.2	0%		199.8	0.4	0%	Jul 2015	Completed
	S	IA	Study Abroad 2015-16	150.0	187.5	37.5	25%		174.9	12.6	7%	Feb 2016	Completed
	M	AD	Advancement Risk Assessment 2015-16	25.0	24.8	-0.2	-1%		0.0	24.8	100%	Jul 2015	In Progress
	M	AX	Auxiliaries Risk Assessment 2015-16	25.0	24.8	-0.2	-1%		1.5	23.3	94%	Jul 2015	In Progress
	M	IS	Enterprise-wide Risk Assessment 2015-	35.0	35.3	0.2	1%		0.5	34.8	99%	Jul 2015	In Progress
	M	IA	Instruction and Academic Support Risk	35.0	35.3	0.2	1%		0.0	35.3	100%	Jul 2015	In Progress
	M	IT	Information Technology Risk	25.0	24.8	-0.2	-1%		0.0	24.8	100%	Jul 2015	In Progress
	C	IS	General Consultation 2016	50.0	50.3	0.2	0%		5.0	45.3	90%	Jul 2015	In Progress
	P	RS	Sponsored Program Reviews 2015-16	200.0	200.3	0.2	0%		48.8	151.5	76%	Jul 2015	In Progress
	P	IS	SELF-IIA Self assessment 2015-16	100.0	99.8	-0.2	0%		0.0	99.8	100%	Apr 2016	Scheduled
	P	FM	Procard Review 2015-16	350.0	487.5	137.5	39%		381.8	105.7	22%	Aug 2015	In Progress
5	A	IS	Minors on Campus 2014-15	250.0	487.5	237.5	95%	Fn 6	383.4	104.1	21%	Jul 2015	In Progress
5	A	IT	PCI-DSS 2015	50.0	18.0	-32.0	-64%		18.0	0.0	0%	Jul 2015	Completed
3.7	A	AD	Advancement 2015-16	250.0	0.0	-250.0	-100%	Fn 2	0.0	0.0	NA	Feb 2016	Removed
3.6	A	FM	Receipts 2015-16	250.0	0.0	-250.0	-100%	Fn 2	0.0	0.0	NA	Mar 2016	Removed
3.4	A	FM	Travel 2015-16	300.0	0.0	-300.0	-100%	Fn 2	0.0	0.0	NA	Apr 2016	Removed
			Total Planned Audit Days:	3142.6	3015.8	-126.8	-4%		1987.2				

Estimate Days Available For Audits =

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

1 - Only one Inventory Observation audit (6-30-15) was originally scheduled, and it included hours to be spent in spring 2015-16 on the next Inventory Observation audit (6-30-16), which won't be completed until 2016-17.

2 - Travel, Receipts, and Advancement removed due to Access and Diversity audit, Minors on Campus audit, and Investigations significantly exceeded their anticipated budgeted days.

3 - This audit required more fieldwork than anticipated.

4 - Unscheduled investigations are typically reduced at each revision by the actual number of hours spent on specific investigations. However, actual and anticipated hours for investigations already completed and in progress (50.3 days) significantly exceeded the original budget (26.7 days), and 5 months remain for additional unscheduled investigations.

5 - The number of hours for any particular investigation is never known. This investigation was very extensive.

6 - This audit is very extensive. In addition to a very detailed review of the policy itself, it has consisted of contacting representatives from 130 campus units, reviewing over 160 events, and conducting between 40 and 50 interviews and documentation reviews campus-wide for compliance with the Minors on Campus policy.

University of Memphis
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budgets (Hours)					Budget to Actual			Estimated Audit Start Date	Status
				Original	Revised	Change in Days	Change in Percentage		Actual	Hours	Percentage		
Required by Statute	R	FM	Risk Assessment-FY2016	82.5	82.5	0.0	0%		27.0	-55.5	-67%	Apr 2016	Scheduled
Required by State Audit	R	FM	Cash Counts For State Auditors	105.0	90.0	-15.0	-14%		48.5	-41.5	-46%	Jul 2015	In Progress
Required by State Audit	R	FM	Inventory Observaton-FY15 Inventory	30.0	30.0	0.0	0%		0.0	-30.0	-100%	Jul 2015	Completed
Required by Vendor	R	IT	NACHA Bank Audit-FY2016	120.0	202.5	82.5	69%	FN5	0.0	-202.5	-100%	Mar 2016	Scheduled
Required by State Audit	R	SS	CCTA Audit-FY2016	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Apr-16	Scheduled
Required by State Audit	R	FM	Inventory Observation for State Audit FY2016	127.5	127.5	0.0	0%		19.0	-108.5	-85%	Mar 2016	Scheduled
	C	IS	Board Transition Taskforce	0.0	82.5	82.5	NA	FN6	0.0	-82.5	-100%	Jan-16	In Progress
	R	FM	Pcards	375.0	450.0	75.0	20%	FN7	269.6	-180.4	-40%	Jul 2015	In Progress
	F	AT	Athletics Comp Tickets-Follow-up	97.5	150.0	52.5	54%	FN8	4.0	-146.0	-97%	May 2016	Scheduled
	F	FM	Follow-up FY14 State Audit	300.0	0.0	-300.0	-100%	FN9	0.0	0.0	NA	Oct 2015	Removed
	F	FM	Study Abroad-CF from FY15	202.5	52.5	-150.0	-74%	FN1	24.0	-28.5	-54%	Sept 2015	Completed
	I	IS	Unscheduled Investigations-FY2016	405.0	97.5	-307.5	-76%	FN2	0.0	-97.5	-100%	Jul 2015	Scheduled
	I	FM	INV16001	0.0	22.5	22.5	NA		18.0	-4.5	-20%	Jul 2015	Completed
	I	FM	INV16002	0.0	45.0	45.0	NA		41.0	-4.0	-9%	Jul 2015	Completed
	I	FM	INV16003	0.0	15.0	15.0	NA		10.5	-4.5	-30%	Jul 2015	Completed
	I	FM	INV16004	0.0	15.0	15.0	NA		7.0	-8.0	-53%	Jul 2015	Completed
	I	FM	INV16005	0.0	67.5	67.5	NA		56.5	-11.0	-16%	Aug 2015	Completed
	I	FM	INV16006	0.0	75.0	75.0	NA		141.0	66.0	88%	Oct 2015	Completed
	S	FM	Diversity Audit	300.0	450.0	150.0	50%	FN3	456.5	6.5	1%	Jul 2015	Completed
	C	AT	Courtesy Cars-FY2016	247.5	247.5	0.0	0%		81.3	-166.2	-67%	Jan-16	In Progress
	C	IS	General Consulting Management	300.0	277.5	-22.5	-8%		138.0	-139.5	-50%	Jul 2015	In Progress
	C	FM	Compliance - Inventory	0.0	45.0	45.0	NA		25.5	-19.5	-43%	Jul 2015	Completed
	C	IT	IT Consulting-FY2016	247.5	247.5	0.0	0%		141.9	-105.6	-43%	Jul 2015	In Progress
	C	IT	IT Security Controls	247.5	450.0	202.5	82%	FN10	448.3	-1.7	0%	Jul 2015	Completed
	C	FM	Communication - Sciences School	0.0	150.0	150.0	NA	FN4	191.7	41.7	28%	Oct 2015	Completed
	C	FM	Attorney Client Project	0.0	225.0	225.0	NA	FN11	133.4	-91.6	-41%	Jul 2015	Completed
	C	FM	UT QAR Team FY2016	0.0	67.5	67.5	NA		55.0	-12.5	-19%	Jul 2015	Completed
	P	IS	QAR Review-FY2016	82.5	82.5	0.0	0%		0.0	-82.5	-100%	Apr 2016	Scheduled
5	A	AT	Athletics Comp Tickets-FY2016-Carryforward hours	150.0	37.5	-112.5	-75%	FN1	32.0	-5.5	-15%	Jul 2015	Completed
5	A	FM	Data Analytics	300.0	300.0	0.0	0%		156.5	-143.5	-48%	Jul 2015	In Progress
5	A	FM	Asset Verifications-FY2016	352.5	450.0	97.5	28%	FN12	301.7	-148.3	-33%	Jul 2015	In Progress
4	A	RS	Grant Compliance BigData NIH Grant-FY2016	397.5	502.5	105.0	26%		466.0	-36.5	-7%	Jul 2015	Completed
3.2	A	IT	Controls Sponsored Accounts-FY2016	247.5	0.0	-247.5	-100%	FN13	0.0	0.0	NA	Jan 2016	Removed
3.1	A	AT	Athletics Travel Expenes-FY2016	300.0	352.5	52.5	18%		32.0	-320.5	-91%	Feb-16	Scheduled
2.4	A	AX	Bookstore Controls-FY2016	247.5	300.0	52.5	21%	FN14	297.5	-2.5	-1%	Oct 2015	In Progress
			Total Planned Audit Days:	**5,415**	**5,940**	**525**	**10%**		**3,623**				

Estimate Days Available For Audits - 798 (4 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recu)
M - Management's Risk Ass
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN1 Had a small amount of carryforward hours into FY16. Was mostly performed in FY15 so adjusted to actual hours in FY16 to free up hours in the plan for other audits and projects.
FN2 Hours reduced as investigations occur and input into MKI to account for actual investigations in FY 16 as they occur.
FN3 Audit took much longer than expected and also additional hours for TIP Program at Law School.
FN4 Consulting project (cost analysis of clinic) added per special request by Management.
FN5 Scope expanded to also include PCI compliance in this area per Management request.
FN6 Request from President & Legal Counsel pursuant to pending legislation regarding FOCUS Act. IA is an advisory member.
FN7 Expanded scope of pcard continuous monitoring due to bank implementing a new pcard system plus a new employee in Procurement with oversight over pcards.
FN8 Planned hours added to Comp Ticket follow-up per additional work requested by new President and Development Office.
FN9 Follow-up occurred in FY15 per required date for follow-up. Hours were budgeted in case additional follow-up was needed in FY16. No additional hours were necessary in FY16.
FN10 Scope expanded due to request from ITS. IT Security Controls.
FN11 Additional hours due to extra work related to pending discussions by Management with outside entity, Speech & Hearing Clinic.
FN12 Additional hours added due to expanded scope visiting off-campus locations. Fixed Asset Verifications.
FN13 Project canceled and will be moved to FY17 per discussion with ITS Management. Hours allocated to other IT projects on the audit plan.
FN14 Hours added to expand scope to perform additional work regarding scholarship clause in the Bookstore contract.

				Current Budget (Hours)						**Budget to Actual**			
Ranking	**Type**	**Area**	**Audit**	**Original**	**Revised**	**Change in Hours**	**Change in Percentage**		**Actual**	**Hours**	**Percentage**	**Estimated Audit Start Date**	**Status**
Required by State Audit	R	SS	CCTA	187.50	187.50	0.00	0%		0.0	-187.5	-100%	Mar 2016	Scheduled
	F	IS	Follow up Reviews	90.0	75.0	-15.0	-17%		36.3	-38.8	-52%	Jul 2015	In Progress
	F	FM	State Audit Follow-up	7.5	7.5	0.0	0%		3.8	-3.8	-50%	Jan 2016	In Progress
	I	IS	INV1502	22.5	45.0	22.5	100%	FN3	23.0	-22.0	-49%	Apr 2015	In Progress
	I	IS	INV1601	60.0	22.5	-37.5	-63%	FN4	20.0	-2.5	-11%	Oct 2015	Completed
	I	IS	INV1602	0.0	52.5	52.5	NA	FN4	37.0	-15.5	-30%	Nov 2015	In Progress
	I	IS	INV1603	0.0	45.0	45.0	NA	FN4	41.8	-3.3	-7%	Nov 2015	Completed
	I	IS	INV1604	0.0	15.0	15.0	NA	FN4	0.0	-15.0	-100%	Nov 2015	In Progress
	I	IS	Assist TBR Investigations	60.0	37.5	-22.5	-38%	FN4	19.5	-18.0	-48%	Jul 2015	In Progress
	S	FM	Cash Counts	22.5	52.5	30.0	133%	FN5	52.8	0.3	0%	Oct 2015	Completed
	S	FM	Access & Diversity Funds	60.0	120.0	60.0	100%	FN6	119.8	-0.3	0%	Aug 2015	Completed
	S	FM	Year End Procedures FYE 2016	11.3	7.5	-3.8	-33%		0.0	-7.5	-100%	Jun 2016	Scheduled
	S	FM	Year End Procedures FYE 2015	7.5	7.5	0.0	0%		7.5	0.0	0%	Jul 2015	Completed
	S	IA	Volkswagon Academy	82.5	96.8	14.3	17%		60.5	-36.3	-37%	May 2015	In Progress
	S	IA	Study Abroad	97.5	138.8	41.3	42%	FN7	94.8	-44.0	-32%	Aug 2015	In Progress
	S	IT	NACHA	105.0	97.5	-7.5	-7%		5.3	-92.3	-95%	Mar 2016	Scheduled
	M	IS	Enterprise Risk Assessment	37.5	37.5	0.0	0%		0.0	-37.5	-100%	May 2016	Scheduled
	C	IS	General Consultation	90.0	97.5	7.5	8%		64.3	-33.3	-34%	Jul 2015	In Progress
	P	IS	Quality Self Assessment	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Feb 2016	Scheduled
	P	IS	Special Projects-Audit Software	97.5	97.5	0.0	0%		78.3	-19.3	-20%	Jul 2015	In Progress
5	A	IA	Adult Education	97.5	90.0	-7.5	-8%		0.0	-90.0	-100%	Mar 2016	Scheduled
4	A	IS	Human Resources	210.0	0.0	-210.0	-100%	FN 2	0.0	0.0	NA	Apr 2016	Removed
3.6	A	FM	Payroll	90.0	90.0	0.0	0%		0.0	-90.0	-100%	May 2016	Scheduled
3.6	A	FM	Accounts Receivable	97.5	105.0	7.5	8%		1.0	-104.0	-99%	Apr 2016	Scheduled
3.4	A	AT	Sports Clinic	60.0	157.5	97.5	163%	FN1	151.0	-6.5	-4%	Aug 2015	Completed
3.4	A	AX	Print Shop	90.0	82.5	-7.5	-8%		25.0	-57.5	-70%	Nov 2015	In Progress
3.3	A	FM	Contracts	120.0	0.0	-120.0	-100%	FN 2	0.0	0.0	NA	Mar 2016	Removed
2.2	S	SS	Enrollment Activity	0.0	22.5	22.5	NA		0.0	-22.5	-100%	Mar 2016	Scheduled
			Total Planned Audit Days:	**1841.3**	**1825.5**	**-15.8**	**-1%**		**841.3**				

Estimate Hours Available For Audits = 1,815 (1 1/2 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1- First audit with new auditor and issues discovered required additional hours to complete.
FN2 - Removed audits from plan to compensate for additional hours needed for new staff, other audit topics and investigations
FN3 - Additional hours added for gathering of additional research and major report changes.
FN4 - Investigations hours increased based on number and type of projects received. Total investigations hours divided amongst projects based on difficulty of topic.
FN5 - Expanded locations tested using both available auditors.
FN6 - Audit hours expanded for changes in scope of project and knowledge of campus activities.
FN7 - Change in auditor assigned to project added increased supervison time and involvement during the audit.

Cleveland State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Budget to Actual			Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage		Actual	Hours	Percentage		
Required by Statute	R	FM	PSCC-Presidential Expense Audit FYE 2015	112.5	112.5	0.0	0%		127.0	14.5	13%	Sep 2015	Completed
Required by State Audit	R	IS	Year End 2015	15.0	15.0	0.0	0%		14.0	-1.0	-7%	Jul 2015	Completed
Required by State Audit	R	IS	Year End 2016	7.5	7.5	0.0	0%		0.0	-7.5	-100%	Jun 2016	Scheduled
Required by State Audit	R	SS	CCTA Funding Formula	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Mar 2016	Scheduled
	F	IS	Title IV	37.5	30.0	-7.5	-20%		6.5	-23.5	-78%	Nov 2015	Scheduled
	F	IS	State Audit Follow-up	75.0	187.5	112.5	150%	FN 1	75.0	-112.5	-60%	Nov 2015	Scheduled
	I	IS	Unscheduled Investigations	37.5	0.0	-37.5	-100%		0.0	0.0	NA	Jul 2015	Scheduled
	I	IS	INV201501	103.1	137.3	34.1	33%		185.0	47.8	35%	Aug 2015	Completed
	S	FM	NACHA 2016	112.5	112.5	0.0	0%		0.0	-112.5	-100%	May 2016	Scheduled
	S	FM	Access and Diversity Funds	37.5	75.0	37.5	100%	FN 1	91.5	16.5	22%	Aug 2015	Completed
	S	IA	Study Abroad	37.5	67.5	30.0	80%		68.0	0.5	1%	Oct 2015	In Progress
	M	IA	CLSCC - Managements Risk Assessment	30.0	30.0	0.0	0%		0.0	-30.0	-100%	Apr 2016	Scheduled
	M	IS	TCAT Athens - Managements Risk Assessment	15.0	7.5	-7.5	-50%		1.0	-6.5	-87%	Jan 2016	In Progress
	C	IS	General Consultation-2016	37.5	37.5	0.0	0%		25.0	-12.5	-33%	Jul 2015	In Progress
	P	IS	QAR-2016	37.5	30.0	-7.5	-20%		0.0	-30.0	-100%	Feb 2016	Scheduled
	P	IS	Automated Workpapers	27.5	54.8	27.2	99%		37.0	-17.8	-32%	Aug 2015	In Progress
3.9	A	FM	Purchasing 2015	150.0	75.0	-75.0	-50%	FN 3	0.0	-75.0	-100%	June 2016	Scheduled
3.8	A	IT	User Access	75.0	0.0	-75.0	-100%	FN 3	0.0	0.0	NA	NA	Removed
			Provision to complete prior period audits										
			Provision for new unplanned audits during the period										
			Total Planned Audit Days:	**1098.1**	**1129.5**	**31.4**	**3%**		**630.0**				

Estimate Hours available for Audits = 1,130 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1 Audits required more time than orginally estimated due to change in scope
FN 2 Audit start date change time is split over current year and next year
FN 3 Audit removed due additional needed for other audits.

Columbia State Community College

Internal Audit Plan

Fiscal Year Ended June 30, 2016

Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual	Budget to Actual		Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage			Hours	Percentage		
Required by State Audit	R	SS	CCTA Funding Formula	150.0	150.0	0.0	0%		1.5	-148.5	-99%	Nov 2015	In Progress
Required by TBR	F	IT	Follow-up State Audit Finding	15.0	15.0	0.0	0%		13.8	-1.2	-8%	Jan 2016	In Progress
	I	FM	Unscheduled Investigation	45.0	0.0	-45.0	-100%	FN 3	0.0	0.0	NA	NA	Removed
	S	IA	Study Abroad	150.0	165.0	15.0	10%		109.0	-56.0	-34%	Sep 2015	In Progress
	S	FM	Access and Diversity	150.0	150.0	0.0	0%		149.0	-1.0	-1%	Jul 2015	Completed
	M	IS	Review Management's Risk Assessment TCAT	7.5	7.5	0.0	0%		0.3	-7.3	-97%	Mar 2016	In Progress
	M	IS	Review Management's Risk Assessment TCAT	7.5	7.5	0.0	0%		0.3	-7.3	-97%	Mar 2016	In Progress
	M	IA	Review Management's Risk Assessment -	15.0	0.0	-15.0	-100%		0.0	0.0	NA	NA	Removed
	M	PP	Review Management's Risk Assessment -	7.5	15.0	7.5	100%		0.0	-15.0	-100%	Feb 2016	Scheduled
	M	AX	Review Management's Risk Assessment -	7.5	6.0	-1.5	-20%		0.0	-6.0	-100%	Feb 2016	Scheduled
	M	FM	Review Management's Risk Assessment -	15.0	9.8	-5.3	-35%		0.0	-9.8	-100%	Nov 2015	Scheduled
	C	IS	General Consulting Services	22.5	7.5	-15.0	-67%		0.8	-6.8	-90%	Jul 2015	In Progress
	C	IS	Consumer Information, Safety and Security	0.0	52.5	52.5	NA	FN 1	39.2	-13.3	NA	Aug 2015	In Progress
	C	SS	Consumer Information Disclosures	112.5	0.0	-112.5	-100%	FN 1,	15.8	15.8	NA	NA	Removed
	C	SS	Process Review	28.1	0.0	-28.1	-100%	FN 2	0.0	0.0	NA	NA	Removed
	C	SS	Consumer Information , Student Right to Know	0.0	0.0	0.0	NA	FN 1,	3.0	3.0	NA	NA	Removed
	C	SS	General Consulting Services	22.5	37.5	15.0	67%	FN 2	32.8	-4.7	-13%	Jul 2015	In Progress
	C	IA	Accessibility	37.5	7.5	-30.0	-80%	FN 3	7.8	0.3	3%	Jul 2015	In Progress
	C	IA	General Consulting Services	7.5	7.5	0.0	0%		1.3	-6.3	-83%	Jul 2015	In Progress
	C	IT	General Consulting Services	7.5	7.5	0.0	0%		0.5	-7.0	-93%	Jul 2015	In Progress
	C	PP	General Consulting Services	15.0	7.5	-7.5	-50%		6.6	-1.0	-13%	Jul 2015	In Progress
	C	AX	General Consulting Services	7.5	0.0	-7.5	-100%	FN 2	0.0	0.0	NA	NA	Removed
	C	AD	General Consulting Services	22.5	60.0	37.5	167%	FN 4	44.6	-15.4	-26%	Jul 2015	In Progress
	C	AT	General Consulting Services	7.5	0.0	-7.5	-100%	FN 2	0.0	0.0	NA	NA	Removed
	C	FM	General Consulting Services	60.0	30.0	-30.0	-50%	FN 3	13.0	-17.0	-57%	Jul 2015	In Progress
	P	IS	IIA Quality Assurance Self-assessment	75.0	75.0	0.0	0%		0.0	-75.0	-100%	Feb 2016	Scheduled
	P	IS	Website Development	112.5	75.0	-37.5	-33%		5.3	-69.8	-93%	Aug 2015	In Progress
	P	IS	Electronic Work Papers	20.6	42.0	21.4	104%		36.5	-5.5	-13%	May 2015	In Progress
4	A	SS	Return To Title IV	60.0	0.0	-60.0	-100%	FN 2	0.0	0.0	NA	NA	Removed
4	A	SS	Federal Work-Study	30.0	0.0	-30.0	-100%		3.3	3.3	100%	NA	Removed
3.4	A	IA	Controls Review	37.5	7.5	-30.0	-80%	FN 3	0.0	-7.5	-100%	Mar 2016	Scheduled
3	A	FM	Random Cash Counts	45.0	15.0	-30.0	-67%	FN 3	0.0	-15.0	-100%	v 2015, Apr 20	Scheduled
3	A	IT	Controls Review	30.0	7.5	-22.5	-75%		0.0	-7.5	-100%	Jan 2016	Scheduled
3	A	FM	Audit Outcomes Status review	0.0	7.5	7.5	N A		0.0	-7.5	-100%	Mar-16	Scheduled
2.9	A	IS	Controls Review	22.5	7.5	-15.0	-67%		0.0	-7.5	-100%	Mar 2016	Scheduled
2.9	A	AD	Controls Review	7.5	7.5	0.0	0%		0.0	-7.5	-100%	Jan 2016	Scheduled
2.5	A	AT	Athletic Travel	18.8	0.0	-18.8	-100%		0.0	0.0	NA	NA	Removed
			Total Planned Audit Days:	**1379.9**	**987.8**	**-392.2**	**-28%**		**484.0**				

Estimate Available Hours For Audits = 997.5

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1 Consumer Information Compliance Review was divided into three main focus areas.
FN 2 Removed in order to accommodate completion of ongoing audit and service engagements. Audits will re-evaluate for 2016-2017 audit plan.
FN 3 Adjusted to accommodate completion of ongoing audit and service engagements.
FN 4 Adjusted to accommodate requests for value added services.

Dyersburg State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budgets (Hours)					Budget vs. Actual			Audit Start	Status
				Original	Revised	in Hours	Percentage		Actual	Hours	Percentage		
Required by State Audit	R	FM	Year End Cash Counts & Bank Confirmations - 06302016	30.0	15.0	-15.0	-50%		0.0	-15.0	-100%	Jun 2016	Scheduled
Required by State Audit	R	SS	CCTA Funding Formula	140.0	140.3	0.2	0%		0.0	-140.3	-100%	Mar 2016	Scheduled
	F	FM	Follow-up to State Audit	25.0	34.5	9.5	38%		34.5	0.0	0%	Dec 2015	Completed
	I	IS	Unscheduled Investigations	65.0	1.5	-63.5	-98%	Fn 1	0.0	-1.5	-100%	Jul 2015	In Progress
	I	IS	Investigation 15-01	10.0	34.5	24.5	246%		37.5	3.0	9%	Jul 2015	Completed
	I	IS	Investigation 15-02	10.0	8.3	-1.7	-17%		9.5	1.3	15%	Sept 2015	Completed
	I	IS	Investigation 1601	0.0	18.8	18.8	NA		18.5	-0.3	-1%	Nov 2015	In Progress
	I	IS	Investigation 1602	0.0	15.0	15.0	NA		8.5	-6.5	-43%	Aug 2015	Completed
	I	IS	Investigation 1603	0.0	7.5	7.5	NA		12.0	4.5	60%	Nov 2015	Completed
	F	IS	Investigation 1502 Follow-up	0.0	9.8	9.8	NA		3.5	-6.3	-64%	Nov 2015	Completed
	S	FM	Study Abroad	110.0	110.3	0.2	0%		76.5	-33.8	-31%	Dec 2015	In Progress
	S	PP	Building Security/Key Control	110.0	110.3	0.2	0%		115.5	5.3	5%	Oct 2015	In Progress
	S	SS	Federal Work Study Program and FA Fraud	100.0	99.8	-0.2	0%		0.0	-99.8	-100%	Jun 2016	Scheduled
	S	SS	Student Needs & Cash Concessions	60.0	45.0	-15.0	-25%		0.0	-45.0	-100%	Apr 2016	Scheduled
	S	FM	Access and Diversity Funds	110.0	150.0	40.0	36%		150.0	0.0	0%	Oct 2015	Completed
	S	FM	Faculty Sick Leave	80.0	80.3	0.2	0%		0.0	-80.3	-100%	May 2016	Scheduled
	M	FM	Risk Assessment Financial Management	60.0	60.0	0.0	0%		0.0	-60.0	-100%	Apr 2016	Scheduled
	M	IS	Risk Assessment Public Service	50.0	50.3	0.2	0%		1.5	-48.8	-97%	Apr 2016	In Progress
	M	SS	Risk Assessment Student Affairs	60.0	50.3	-9.8	-16%		0.0	-50.3	-100%	Apr 2016	Scheduled
	P	IS	IIA Quality Assurance Self-Assessment	50.0	50.3	0.2	0%		0.0	-50.3	-100%	Apr 2016	Scheduled
	C	IS	General Consultation	50.0	0.8	-49.3	-99%	FN-2	48.5	47.8	6367%	Jul 2015	In Progress
	C	IS	PII Review	65.0	65.3	0.2	0%		12.5	-52.8	-81%	Jan 2015	In Progress
	C	IS	LRC Reclassification	0.0	30.0	30.0	NA		36.5	6.5	22%	Jul 2015	Completed
			Total Planned Audit Days:	**1185.2**	**1187.3**	**2.1**	**0%**		**565.0**				

Estimate Available Hours For Audits = 1175 (1 staff)

Functional Areas:	Audit Types:	Status:
AD - Advancement	R - Required	Scheduled
AT - Athletics	A - Risk-Based (Assessed)	In Progress
AX - Auxiliary	S - Special Request	Completed
FM - Financial Management	I - Investigation	Removed
IA - Instruction & Academic Support	P - Project (Ongoing or Recurring)	
IS - Institutional Support	M - Management's Risk Assessment	
IT - Information Technology	C - Consultation	
PP - Physical Plant	F - Follow-up Review	
RS - Research		
SS - Student Services		

FN 1 - The Unscheduled Investigations item is the pool of time alloted for various unknown investigations that may arise during the year. As investigations are performed, they are listed as a separate line item.

FN-2 - This consultation was primarily review of the State IT Audit findings and TBR IT audit findings.

				Current Year Budget (Hours)						Budget to Actual			

Jackson State Commnuity College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Original	Revised	Change in Hours	Change in Percentage		Actual	Hours	Percentage	Estimated Audit Start Date	Status
Required by State Audit	R	SS	CCTA Funding Formula End of Term	150.0	150.0	0.0	0%		0.0	-150.0	-100%	Mar 2016	Scheduled
Required by Statute	R	FM	VSCC President's Expense Audit	150.0	172.5	22.5	15%		172.5	0.0	0%	Oct 2015	Completed
Required by State Audit	R	FM	Year-end Procedures	22.5	15.0	-7.5	-33%		0.0	-15.0	-100%	Jun 2016	Scheduled
	F	FM	State Audit Follow up-09012015	90.0	90.0	0.0	0%		55.5	-34.5	-38%	Sep 2015	Completed
	F	IS	Emergency Preparedness Follow up	37.5	37.5	0.0	0%		0.0	-37.5	-100%	June 2016	Scheduled
	F	IT	Internal Audit Follow-up	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Apr 2016	Scheduled
	I	SS	INV1501	0.0	80.6	80.6	100%	Fn1	34.0	-46.6	-58%	June 2015	Completed
	S	FM	Access and Diversity Funds	127.5	90.0	-37.5	-29%		105.0	15.0	17%	Aug 2015	Completed
	S	IA	Study Abroad	127.5	187.5	60.0	47%		109.8	-77.8	-41%	Nov 2015	In progress
	M	IS	TCAT Risk Assessment	37.5	52.5	15.0	40%		0.0	-52.5	-100%	Jan 2016	In progress
	M	AX	Risk Assessment-Auxiliary	22.5	22.5	0.0	0%		39.0	16.5	73%	May 2016	Scheduled
	M	SS	Risk Assessment - Student Services	30.0	30.0	0.0	0%		0.0	-30.0	-100%	May 2016	Scheduled
	C	IS	General Consultation	187.5	75.0	-112.5	-60%	Fn 2	38.8	-36.3	-48%	Jul 2015	In progress
	P	IS	IIA Quality Assurance Self-Assessment	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Apr 2016	Scheduled
	S	FM	Payroll	0.00	150.0	150.0	NA		0.0	1125.00	NA	Mar 2016	Scheduled
			Total Planned Audit Days:	**1057.5**	**1228.1**	**170.6**	**16%**		**554.5**				

Estimate Available Audit Hours = 1095 (1 staff)

Audit Types:	Functional Areas:	Status:
R - Required	AD - Advancement	Scheduled
A - Risk-Based (Assessed)	AT - Athletics	In Progress
S - Special Request	AX - Auxiliary	Completed
I - Investigation	FM - Financial Management	Removed
P - Project (Ongoing or Recurring)	IA - Instruction & Academic Support	
M - Management's Risk Assessment	IS - Institutional Support	
C - Consultation	IT - Information Technology	
F - Follow-up Review	PP - Physical Plant	
	RS - Research	
	SS - Student Services	

Fn 1 - This audit was inadvertently not included in previous audit plans.

Fn2 - This budget was reduced to allocate resources to other audits.

Motlow State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours) Original	Revised	Change in Hours	Change in Percentage		Actual to Budget Actual	Hours	Percentage	Estimated Audit Start Date	Status
Required by State Audit	R	FM	State Audit Assitance Year End	15.0	15.0	0.0	0%		5.5	-9.5	-63%	May 2016	In Progress
Required by State Audit	R	SS	CCTA Funding Formula (Fall 2015 Data)	150.0	125.3	-24.8	-17%		0.0	-125.3	-100%	Mar 2016	Scheduled
	F	IA	Workforce Development	30.0	15.0	-15.0	-50%		2.5	-12.5	-83%	Oct 2015	In Progress
	F	FM	State Audit	30.0	30.0	0.0	0%		0.0	-30.0	-100%	Nov 2015	Scheduled
	F	IT	Information Technology	40.0	22.5	-17.5	-44%		6.3	-16.3	-72%	Nov 2015	In Progress
	F	IS	Financial Aid	75.0	22.5	-52.5	-70%		0.0	-22.5	-100%	Nov 2015	Scheduled
	F	IS	Internal Audit Follow-ups	25.0	15.0	-10.0	-40%		0.0	-15.0	-100%	Jul 2015	Scheduled
	I	IS	Unscheduled Investiagations	50.0	0.0	-50.0	-100%	Fn 1	0.0	0.0	NA	Sep 2015	Scheduled
	I	IT	INV1601	0.0	195.0	195.0	NA	Fn 1	166.3	-28.8	-15%	Aug 2015	In Progress
	I	AT	INV1602	0.0	30.0	30.0	NA	Fn 1	19.8	-10.3	-34%	Sep 2015	In Progress
	I	AT	INV1604	0.0	150.0	150.0	NA	Fn 1	79.5	-70.5	-47%	Jan-16	In Progress
	I	IA	INV1603	0.0	45.0	45.0	NA		24.8	-20.2	-45%	Oct-15	In Progress
	C	AX	Auxiliary-FY 2016	11.3	8.3	-3.0	-27%		0.0	-8.3	-100%	Sept 2015	Scheduled
	S	IA	Study Abroad	80.0	80.3	0.2	0%		4.1	-76.2	-95%	Jul 2015	Scheduled
	S	FM	Access and Diversity Funds	75.0	127.5	52.5	70%	Fn 2	119.6	-7.9	-6%	Jul 2015	In Progress
	M	IS	Managements Risk Assessment TCAT McMinnville	25.0	15.0	-10.0	-40%	Fn 2	2.0	-13.0	-87%	Dec 2015	In Progress
	M	IS	Managements Risk Assessment TCAT Murfreesboro	25.0	15.0	-10.0	-40%	Fn 2	2.0	-13.0	-87%	Dec 2015	In Progress
	M	IS	Managements Risk Assessment TCAT Shelbyville	24.8	15.0	-9.8	-39%	Fn 2	0.5	-14.5	-97%	Dec 2015	In Progress
	M	IT	Managements Risk Management Information Technology	34.9	22.5	-12.4	-36%	Fn 2	0.0	-22.5	-100%	Nov 2015	Scheduled
	C	IA	Managements Risk Management Instruction and Academic Support	34.9	22.5	-12.4	-36%	Fn 2	0.0	-22.5	-100%	Nov 2015	Scheduled
	C	FM	Financial Management-FY 2016	11.3	8.3	-3.0	-27%	Fn 2	26.5	18.3	221%	Jul 2015	In Progress
	C	AT	Athletics-FY 2016	11.3	4.5	-6.8	-60%	Fn 2	0.0	-4.5	-100%	Sep 2015	Scheduled
	C	IS	Institutional Support-FY 2016	11.3	3.8	-7.5	-67%	Fn 2	0.0	-3.8	-100%	Oct 2015	Scheduled
	C	IT	Information Technology-FY 2016	11.3	3.8	-7.5	-67%	Fn 2	0.0	-3.8	-100%	Oct 2015	Scheduled
	C	AD	Advancement-FY 2016	11.3	3.8	-7.5	-67%	Fn 2	0.0	-3.8	-100%	Oct 2015	Scheduled
	C	IA	Instruction and Academic Support-FY 2016	11.3	3.8	-7.5	-67%	Fn 2	0.0	-3.8	-100%	Jul 2015	Scheduled
	C	PP	Physical Plant-FY 2016	11.3	3.8	-7.5	-67%	Fn 2	0.0	-3.8	-100%	Oct 2015	Scheduled
	C	SS	Student Services-FY 2016	11.3	8.3	-3.0	-27%	Fn 2	0.0	-8.3	-100%	Oct 2015	Scheduled
	P	IS	QAR Quality Assessment Review	40.0	39.8	-0.2	-1%		0.0	-39.8	-100%	Feb 2016	Scheduled
	S	SS	Tennessee Promise	0.0	172.5	172.5	NA	Fn 2	155.2	-17.3	-10%	Nov-15	In Progress
4.6	A	FM	Payroll Audit	145.9	0.0	-145.9	-100%	Fn 2	5.5	5.5	NA	Jul 2015	Removed
4.3	A	IS	Human Resources	145.5	0.0	-145.5	-100%	Fn 2	6.5	6.5	NA	Jul 2015	Removed
4.2	A	SS	Admissions and Registration	75.0	0.0	-75.0	-100%	Fn 2	0.0	0.0	NA	Nov 2015	Removed
			Total Planned Audit Days:	**1222.2**	**1223.3**	**1.1**	**0%**		**626.5**				

Estimate Available Audit Hours = 1,222 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1: The time allocated to unscheduled investigations was reduced as allegations were received and time resources were allocated to them.

FN 2: Due to the addition of the Tennessee Promise audit and the Access and Diversity audit needing more resources than originally anticpiated, time resources for other audits were reduced or audits were removed.

Northeast State Commnuity College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual vs. Budget			Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage	Actual	Hours	Percentage			
Required by State Audit	R	SS	CCTA Funding Formula	150.00	150.00	0.00	0%	0.0	-150.0	-100%	Mar 2016	Scheduled
Required by State Audit	R	FM	State Audit Assistance-Yr End	45.00	45.00	0.00	0%	0.0	-45.0	-100%	May 2016	Scheduled
Required by Statute	R	FM	WSCC - President's Expenses Audit	150.00	150.00	0.00	0%	151.0	1.0	1%	Jul 2015	Completed
	F	IS	Oher Internal Audit Follow-Up	37.50	37.50	0.00	0%	31.0	-6.5	-17%	Jul 2015	Completed
	S	IS	Special Requests and Projects	52.50	52.50	0.00	0%	0.0	-52.5	-100%	Jul 2015	Scheduled
	S	FM	Travel Process Review	202.50	202.50	0.00	0%	119.0	-83.5	-41%	Jul 2015	In Progress
	S	FM	Access and Diversity Funds	150.00	150.00	0.00	0%	154.0	4.0	3%	Jul 2015	Completed
	S	IA	Study Abroad	52.50	52.50	0.00	0%	22.5	-30.0	-57%	Sep 2015	In Progress
	M	FM	TCAT RISK Assessment	22.50	22.50	0.00	0%	14.5	-8.0	-36%	Jan 2016	In Progress
	M	FM	Risk Assessments-NeSCC	52.50	52.50	0.00	0%	0.0	-52.5	-100%	Oct 2015	Scheduled
	C	IS	General Consultation	52.50	52.50	0.00	0%	26.0	-26.5	-50%	Jul 2015	In Progress
	P	IS	Electronic Workpapers Software	52.50	52.50	0.00	0%	39.0	-13.5	-26%	Jul 2015	In Progress
	P	IS	IIA Quality Assurance Self Study	37.50	37.50	0.00	0%	0.0	-37.5	-100%	Feb 2016	Scheduled
4.1	A	IS	Human Resources	51.00	51.00	0.00	0%	0.0	-51.0	-100%	Jun 2016	Scheduled
			Total Planned Audit Days:	**1108.50**	**1108.50**	**0.00**	**0%**	**557.0**				

Estimate Available Audit Hours = 1,095 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Pellissippi State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual Hours	Budget to Actual		Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percent			Hours	Percentage		
Required by State Audit	R	SS	CCTA Funding Formula	225.0	187.50	-37.5	-17%		0.0	187.5	100%	Dec 2015	Scheduled
Required by TBR	F	FM	Internal Audit Follow Ups	37.5	22.50	-15.0	-40%		1.5	21.0	93%	Jul 2015	In Progress
	S	FM	NACHA	75.0	75.00	0.0	0%		75.3	-0.3	0%	Oct 2015	Completed
	S	IA	Faculty Credentials	105.0	112.50	7.5	7%		86.8	25.7	23%	Nov 2015	In Progress
	S	IA	Internation Education Review (TNCIS)	60.0	90.00	30.0	50%	FN3	44.5	45.5	51%	Nov 2015	In Progress
	S	IS	Access and Diversity	60.0	180.00	120.0	200%	FN1	174.0	6.0	3%	Jul 2015	Completed
	M	IS	TCAT Knoxville Risk Assessment	15.0	7.50	-7.5	-50%		7.0	0.5	7%	Jan 2016	Completed
	M	IS	PSCC - Risk Assessment Institutional Support	15.0	15.00	0.0	0%		13.5	1.5	10%	Jan 2016	In Progress
	M	IS	PSCC - Enterprise Wide Risk Assessment	15.0	7.50	-7.5	-50%		0.0	7.5	100%	May 2016	Scheduled
	M	IS	PSCC - Risk Assessment BCS	15.0	7.50	-7.5	-50%		0.0	7.5	100%	Dec 2015	Scheduled
	M	IT	PSCC - Risk Assessment Information Technology	22.5	15.00	-7.5	-33%		0.0	15.0	100%	Apr 2016	Scheduled
	M	SS	PSCC - Risk Assessment Financial Aid	15.0	15.00	0.0	0%		0.0	15.0	100%	Oct 2015	Scheduled
	C	IT	PSCC - IT Security Consulting, Etc.	15.0	22.50	7.5	50%		14.8	7.7	34%	Jul 2015	In Progress
	C	IS	Consulting/Special Request	90.0	90.00	0.0	0%		45.0	45.0	50%	Jul 2015	In Progress
	C	IA	Review of Compliance Assist	60.0	52.50	-7.5	-13%		21.0	31.5	60%	Nov 2015	In Progress
	P	IS	Quality Assurance Review	60.0	45.00	-15.0	-25%		0.0	45.0	100%	Jan 2016	Scheduled
	P	FM	Review of RFP's & other purchasing issues	37.5	37.50	0.0	0%		11.0	26.5	71%	Jul 2015	In Progress
	P	FM	MKInsight Software	60.0	60.00	0.0	0%		42.0	18.0	30%	Jul 2015	In Progress
	P	IS	Review of French Exchange Program	45.0	30.00	-15.0	-33%		0.0	30.0	100%	Apr 2016	Scheduled
	P	IS	North Carolina QAR Project	0.0	37.50	37.5	NA	FN4	4.0	33.5	89%	Apr 2016	In Progress
	I	FM	PSCC 16-001	0.0	22.50	22.5	NA		17.8	4.7	21%	Nov-15	Completed
	P	IS	Review of Higher Education Complaince Matrix	0.0	37.50	37.5	NA	FN4	4.0	33.5	89%	Jul-15	In Progress
5	A	AD	Foundation	90.0	120.00	30.0	33%	FN5	116.0	4.0	3%	Jul 2015	Completed
3.5	A	FM	Accounts Receivable	120.0	0.00	-120.0	-100%	FN2	0.0	0.0	NA	Mar 2016	Removed
			Provision to complete prior period audits										0.0
			Provision for new unplanned audits during the period										0.0
			Total Planned Audit Days:	**1237.5**	**1290.0**	**52.50**	**4%**		**678.2**				

Estimate Available Audit Hours = 1,207.5 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN1 - When this audit was initially planned the budget time was 8 days based upon an estimate of how long the central office thought it would take to complete the
audit. The revised budget was determined based upon time spent on the audit already as well as the fact that several issues were noted during the course of the audit.
FN2 - Because of other project and the time spend on the access and diversity audit this audit was removed from the audit plan.
FN3 - Orginal budget was based upon me just assisting with TnCIS audit and revised budget included me actually auditing international travel by Pellissippi State students.
FN4 - These items relate to projects that were not originally requested prior to the beginning of fiscal year 15-16 but were requested during the year.
FN5 - The scope of the audit was expanded because of a request by management related to a particular issue.

Roane State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)		Change in Hours	Change in Percentage		Actual	Actual vs. Budget		Estimated Audit Start Date	Status
				Original	Revised					Hours	Percentage		
Required by State Audit	R	FM	Year End Cash Counts - 2016	7.5	7.5	0.0	0%		0.0	-7.5	-100%	Jun 2016	Scheduled
Required by IIA	R	IS	Quality Assurance Review 2016	60.0	60.0	0.0	0%		0.0	-60.0	-100%	April 2016	Scheduled
Required by State Audit	R	SS	RSCC CCTA 2016	75.0	75.0	0.0	0%		0.0	-75.0	-100%	Mar 2016	Scheduled
	S	FM	Access and Diversity	150.0	150.0	0.0	0%		4.3	-145.8	-97%	Nov 2015	In Progress
	I	FM	INV 1601	15.0	15.0	0.0	0%		0.0	-15.0	-100%	Feb 2016	Scheduled
	I	FM	Unscheduled Investigations	75.0	75.0	0.0	0%		0.0	-75.0	-100%	Nov 2015	Scheduled
	C	FM	Student Apartments	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Feb 2016	Scheduled
	S	IA	Study Abroad	150.0	150.0	0.0	0%		31.8	-118.2	-79%	Dec 2015	In Progress
	M	IS	TCAT Oneida Risk Assessment	7.5	7.5	0.0	0%		1.5	-6.0	-80%	Jan 2016	Completed
	M	IS	TCAT Harriman Risk Assessment	7.5	7.5	0.0	0%		2.5	-5.0	-67%	Jan 2016	Completed
	M	IS	TCAT Crossville Risk Assessment	7.5	7.5	0.0	0%		2.5	-5.0	-67%	"Jan 2016	Completed
	M	IS	TCAT Jacksboro Risk Assessment	7.5	7.5	0.0	0%		3.5	-4.0	-53%	Jan 2016	Completed
	M	IS	RSCC Risk Assessment	75.0	75.0	0.0	0%		3.0	-72.0	-96%	Dec 2015	In Progress
	C	IS	General Consultation	112.5	112.5	0.0	0%		65.8	-46.7	-42%	Nov 2015	In Progress
	P	IS	MKI Implementation	60.0	60.0	0.0	0%		20.8	-39.2	-65%	Nov 2015	In Progress
			Total Planned Audit Days:	**847.5**	**847.5**	**0.0**	**0%**		**135.7**				

Estimate Available Audit Hours = 1,095 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Note: The RSCC Interim Director of Internal Audit started November 1, 2015. This is the first audit plan presented for RSCC to the Audit Committee this year.

Southwest Tennessee Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)						Actual vs. Budget			Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage		Actual	Hours	Percentage			
Required by State	R	SS	CCTA	150.0	150.0	0.0	0%		0.00	-150.00	-100%	Jan 2016	Scheduled
	F	FM	State Audit Follow Up	75.0	75.0	0.0	0%		99.00	24.00	32%	Sep 2015	Completed
	F	FM	Federal Audit Follow up	52.5	52.5	0.0	0%		0.00	-52.50	-100%	Jan 2016	Scheduled
	F	IS	Internal Audit Follow Up	52.5	52.5	0.0	0%		42.50	-10.00	-19%	Jul 2015	In Progress
	I	IS	Unscheduled Investigations	97.5	97.5	0.0	0%		78.00	-19.50	-20%	Jul 2015	In Progress
	S	FM	Cash Count	30.0	30.0	0.0	0%		2.50	-27.50	-92%	Jul 2015	In Progress
	S	FM	Access and Diversity Funds	105.0	150.0	45.0	43%	Fn 1	246.00	96.00	64%	Jul 2015	Completed
	S	FM	Federal Perkins Loan	45.0	45.0	0.0	0%		11.50	-33.50	-74%	Jul 2015	In Progress
	S	IA	Study Abroad	150.0	150.0	0.0	0%		136.00	-14.00	-9%	Jul 2015	In Progress
	M	IS	Risk Management-Institutional Support	52.5	30.0	-22.5	-43%	Fn 2	0.00	-30.00	-100%	Oct 2015	Scheduled
	M	IS	Risk Management TCAT	15.0	15.0	0.0	0%		0.00	-15.00	-100%	Jun 2016	Scheduled
	M	IT	Risk Management-Technology/Services	52.5	52.5	0.0	0%		0.00	-52.50	-100%	May 2016	Scheduled
	M	PP	Risk Management-Physical Plant	52.5	30.0	-22.5	-43%	Fn 2	39.00	9.00	30%	Jul 2015	Completed
	C	IS	General Consultation	97.5	97.5	0.0	0%		58.00	-39.50	-41%	Jul 2015	In Progress
	P	IS	Audit Software	75.0	75.0	0.0	0%		39.00	-36.00	-48%	Jul 2015	In Progress
	P	IS	IIA Quality Assurance Self-Assessment	75.0	75.0	0.0	0%		0.00	-75.00	-100%	Feb 2016	Scheduled
			Total Planned Audit Days:	**1177.5**	**1177.5**	**0.0**	**0%**		**751.50**				

Estimate Available Audit Days = 156 (1 staff)

Audit
Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Fn 1 - This audit needed more time resources than originally anticipated.

Fn 2 - This budget was reduced because time resources were allocated to the Study Abroad audit.

Volunteer State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual	Budget to Actual			Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage			Hours	Percentage			
Required by State Audit	R	SS	CCTA Funding Formula	150.0	150.0	0.0	0%		0.0	-150.0	-100%		Mar 2016	Scheduled
	F	FM	State Audit Follow-Up	37.5	67.5	30.0	80%		67.5	0.0	0%		Nov 2015	Completed
	F	IS	Follow-Up Activities	37.5	37.5	0.0	0%		6.5	-31.0	-83%		Jul 2015	In Progress
	I	IS	Unscheduled Investigations	37.5	37.5	0.0	0%		0.0	-37.5	-100%		Jul 2015	Scheduled
	S	AT	Athletic Work Study Program	150.0	150.0	0.0	0%		7.5	-142.5	-95%		Jan 2016	In Progress
	S	FM	Access and Diversity Funds	150.0	300.0	150.0	100%	FN 1	322.5	22.5	8%		Jul 2015	In Progress
	S	FM	State Audit Year-End Procedures	15.0	15.0	0.0	0%		0.0	-15.0	-100%		Jun 2016	Scheduled
	S	SS	Student Campus Activities	150.0	75.0	-75.0	-50%		0.0	-75.0	-100%		Mar 2016	Scheduled
	S	IA	Study Abroad	150.0	150.0	0.0	0%		48.0	-102.0	-68%		Nov 2015	In Progress
	M	IS	Management Risk Assessment	75.0	75.0	0.0	0%		0.0	-75.0	-100%		May 2016	Scheduled
	M	IS	TCAT Hartsville Management Risk Assessment	7.5	7.5	0.0	0%		0.0	-7.5	-100%		Feb 2016	Scheduled
	M	IS	TCAT Livingston Management Risk Assessment	7.5	7.5	0.0	0%		0.0	-7.5	-100%		Feb 2016	Scheduled
	C	IS	General Consultation	112.5	112.5	0.0	0%		54.5	-58.0	-52%		Jul 2015	In Progress
	P	IS	QAIP Self Assessment	75.0	75.0	0.0	0%		0.0	-75.0	-100%		Feb 2016	Scheduled
	P	IS	MKI Implementation	75.0	75.0	0.0	0%		43.5	-31.5	-42%		Jul 2015	In Progress
	S	IA	On-going audits (started before MKI implementation)	37.5	15.0	-22.5	-60%		11.5	-3.5	-23%		Jul 2015	Completed
			Total Planned Audit Days:	**1267.5**	**1350.0**	**105.0**	**8%**		**550.0**					

Estimate Available Audit Hours = 1132.5 (1 staff)

Audit
Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1: Access and Diversity Funds audit testwork took longer than anticipated. The Faculty and Staff Recruitment and Retention fund contains travel expenditures for several employees, and all travel payments were tested rather than sampled. Additionally, the criteria testwork for the Access and Diversity scholarship recipients was more detailed than expected.

Walters State Community College
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Budget to Actual			Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage		Actual	Hours	Percentage		
Required by State Audit	R	SS	CCTA Funding Formula - Institutional Data	150.0	150.0	0.0	0.0%		0.0	-150.0	-100.0%	Mar 2016	Scheduled
Required by State Audit	R	FM	Year End Procedures	0.0	30.0	30.0	NA		20.5	-9.5	-31.7%	July 2015	Completed
Required by Statute	R	FM	NeSCC President's Expenses	112.5	150.0	37.5	33.3%		98.0	-52.0	-34.7%	Sep 2015	Completed
Required by Standards	R	IS	Quality Assessment Review	37.5	37.5	0.0	0.0%		0.0	-37.5	-100.0%	May 2016	Scheduled
	I	IS	Unscheduled Investigations	37.5	37.5	0.0	0.0%		0.0	-37.5	-100.0%	Jul 2015	Scheduled
	S	FM	NACHA Compliance Review	75.0	150.0	75.0	100.0%		109.5	-40.5	-27.0%	Dec 2015	In Progress
	S	SS	Access and Diversity Funds Grant Audit	22.5	150.0	127.5	566.7%	Fn 1	149.5	-0.5	-0.3%	Aug 2015	Completed
	S	SS	Study Abroad Program Audit	15.0	150.0	135.0	900.0%	Fn 1	112.5	-37.5	-25.0%	Nov 2015	Completed
	S	FM	WSCC President's Expenses Audit	15.0	15.0	0.0	0.0%		0.0	-15.0	-100.0%	Oct 2015	Completed
	C	IS	Institutional Support Consulting	82.5	112.5	30.0	36.4%		108.0	-4.5	-4.0%	Jul 2015	In Progress
	M	AX	WSCC Auxiliary Risk Assessment	15.0	15.0	0.0	0.0%		0.0	-15.0	-100.0%	May 2016	Scheduled
	M	IA	Community Education Risk Assessment	15.0	15.0	0.0	0.0%		0.0	-15.0	-100.0%	May 2016	Scheduled
	M	IS	TCAT Morristown Risk Assessment	7.5	7.5	0.0	0.0%		4.0	-3.5	-46.7%	Feb 2016	Scheduled
	M	IS	WSCC Communications and Marketing Risk Assessment	15.0	15.0	0.0	0.0%		0.0	-15.0	-100.0%	May 2016	Scheduled
	M	IS	WSCC Risk Assessment	7.5	7.5	0.0	0.0%		0.0	-7.5	-100.0%	May 2016	Scheduled
	M	PP	Facilities Management Risk Assessment	15.0	15.0	0.0	0.0%		0.0	-15.0	-100.0%	May 2016	Scheduled
	P	IS	MKinsight Audit Software	150.0	150.0	0.0	0.0%		15.0	-135.0	-90.0%	Jul 2015	In Progress
5.0	A	FM	PCI-DSS	60.0	0.0	-60.0	-100.0%	Fn 2	0.0	0.0	NA	April 2016	Removed
5.0	A	FM	Contracts Audit	112.5	0.0	-112.5	-100.0%	Fn 2	0.0	0.0	NA	Jan 2016	Removed
5.0	A	IT	Cloud Computing Audit	150.0	0.0	-150.0	-100.0%	Fn 2	0.0	0.0	NA	Nov 2015	Removed
5.0	A	IT	IT Governance	30.0	30.0	0.0	0.0%		0.0	-30.0	-100.0%	Mar 2016	Scheduled
5.0	A	FM	Accounts Receivable	112.5	0.0	-112.5	-100.0%	Fn 2	0.0	0.0	NA	Jan 2016	Removed
			Total Planned Audit Days:	**1237.5**	**1237.5**	**0.0**	**0.0%**		**617.0**				

Estimate Available Audit Days = 1,244 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Fn 1 - This is the first time this area has been audited and is requiring more resources than anticpated.

Fn 2- These audits were removed from the schedule due to time resources allocated to other projects.

Tennessee Board of Regents - System Office
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Budget to Actual			Est. Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage		Actual Hours	Hours	Percentage		
Required by State Audit	R	SS	CCTA Funding Formula - Prep	112.5	22.5	-90.0	-400%	FN 2	0.0	22.5	0%	Oct 2015	Scheduled
Required by TBR	F	FM	RSCC - Grant Follow up	0.0	150.0	150.0	100%	FN 1	1.0	149.0	1%	Apr-16	Scheduled
Required by IIA	R	IS	Periodic Internal Peer Reviews (QAR	187.5	75.0	-112.5	-150%	FN 2	6.5	68.5	9%	Jan 2016	In Progress
Required by TBR	F	FM	Follow up Travel Claims	37.5	15.0	-22.5	-150%		6.0	9.0	40%	Dec 2015	In Progress
Required by TBR	F	IS	TFLI Follow-up	112.5	52.5	-60.0	-114%	FN 3	40.5	12.0	77%	Nov 2015	In Progress
	S	FM	TNCIS	187.5	187.5	0.0	0%		15.0	172.5	8%	Nov 2015	In Progress
	M	IS	Management's Risk Assessment	7.5	22.5	15.0	67%		0.0	22.5	0%	May 2016	Scheduled
	C	FM	General Consultation	150.0	112.5	-37.5	-33%		27.5	85.0	24%	Jul 2015	In Progress
	P	IS	Electronic Working Papers	187.5	337.5	150.0	44%	FN 4	251.5	86.0	75%	Jul 2015	In Progress
3.5	A	PP	Capital Projects	112.5	150.0	37.5	25%	FN 5	94.5	-74.5	63%	Jun 2015	In Progress
			Total Planned Audit Days:	**1095.0**	**1125.0**	**30.0**	**3%**		**442.5**				

Estimate Available Audit Hours = 1,110 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Fn 1 - This audit was added because the Interim Audit Director at RSCC previously worked in the grants area, and cannot perform the follow up due to perceived independence issues.

Fn 2 - CoSCC internal auditor will be helping on this project, therefore hours for the SWIA were reduced.

Fn 3 - Budget reduced because there is less work anticipated with the audit than originally thought.

Fn 4 - Based on trend of time charged to this project, it appears more than the time resources will be needed.

Fn 5 - Budget increased because more time was needed to complete the audit objectives.

Tennessee Board of Regents - Information Systems
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)		Change in Hours	Change in Percentage		Budget vs. Actual (Hours)			Estimated Audit Start Date	Status
				Original	Revised				Actual	Hours	Percentage		
Required by Standards	R	IS	QA Self Assessment	37.5	37.5	0.0	0.0		0.0	-37.5	-100%	Apr 2016	Scheduled
	F	IT	Follow-up on all SWIA IT Audits	90.0	90.0	0.0	0.0		38.5	-51.5	-57%	Jul 2015	In Progress
	C	IT	General IT Consultation	90.0	90.0	0.0	0.0		33.5	-56.5	-63%	Jul 2015	In Progress
	C	IT	Banner ODS Data Warehouse Project	56.3	56.3	0.0	0.0		13.5	-42.8	-76%	Jul 2015	In Progress
5	A	IT	ETSU IT GCR - 032016	112.5	112.5	0.0	0.0		0.0	-112.5	-100%	April 2016	Scheduled
5	A	IT	UOM IT GCR - 052016	112.5	112.5	0.0	0.0		0.0	-112.5	-100%	Jun 2016	Scheduled
5	A	IT	ChSCC IT GCR - 092015	112.5	112.5	0.0	0.0		129.0	16.5	15%	Sep 2015	In Progress
5	A	IT	MSCC IT GCR - 10/2015	112.5	112.5	0.0	0.0		148.5	36.0	32%	Nov 2015	In Progress
5	A	IT	NaSCC IT GCR - 012016	112.5	112.5	0.0	0.0		0.0	-112.5	-100%	Mar 2016	Scheduled
5	A	IT	NeSCC IT GCR - 042016	112.5	112.5	0.0	0.0		0.0	-112.5	-100%	May 2016	Scheduled
5	A	IT	VSCC ITGCR - 112015	112.5	112.5	0.0	0.0		17.0	-95.5	-85%	Jan 2016	In Progress
5	A	IT	WSCC ITGCR - 072015	112.5	112.5	0.0	0.0		195.5	83.0	74%	Jul 2015	In Progress
5	A	IT	RODP IT General Controls Review	90.0	90.0	0.0	0.0	Fn 1	246.5	156.5	174%	Jul 2015	In Progress
5	A	IT	OIR Data Center Contract - 022016	90.0	90.0	0.0	0.0		0.0	-90.0	-100%	Jun 2016	Scheduled
5	A	IT	TCAT IT Questionaire	75.0	75.0	0.0	0.0		18.5	-56.5	-75%	Sep 2015	In Progress
				1428.8	1428.8				840.5				
			Provision to complete prior period audits										
5	A	IT	MTSU IT GCR	15.0	15.0	0.0	0.0		0.0	-15.0	-100%		Completed
5	A	IT	TTU IT GCR	22.5	22.5	0.0	0.0		32.0	9.5	42%		Completed
5	A	IT	DSCC IT GCR	22.5	22.5	0.0	0.0		16.5	-6.0	-27%		Completed
5	A	IT	TBR - Information Security	22.5	22.5	0.0	0.0		0.0	-22.5	-100%		Completed
			Total Planned Audit Days:	**1511.3**	**1511.3**				**889.0**				

Estimate Available Audit Hours = 1515 (1 staff)

Audit
Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1 - The audit scope increased causing more resources to be used than originally anticpated.

Tennessee Board of Regents - TCATs
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)					Actual	Budget vs. Actual		Estimated Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage			Hours	Percentage		
	C	FM	General Consulting	0.0	90.0	90.0	NA	Fn 1	5.0	-85.0	-94%	Oct 2015	In-Progress
	P	FM	Audit Program Development	0.0	37.5	37.5	NA	Fn 1	73.5	36.0	96%	Aug 2015	In-Progress
	A	FM	Crump-IAR-Focused Review 14/15	0.0	5.3	5.3	NA	Fn 1	3.0	-2.3	-43%	Mar 2014	In-Progress
	A	FM	Covington-IAR-Focused Review - 14/15	25.0	45.0	20.0	80%		33.5	-11.5	-26%	Jun 2015	In-Progress
	A	FM	Ripley-IAR-Focused Review-15	0.0	37.5	37.5	NA	Fn 1	26.0	-11.5	-31%	Jun 2015	In-Progress
	A	FM	Nashville-IAR-Focused Review-15	0.0	12.8	12.8	NA	Fn 1	29.5	16.8	131%	May 2015	Completed
	A	FM	Athens-IAR-Focused Review-15	0.0	36.0	36.0	NA	Fn 1	12.0	-24.0	-67%	May 2015	Completed
	A	FM	Harriman-IAR-Focused Review-15	0.0	15.0	15.0	NA	Fn 1	36.0	21.0	140%	Apr 2016	Completed
	A	FM	Hohenwald-IAR-Focused Review-15	75.0	75.0	0.0	0%		44.0	-31.0	-41%	Oct 2015	Completed
	A	FM	Jacksboro-IAR-Focused Review-15	0.0	1.9	1.9	NA	Fn 1	1.0	-0.9	-47%	Apr 2015	Completed
	A	FM	Knoxville-IAR-Focused Review - 15	18.8	0.0	-18.8	-100%		33.0	33.0	NA	May 2015	Completed
	A	FM	McMinnville-IAR-Focused Review-15	0.0	4.5	4.5	NA	Fn 1	10.5	6.0	133%	Feb 2015	Completed
	A	FM	Memphis-IAR-Focused Review-15	0.0	24.8	24.8	NA	Fn 1	34.5	9.8	39%	Mar 2015	In-Progress
	A	FM	Morristown-IAR-Focused Review - 15	18.8	54.8	36.0	192%		31.5	-23.3	-42%	Jun 2015	In-Progress
	A	FM	Newbern-IAR-Focused Review-15	15.0	0.0	-15.0	NA		13.5	13.5	NA	Feb 2015	In-Progress
	A	FM	Oneida-IAR-Focused Review - 15	18.8	12.8	-6.0	-32%		29.0	16.3	127%	May 2015	Completed
	A	FM	Pulaski-IAR-Focused Review-15	0.0	4.5	4.5	NA	Fn 1	16.5	12.0	267%	Mar 2015	Completed
	A	FM	Athens-IAR-Focused Review-16	37.5	0.0	-37.5	-100%		0.0	0.0	NA	May 2016	Scheduled
	A	FM	Chattanooga-IAR-Focused Review-16	75.0	30.0	-45.0	-60%		5.5	-24.5	-82%	Nov 2015	Scheduled
	A	FM	Covington-IAR-Focused Review-16	37.5	56.3	18.8	50%		0.0	-56.3	-100%	Jun 2016	Scheduled
	A	FM	Crossville-IAR-Focused Review-16	52.5	30.0	-22.5	-43%		7.0	-23.0	-77%	Oct 2015	In-Progress
	A	FM	Crump-IAR-Focused Review-16	75.0	30.0	-45.0	-60%		2.0	-28.0	-93%	Nov 2015	Scheduled
	A	FM	Elizabethton-IAR-Focused Review-15/16	75.0	37.5	-37.5	-50%		34.0	-3.5	-9%	Dec 2015	Scheduled
	A	FM	Dickson-IAR-Focused Review-16	37.5	32.3	-5.3	-14%		6.5	-25.8	-80%	Mar 2016	Scheduled
	A	FM	Hartsville-IAR-Focused Review-16	45.0	26.3	-18.8	-42%		10.0	-16.3	-62%	Feb 2016	In-Progress
	A	FM	Harriman-IAR-Focused Review-16	0.0	31.5	31.5	NA	Fn 1	0.0	-31.5	-100%	Mar 2016	Scheduled
	A	FM	Hohenwald-IAR-Focused Review-16	75.0	60.0	-15.0	-20%		0.0	-60.0	-100%	Aug 2015	Scheduled
	A	FM	Jacksboro-IAR-Focused Review-16	37.5	47.3	9.8	26%		27.5	-19.8	-42%	Sep 2015	In-Progress
	A	FM	Knoxville-IAR-Focused Review-16	37.5	60.0	22.5	60%		0.0	-60.0	-100%	May 2016	Scheduled
	A	FM	Livingston-IAR-Focused Review-16	52.5	37.5	-15.0	-29%		29.5	-8.0	-21%	Jan 2016	In-Progress
	A	FM	McKenzie-IAR-Focused Review-15/16	75.0	28.5	-46.5	-62%		18.0	-10.5	-37%	Aug 2015	In-Progress
	A	FM	McMinnville-IAR-Focused Review-16	37.5	37.5	0.0	0%		5.0	-32.5	-87%	Feb 2016	In-Progress
	A	FM	Memphis-IAR-Focused Review-16	45.0	50.3	5.3	12%		0.0	-50.3	-100%	Apr 2016	Scheduled
	A	FM	Murfreesboro-IAR-Focused Review-16	37.5	36.0	-1.5	-4%		0.0	-36.0	-100%	Mar 2016	Scheduled
	A	FM	Nashville-IAR-Focused Review-16	37.5	36.0	-1.5	-4%		0.0	-36.0	-100%	May 2016	Scheduled
	A	FM	Newbern-IAR-Focused Review-16	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Feb 2016	Scheduled
	A	FM	Oneida-IAR-Focused Review-16	37.5	22.5	-15.0	-40%		8.0	-14.5	-64%	Mar 2016	Scheduled
	A	FM	Paris-IAR-Focused Review-15/16	75.0	28.5	-46.5	-62%		19.5	-9.0	-32%	Sep 2015	In-Progress
	A	FM	Pulaski-IAR-Focused Review-16	37.5	33.8	-3.8	-10%		0.0	-33.8	-100%	Jun 2016	Scheduled
	A	FM	Ripley-IAR-Focused Review-16	37.5	67.5	30.0	80%		0.0	-67.5	-100%	Apr 2016	Scheduled
	A	FM	Shelbyville-IAR-Focused-16	52.5	22.5	-30.0	-57%		0.0	-22.5	-100%	Nov 2015	Scheduled
	A	FM	Whiteville-IAR-Focused Review-16	37.5	22.5	-15.0	-40%		0.0	-22.5	-100%	Jan 2016	Scheduled
	A	FM	Jackson-IAR-Focused Review-16	37.5	37.5	0.0	0%		1.5	-36.0	-96%	May 2016	Scheduled
	A	FM	Morristown-IAR-Focused Review-16	37.5	37.5	0.0	0%		0.0	-37.5	-100%	Jun 2016	Scheduled
			Total Planned Audit Days:	**1431.25**	**1433.63**	**2.38**	**0%**		**606.0**				

Estimate Hours Available For Audit = 1,365 (1 staff)

Audit Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

Fn 1   After an analysis of time spent by audit, it was determined this audit was inadvertently omitted from previous plans. Therefore, it was added with this revision.

Tennessee Board of Regent - Investigations
Internal Audit Plan
Fiscal Year Ended June 30, 2016
Revised January 2016

Ranking	Type	Area	Audit	Current Year Budget (Hours)				Actual	Budget to Actual			Est. Audit Start Date	Status
				Original	Revised	Change in Hours	Change in Percentage		Hours	Percentage			
	C	IS	Consultation with Campus Auditors	180.0	337.5	157.5	88%	212.0	-125.5	-37%		Jul 2015	In Progress
	I	IS	Investigation Management	180.0	225.0	45.0	25%	151.5	-73.5	-33%		Jul 2015	In Progress
	I	FM	TBR 10-08	37.5	22.5	-15.0	-40%	0.0	-22.5	-100%		Jul 2015	In Progress
	I	FM	TBR 12-04	37.5	22.5	-15.0	-40%	0.0	-22.5	-100%		Jul 2015	In Progress
	I	FM	TBR 13-02	37.5	22.5	-15.0	-40%	0.0	-22.5	-100%		Jul 2015	In Progress
	I	IS	TBR 14-03	15.0	7.5	-7.5	-50%	8.5	1.0	13%		Jul 2015	Completed
	I	IA	TBR 14-04	37.5	37.5	0.0	0%	0.0	-37.5	-100%		Mar 2016	Scheduled
	I	FM	TBR 14-15	0.0	7.5	7.5	NA	0.0	-7.5	-100%	FN 2	May 2016	Removed
	I	IS	TBR 14-20	7.5	0.0	-7.5	-100%	0.0	0.0	NA		Jul 2015	Completed
	I	FM	TBR 15-01	60.0	75.0	15.0	25%	73.5	-1.5	-2%		Jul 2015	In Progress
	I	FM	TBR 15-03	37.5	22.5	-15.0	-40%	0.0	-22.5	-100%		Jul 2015	In Progress
	I	FM	TBR 15-04	75.0	240.0	165.0	220%	226.5	-13.5	-6%		Jul 2015	In Progress
	I	FM	TBR 15-05	0.0	37.5	37.5	NA	0.0	-37.5	-100%		Jul 2015	In Progress
	I	IS	TBR 15-07	0.0	7.5	7.5	NA	0.0	-7.5	-100%		Jul 2015	In Progress
	I	IS	TBR 15-10	0.0	7.5	7.5	NA	8.5	1.0	13%	FN 3	Nov 2015	Removed
	I	IS	TBR 16-01	60.0	37.5	-22.5	-38%	7.5	-30.0	-80%		Nov 2015	In Progress
	I	IS	TBR 16-02	75.0	37.5	-37.5	-50%	2.5	-35.0	-93%		Oct 2015	In Progress
	I	PP	TBR 16-03	0.0	7.5	7.5	NA	0.0	-7.5	-100%		May 2016	Scheduled
	I	IS	TBR 16-04 (FWAH 16-0115)	0.0	7.5	7.5	NA	4.0	-3.5	-47%		Aug 2015	Completed
	I	AT	TBR 16-05	0.0	15.0	15.0	NA	0.0	-15.0	-100%		Dec 2015	Scheduled
	I	IA	TBR 16-07	0.0	7.5	7.5	NA	7.0	-0.5	-7%	FN 4	Oct 2015	Removed
	I	IA	TBR 16-08	0.0	150.0	150.0	NA	66.0	-84.0	-56%		Oct 2015	In Progress
	I	FM	TFLI FWAH 16-0201	0.0	15.0	15.0	NA	31.0	16.0	107%		Oct 2015	In Progress
	I	FM	Unscheduled Investigations	525.0	37.5	-487.5	-93%	7.0	-30.5	-81%	FN 1	Jul 2015	In Progress
			Total Planned Audit Days:	**1365.0**	**1387.5**	**22.5**	**2%**	**805.5**					

Estimate Available Audit Hours = 1,380 (1 staff)

Audit
Types:
R - Required
A - Risk-Based (Assessed)
S - Special Request
I - Investigation
P - Project (Ongoing or Recurring)
M - Management's Risk Assessment
C - Consultation
F - Follow-up Review

Functional Areas:
AD - Advancement
AT - Athletics
AX - Auxiliary
FM - Financial Management
IA - Instruction & Academic Support
IS - Institutional Support
IT - Information Technology
PP - Physical Plant
RS - Research
SS - Student Services

Status:
Scheduled
In Progress
Completed
Removed

FN 1 - The budgeted time for unscheduled investigations is reduced as actual cases are opened.

FN 2 - Incorporated into President's Expense Audit

FN 3 - Referred to STCC IA 11/10/2015

FN 4 - Referred to STCC IA

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Recommended Revisions to Policy 4:01:03:00 - Payment of Student Fees and Enrollment
DATE:	March 30, 2016
PRESENTER:	Dale Sims
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Policy 4:01:03:00 – Payment of Student Fees and Enrollment was reviewed as part of our ongoing Business Affairs Sub-Council process. The policy was revised to provide greater clarity and organized in a more logical manner. No changes were made in the substance of the existing policy.

PAYMENT OF STUDENT FEES & ENROLLMENT: 4:01:03:00

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, Universities

Purpose

The purpose of this policy is the establishment of Tennessee Board of Regents policy regarding the payment of student fees and enrollment of students.

Policy/Guideline

I.   Student Fees and Enrollment

    A.   An applicant for admission to an institution governed by the Tennessee Board of Regents will be considered and counted as a student when;

       1.   All assessed fees have been paid in cash; or

       2.   When the initial minimum payment due under the deferred payment plan has been paid; or

       3.   When an acceptable commitment from an agency or organization approved by the institution has been received by the institution.

    B.   An applicant shall possess an acceptable commitment when he/she has timely submitted an application(s) for financial aid with the reasonable probability of receiving such.

    C.   When an applicant tenders payment of fees by means of a personal check, the applicant may be considered and counted as a student. When the check is subsequently dishonored and returned, unless the student then pays the fees in cash, the institution has the option to not consider that student as enrolled for the term.

       1.   At the discretion of the institution, the student may be considered enrolled and will be assessed the applicable returned check fee, the applicable late registration fee,

and will be denied grade reports, transcripts and future registration privileges until such dishonored check is redeemed.

2. Pursuant to T.C.A. § 49-9-108, diplomas, certificates of credit, and grade reports cannot be withheld for debts that are both less than $25 and more than 10 years in age.

3. Institutions may deny future check writing privileges to students that have paid registration fees with checks that are subsequently dishonored.

4. While institutions have discretion in how these situations will be handled, all students must be treated the same at that institution.

5. Additionally, institutions have the discretion to allow enrollment in the following semester when the outstanding obligation is $200 or less.

6. Institutions will continue to withhold certificates of credit, diplomas, grade reports and transcripts for these accounts until they are paid in full or meet the criteria established in T.C.A. § 49-9-108.

7. All outstanding debts must be fully satisfied by the 14th day purge of the semester in which enrollment with outstanding debt was allowed.

D. An acceptable commitment from an agency or organization shall be limited to a commitment which identifies the applicant and promises to pay all unpaid assessed fees for such applicant.

E. Agencies or organizations which may be approved by the institution for purposes of making acceptable commitments for applicants shall be limited to agencies of the federal or state governments authorized to provide financial aid, established financial institutions within the state, established in-state and out-of-state corporations which employ the applicant, foreign embassies and foreign corporations, and other organizations within the state which have previously demonstrated the ability to pay the commitment.

1. No commitments from individuals will be accepted on behalf of applicants.

F. This policy shall not affect enrollment of students receiving financial assistance from any federal or state financial aid program(s).

   1. All state financial aid granted to a student shall be applied to pay maintenance fees or tuition, student dormitory or residence hall rental, board, and other assessed fees before any excess may be distributed to the student.

G. All assessed fees shall include maintenance fees, tuition, debt service fees, service charges, and any other incidental fees assessed at the time of registration, and shall include any and all assessed fees outstanding from prior enrollment at the institution by an applicant.

   1. All fees shall be assessed and payable at the time of registration to the extent determinable.

   2. Assessed fees shall include rental and board fees where such fees are payable in full at the time of registration.

   3. Otherwise, assessed fees shall include the first periodic payment of rental and board fees in advance.

H. Assessed fees for student dormitory and residence hall units may be payable on a monthly basis in advance in accordance with the provisions of an optional monthly payment plan which shall be established by each institution in accordance with the provisions of the policy on student residence regulations and agreements.

I. No applicant will be considered for admission as a student until all due and payable outstanding fees and charges from prior terms, of whatever nature, have been paid by the applicant.

   1. Institutions have the discretion to allow enrollment in the following semester when the outstanding obligation is $200 or less.

2. Institutions will continue to withhold certificates of credit, diplomas, grade reports and transcripts for these accounts until they are paid in full or meet the criteria established in T.C.A. § 49-9-108.

3. All outstanding debts must be fully satisfied by the 14th day purge of the semester in which enrollment with outstanding debt was allowed.

J. The institutions are authorized, subject to approval by the Board, to establish charges for late registration and/or checks which are returned dishonored, and such charges shall become assessed fees for purposes of admission.

K. In accordance with these guidelines, the president of an institution has the authority to determine the applicability of certain fees, fines, charges, and refunds, and to approve exceptions in instances of unusual circumstances.

L. The Vice Chancellor for Colleges of Applied Technology shall have this authority for the Tennessee Colleges of Applied Technology.

M. All such actions should be properly documented for auditing purposes.

Sources

TBR Meetings, June 20, 1975; September 30, 1983; June 24, 1988; June 29, 1990; June 21, 1996; December 8, 2006; December 4, 2008; June 21, 2013.

PAYMENT OF STUDENT FEES & ENROLLMENT: 4:01:03:00

Business and Finance Policies

TCATs, Community Colleges, Universities

Purpose

The purpose of this policy is the establishment of Tennessee Board of Regents policy regarding the payment of student fees and enrollment of students.

Policy/Guideline

II.   Student Fees and Enrollment

    A.   All assessed fees by an institution governed by the Tennessee Board of Regents are due and payable at the time of registration.

        1. An institution may implement deferred payment plans as may be allowed under a TBR guideline and as authorized for the student.

    B.   An applicant for admission to a TBR institution will be considered enrolled and counted as a student when:

        1. all assessed fees have been paid in cash; or

        2. All assessed fees have been paid by a personal check or credit card; or

        3. the initial minimum payment due under any deferred payment plans has been paid; or

        4. an acceptable commitment from an agency or organization approved by the institution has been received by the institution.

    C. An applicant will not be considered for admission as a student until all past due debts and obligations to the institution incurred in prior academic terms, of whatever nature, have been paid.

1. Institutions have the discretion to allow enrollment when the outstanding obligation is $200 or less.

2. Institutions will continue to withhold diplomas, transcripts, certificates of credit or grade reports until the student involved has satisfied all debts or obligations or the debts or obligations meet the criteria established in T.C.A. § 49-9-108. See TBR Guideline B-010, Collection of Accounts Receivable.

3. All outstanding debts and obligations must be fully satisfied by the 14th day purge of the semester in which enrollment with outstanding debt was allowed.

D. An applicant shall possess an acceptable commitment when an application(s) for financial aid has been timely submitted with the reasonable probability of receiving such.

1. All state financial aid granted to a student shall be applied to pay maintenance fees or tuition, student dormitory or residence hall rental, board, and other assessed fees before any excess may be distributed to the student.

E. Agencies or organizations which may be approved by the institution for purposes of making acceptable commitments for applicants shall be limited to agencies of the federal or state governments authorized to provide financial aid, established financial institutions within the state, established in-state and out-of-state corporations which employ the applicant, foreign embassies and foreign corporations, and other organizations within the state which have previously demonstrated the ability to pay the commitment.

1. An acceptable commitment from an agency or organization shall be limited to a commitment which identifies the applicant and promises to pay all unpaid assessed fees for such applicant.

2. No commitments from individuals will be accepted on behalf of applicants.

F. When an applicant tenders payment of fees by means of a personal check or credit card, the applicant may be considered and counted as a student. If the payment is subsequently

dishonored by the financial institution, and the payment is not redeemed in cash, the institution has the option to not consider that student as enrolled for the term.

1. At the discretion of the institution, the student may be considered enrolled and will be assessed the applicable returned payment fee, the applicable late registration fee, and will be denied grade reports, transcripts and future registration privileges until such dishonored payment is redeemed.

2. Pursuant to T.C.A. § 49-9-108, diplomas, transcripts, certificates of credit, and grade reports cannot be withheld for debts that are both less than $25 and more than 10 years in age.

3. Institutions may deny future check writing privileges to students that have paid registration fees with checks that are subsequently dishonored.

4. While institutions have discretion in how these situations will be handled, all students must be treated the same at that institution.

5. Institutions have the discretion to allow enrollment in the following semester when the outstanding obligation is $200 or less.

6. Institutions will continue to withhold diplomas, transcripts, certificates of credit or grade reports until the student involved has satisfied all debts or obligations or such meet the criteria established in T.C.A. § 49-9-108.

7. *All outstanding debts must be fully satisfied by the 14th day purge of the semester in which enrollment with outstanding debt was allowed.*

G. The institutions are authorized, subject to approval by the Board, to establish charges for late registration and/or payments which are returned dishonored, and such charges shall become assessed fees for purposes of admission.

H. In accordance with these guidelines, the president of an institution has the authority to determine the applicability of certain fees (as defined in Guideline B-060, Fees, Charges,

Refunds and Fee Adjustments), fines, charges, and refunds, and to approve exceptions in instances of unusual circumstances. The Vice Chancellor for Colleges of Applied Technology shall have this authority for the Tennessee Colleges of Applied Technology. All such actions should be properly documented for auditing purposes.

Sources

TBR Meetings, June 20, 1975; September 30, 1983; June 24, 1988; June 29, 1990; June 21, 1996; December 8, 2006; December 4, 2008; June 21, 2013.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Recommended Revisions to Policy 4:02:10:00 - Purchasing Policy
DATE:	March 30, 2016
PRESENTER:	Dale Sims
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Current policy is a mixture of state statutes, state procurement rules, policy statements, and operating procedures. The System Office engaged a working group of institutional procurement officers to recommend changes that update the existing policy by eliminating repetition of applicable state laws and regulations and moving operating procedures into an accompanying procurement guideline (attached for informational purposes only).

The resulting policy is shortened but still makes clear statements that all procurements must be conducted in accordance with applicable state and federal law and with other Board policies. The policy also articulates that all procurements should be based on the principle of competitive bidding unless an alternate method is appropriately approved.

4= Business & Finance Policies
4:02:10:00
Purchasing Policy
Purpose
To ensure efficiency, fairness, transparency and maximum level of competition in the procurement of goods and services for the Tennessee Board of Regents System.
Applies to
All Institutions governed by the Tennessee Board of Regents.
Definitions
Institution – means any of the universities, community colleges, colleges of applied technology and System Office departments within the Tennessee Board of Regents.
System Office – the administrative offices of the Tennessee Board of Regents.
Policy/Guideline
I.   Authority
The authority to approve procurements of goods and services is delineated in TBR Policy 1-03-02-10.
II.   General Procurement Policies
A. Procurement Generally

1. Procurements of goods or services shall be in compliance with all applicable federal and state requirements and TBR Policies and Guidelines.

2. All procurement of goods and services shall be based upon the principle of competitive bidding except when an alternate procurement method is justified in writing and approved by the appropriate authority, as required by TBR Policy 1-03-02-10.

3. A complete record shall be maintained of each procurement transaction to provide a clear audit trail.

B. Procurement Guideline

The Office of Business and Finance and the Office of General Counsel in conjunction with the Council of Buyers shall maintain a procurement guideline, which may be in electronic format, setting forth all processes and procedures for the procurement of goods and services to ensure that all procurements are in compliance with federal and state laws, regulations, and all applicable TBR Policies and Guidelines. All Institutional procurements shall be in compliance with the procurement guideline. Each Institution shall maintain a procurement guideline, which may be in electronic format, setting forth any procedures of the Institution in addition to or necessary to comply with this Policy.

III.   Council of Buyers

A. The Chancellor has established a Council of Buyers that shall be chaired by the Chief Procurement Officer for the TBR System Office and shall be

comprised of at least one (1) procurement representative from each university and community college and three (3) regional representatives from the Tennessee Colleges of Applied Technology who shall be appointed by the Chancellor or designee.

B. The Council should meet quarterly, or at minimum semi-annually, or upon request of the Chancellor or designee.

C. The Council of Buyers shall develop procurement initiatives, procedures and recommendations which shall be submitted to the Chancellor or designee, related to the following

1. Development of uniform procedures, forms, and general conditions governing procurements which may be feasible and practicable for use by all Institutions.

2. Strategic sourcing initiatives to foster cooperation and cost savings efficiencies.

3. Consideration of the feasibility and advantages of term contracts for the System and of designation of certain Institutions as responsible procurement agents for specific materials, supplies, equipment, and/or services for the System.

4. Formulation of a uniform code of ethics for governing the professional conduct of employees responsible for procurement.

5. Any other matters referred to the Council by the Chancellor or designee.

IV. Exceptions
The Chancellor or designee may approve exceptions to the requirements of this Policy in appropriate cases.

PURCHASING GUIDELINE: B-120
Topics

Guideline Area
General Guidelines
Applicable Divisions
TCATs, Community Colleges, Universities, System Office
Definitions
As used in this Guideline, unless the context otherwise requires:

- "Aggrieved Respondent" means a respondent, who was not awarded a contract and claims his or her rights were infringed in connection with a solicitation or award by the Institution.
- "Calendar Day" means all days in a month, including weekends and holidays. In the event a final calendar day falls on a weekend, holiday or other day where offices are closed, the next business day becomes the final calendar day.
- "Central Procurement Office" means the State office established and empowered by T.C.A § 4-56-104.
- "Chief Procurement Officer" means an official of the State as defined by T.C.A. § 4-56-104, the Assistant Vice Chancellor of Procurement and Contracts of the System Office, or the senior procurement official of an Institution, as applicable.
- "Commodity Codes/Classes" means The National Institute of Government Purchasing (NIGP) codes and The United Nations Standard Products and Services Code (UNSPSC) are the standard item codes utilized by the TBR System Office and its Institutions.
- "Contracting Party/Contractor" means a person or legal entity with the independent legal capacity to contract or sue and be sued that has been awarded a contract through proper authority.
- "Cooperative Purchasing Agreement" means a written contract procured for the benefit of two or more governmental entities to make purchases of goods or services.
- "Debarment" means excluding a vendor from participation in procurements or contracts.
- "Emergency Purchase" means a purchase made during an actual emergency arising from unforeseen causes without the issuance of a competitive solicitation.

- "Evaluation Team" means the committee comprised of persons who will evaluate responses to a RFP, RFI or ITB/RFQ. All persons serving on an evaluation committee shall be adequate to the scope and nature of the procurement.
- "Fully Executed Contract" means a signed contract that has been duly approved by all necessary State signatories as required by policies, guidelines, and laws.
- "General Services Administration" means the procuring agency of the U.S. Federal Government.
- "Gift" means a voluntary transfer of goods or services to the Institution made gratuitously and without consideration.
- "Grant" means any grant of money awarded to the Institution, for the furnishing by the Institution of assistance, whether financial or otherwise, to any person or entity to support a program authorized by law. The term "Grant" does not include an award with the primary purpose of procuring an end product, whether in the form of supplies, services, or construction, or any contract resulting from such an award that should otherwise be provided on a competitive basis.
- "Immediate Family" means a spouse, parent, sibling or child.
- "Institution" means the TBR System Office and/or any Institution governed by the Tennessee Board of Regents.
- "Invitation to Bid (ITB)/Request for Quotation (RFQ)" means a procurement method where a contract is awarded to one or more bidders based on the lowest Responsive and Responsible bid which meets the required specifications, taking into consideration quantifiable factors including but not limited to the conformity of the goods and/or services to the specifications, any discount allowed for prompt payment or other reason(s), transportation charges, and the date of delivery specified in the solicitation..
- "Notice of Intent to Award" means an Institution's written notice to a bidder/proposer of a solicitation that the evaluation is complete, that names the respondent who is considered for award, and states that the procurement file is open for public inspection.
- "Non-responsive" means failure of a bidder/proposer who submits a response to a solicitation to conform in all material respects to the solicitation's requirements.
- "Proposal" means a Proposer's response to an Institution's solicitation for goods and/or services.
- "Proposer" means any person or legal entity with the legal capacity to enter into contracts and sue and be sued who responds to a written solicitation for goods or services issued by the Institution.
- "Proprietary Purchase" means the procurement of a good or service that is protected under trade secret, patent, trademark, or copyright law by a vendor having exclusive legal right to provide, manufacture, or sell the good or service.
- "Protest" means a written complaint filed by an Aggrieved Respondent in connection with a solicitation or award of a contract by the Institution.
- "Purchase Order" means a written or electronic document issued by the Institution's Procurement Office to a supplier authorizing a purchase.
- "Registered Vendors List" means a list of potential bidders who have successfully completed the Institution's vendor registration process.

- "Request for Information" means a solicitation sent to a broad base of potential suppliers for the purpose of developing strategy, building a database, or preparing for a Request for Proposals or a Request for Quotation.
- "Request for Proposals (RFP)" means a written solicitation for written proposals to provide goods or services to the Institution.
- "Respondent" means a person providing a written response to a solicitation.
- "Response" means a respondent's written response to a solicitation.
- "Responsible Bidder/Proposer" means a vendor who has the capacity in all material respects to perform fully the contract requirements, and the integrity and reliability that will assure good faith performance.
- "Responsive Bidder/Proposer" means a person who has submitted a proposal which conforms in all material respects, to the terms of a solicitation.
- "Small Dollar Purchases" means the procurements of goods or services totaling less than the amount required for competitive bids.
- "Sole Source Purchase" means procurement of a good or service from a single uniquely qualified vendor.
- "Solicitation" means a written document that facilitates the award of a contract to Contracting Parties for goods or services. Examples of solicitations include, but are not limited to, an Invitation to Bid/Request for Quotation, a Request for Information, and a Request for Proposal.
- "Solicitation Coordinator" means the Institution's procurement professional who acts as the primary point of contact and manages the procurement.
- "State" means the State of Tennessee, including its departments, agencies, and entities that fall under its purview.
- "State Agency" means the departments, agencies, and entities of the State of Tennessee.
- "Statewide Contract" means a contract for goods or services established by the Central Procurement Office that all State Agencies must utilize and that may be used by local governments, higher education and not-for-profit entities.
- "Supplier" means a person or legal entity who has the legal capacity to enter into contracts and who supplies goods or services to the Institution through a contract or a purchase order. A "supplier" includes all persons or legal entities referenced as "vendors" in this Guideline.
- "TBR System Office" means the central administrative offices of the Tennessee Board of Regents.
- "Term Contract" means a contract for goods or services in which a source or sources of supply are established for a specified period of time at an agreed upon price or prices.

Purpose

The purpose of this guideline is to establish the criteria and process for procurements conducted by Institutions governed by the Tennessee Board of Regents. It is not intended to cover all Tennessee Board of Regents policies and guidelines or all possible issues that may arise in the procurement process; rather, it is intended to provide a general guideline for how to address procurement issues. Institutions are responsible for complying with all other relevant policies. This Guideline is subject to regular update, revision and improvement.

Guideline

I. Introduction

A. The purpose of this Procurement Guideline ("Guideline") is to provide guidance and detailed procedures concerning procurement methods, administration, award and management. This Guideline applies to the Tennessee Board of Regents (TBR) System. For procurements that result in contract documents, the Contract Policy No. 1:10:00:00 and Contracts Guideline G-030 shall apply.

II. Code of Ethics

A. This Code of Ethics shall be applicable to all employees in the Tennessee Board of Regents System who are primarily responsible for the purchase of goods and/or services.
B. Employees must discharge their duties and responsibilities fairly and impartially.
C. Employees shall grant competitive bidders equal consideration, regard each transaction on its own merits, and foster and promote fair, ethical and legal trade practices.
D. It shall be a breach of ethical standards for any employee who is involved in procurement to become or be, while such an employee, the employee of any party contracting with the particular governmental body by which the employee is employed.

III. Conflict of Interest

A. It shall be a conflict of interest for any employee, in the performance of his or her official duties, to participate directly or indirectly in any proceeding or application, request for ruling or other determination, claim or controversy, or other particular matter pertaining to any contract, or subcontract, and any solicitation or proposal thereof, in which to his or her knowledge:

1. he or she or any member of his or her Immediate Family has a substantial financial interest; or
2. a business or organization in which he or she or any member of his or her Immediate Family has a substantial financial interest as an officer, director, trustee, partner or employee, is a party; or
3. any other person, business, or organization with whom he or she or a member of his or her Immediate Family is negotiating or has an agreement concerning prospective employment is a party.

B. The determination of whether a substantial financial interest exists shall be based upon the criteria identified in Section VI.A.1.b.(2) of TBR Policy No. 1:02:03:10, Conflict of Interest.
C. Direct or indirect participation shall include, but not be limited to, involvement through decision-making, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specification or purchase standard, rendering of advice, investigation, auditing or in any other advisory capacity.

IV. Purchasing Authority

A. Procurement of goods and services made in accordance with the guidance provided herein may be approved by Presidents and Directors of Institutions, with the following exceptions.

B. Except as provided in TBR Policy 1:03:02:10, the authority of the Presidents and Directors shall not include:

the purchase or lease of real property;

any purchase totaling more than $249,999.99 annually;

the purchase of insurance; or

purchases for capital outlay projects from any fund source whatsoever.

Purchases as noted above, which are not within the authority of the President or Director, require additional approval(s) by the TBR System Office, Fiscal Review, or the State Building Commission (SBC), etc.as appropriate. See Exhibit 1 for submittal documentation required for procurements and contracts that require TBR System Office and/or Fiscal Review approval.

C. **Purchase orders issued pursuant to purchase orders and/or contracts which have already received approval by the TBR System Office do not require additional submission to the TBR System Office when the purchase orders clearly specify the goods and services of the contracts or any approved amendments thereto. This exception does not include purchase orders issued from University of Tennessee, State of Tennessee, General Services Administration (GSA) or Cooperative contracts, unless notified otherwise by the TBR System Office.**

D. In any instance in this Guideline in which the Chancellor, President, Director, Chief Business Officer, or Chief Procurement Officer is specified to have approval authority, such officer may delegate the approval authority, as specified in TBR Policy 1:03:02:10 to designees.

V. [Procurements Generally](#)

A. The procedures set forth in this section shall apply to all procurements of goods or services**.**

1. In cases where TBR policies and procedures do not address a specific procedure for purchase of a particular item, federal and state requirements will govern, as applicable.

2. All purchases shall be based upon the principle of competitive bidding except as may be otherwise provided herein. It is the responsibility of the Chief Procurement Officer to ensure that the competitive bid process is fair and open. Required documentation related to competitive bidding shall be routed through the Institution's procurement/contracts office, prior to the purchase, to ensure compliance with applicable policies and guidelines.

3. No procurement shall be divided or split to circumvent the proper procurement process. For example, if seven items totaling $12,000 are needed for a particular project or purpose and can be obtained from a single source of supply, these items should be obtained via a competitive process instead of multiple Small Dollar Purchases. Similarly, if purchases that fall within the Small Dollar Purchase authority are of a recurring nature and the aggregate total is expected to exceed the amount allowable for Small Dollar Purchases, the procurement is presumed to exceed the Small Dollar Purchase authority and a competitive procurement method must be used (e.g., RFQ, ITB or informal quotes). If an estimate of

total expenditures cannot be determined, but may exceed the bid threshold, a competitive process should be followed.

B. Purchases from Small/Minority/Women/Service Disabled Veteran-Owned Businesses:

    1. All Institutions, in accordance with state and federal law, shall actively promote and encourage diversity participation with small, minority, women and service disabled veteran-owned businesses as further defined in Exhibit 2 to this policy.

    2. Institutions shall encourage business to seek certification by the Governor's Office of Diversity Business Enterprise (GoDBE), as applicable.

C. Limitations of Liability

    1. The Chancellor, President, and the Vice Chancellor for the Colleges of Applied Technology or their respective designee(s) may authorize the procurement of goods and services with a limitation of a contractor's liability.

    2. Unless authorized by the Chancellor or the Chancellor's designee, no contract shall limit a contractor's liability to an Institution in an amount less than two (2) times the maximum liability, estimated liability, or maximum revenue of a contract.

    3. A limitation of liability in a contract with an Institution shall not be permitted for the following:

        a. Liability for intellectual property or to any other liability, including, without limitation, indemnification obligations for infringement of third-party intellectual property rights;

        b. Claims covered by any specific provision in a contract with the Institution providing for liquidated damages; or

        c. Claims for intentional torts, criminal acts, fraudulent conduct, or acts or omissions that result in personal injuries or death.

D. A limitation of liability included in a contract with an Institution shall not waive or limit the Institution's legal rights, sovereign immunity, or any other immunity from suit provided by law.

E. Notwithstanding the above, the Chancellor, President, and the Vice Chancellor for the Colleges of Applied Technology or their respective designee(s) may authorize:

    1. The acquisition of software for use restricted solely to academic teaching or research upon terms that may limit the contractor's liability or warranties in an amount less than two (2) times the maximum liability; provided, that in no event, shall the liability of the contractor be limited for intentional torts, criminal acts or fraudulent conduct; and

    2. The acquisition of software or services, materials, supplies and equipment for free or at nominal cost upon terms that may limit the contractor's liability or warranties in an amount

less than two (2) times the maximum liability; provided, that in no event, shall the liability of the contractor be limited for intentional torts, criminal acts or fraudulent conduct. T.C.A § 12-3-1210

F. The provisions of this Section V.E, are not required to be followed for contracts of adhesion; for such contracts, the provisions of G-030, Contracts of Adhesion, may be applied.

VI. Procurement Methods

A. The following methods may be used to procure goods and/or services:

1. Small Dollar Purchases. Institutions may make non-recurring purchases totaling less than $10,000, cumulatively in expense or revenue, without documenting any quotes or proposals from multiple vendors. Purchasers should take appropriate steps, e.g. conducting price comparisons, processing appropriate agreement documents, etc., to ensure that such Small Dollar Purchases are made based upon terms, conditions and pricing that are in the best interest of the Institution.

2. Informal Solicitations. Except as provided in Section 1 above, Institutions may make purchases totaling less than $50,000 in expense or revenue based upon written, telephone or electronic bids. For purchases totaling $10,000 - $49,999.99, bids must be solicited from at least three (3) Responsive/Responsible Bidders/Proposers. Informal bids do not require an original signature, and bids may be written, electronically transmitted or telephoned. Complete file documentation shall be maintained.

3. Formal Solicitations. A formal solicitation process shall be used when the estimated aggregate total of the expense or revenue is $50,000 or more, including renewal terms of multi-year awards. Written sealed bids must be solicited from fifteen (15) vendors or the number of vendors on the Registered Vendors List--whichever is less, and to all that request the specific ITB/RFQ/RFP. The Chief Procurement Officer must approve the use of less than fifteen (15) vendors. In addition, if the annual estimated aggregate total of the purchase is $100,000 or more, solicitations must be sent in a manner that verifies proof of delivery.

a. The types of formal solicitations are provided below.

(1) Request for Information (RFI). An RFI may be used to gather information regarding the capabilities, including technical aspects and services offered, by various Suppliers/vendors for particular goods or services. The information resulting from the RFI shall typically be followed by a competitive process for the actual procurement.

(2) Invitation to Bid (ITB)/Request for Quotation (RFQ)

(a) Goods, materials, and supplies (cumulatively called "goods") should be awarded to the lowest Responsive and Responsible Bidder pursuant to an ITB/RFQ.

(b) An ITB/RFQ may be used to procure services, if the specifications for delivery of such services are defined to a level of detail such that award is made to the lowest Responsive and Responsible Bidder.

    i. Examples of this type of services may include, but are not limited to:

        (i) pest control;
        (ii) security services;
        (iii) moving and hauling;
        (iv) refuse collections;
        (v) charter services;
        (vi) printing services, and
        (vii) maintenance services.

(c) At a minimum, Institutions shall use the attached ITB/RFQ Terms and Conditions, Exhibit 3.

(3) Request for Proposals (RFP).

(a) For competitive procurements of goods and/or services, where cost is not the only determining factor for award, a Request for Proposal using the Standard RFP Template (See Exhibit 4) should be used.

(b) An RFP shall specify all steps and evaluation criteria as necessary to finalize selection of the successful proposer.

(c) A multi-step RFP process should be used when additional steps are necessary to qualify and/or demonstrate the goods and/or services proposed.

(4) Determining Type of Solicitation.

(a) For competitive procurement of goods, an ITB/RFQ is appropriate, and in general, a purchase order may be used to finalize the purchase.

(b) Except as permitted under Section VI.A.3.(2)(b), for competitive procurement of services, an RFP is more appropriate, and a purchase order is generally not sufficient to serve as the written contract for the services.

(c) For procurement of services which will require TBR System Office approval, the Standard RFP Format shall be used.

4. Reverse Auction. A reverse auction process allows for specified goods or services to be made electronically during a specified time period. When conditions are favorable, Institutions may elect to use a reverse auction procurement method to achieve maximum competition among qualified Respondents, and to obtain the highest level of quality at the

lowest price for goods or services. An award shall be made to the lowest Responsive and Responsible bidder.

5. Procurements Under Another State Entity's Bid Process. Institutions may purchase goods or services using the competitive procurement process of another state entity. The process of the other state entity, except for the Central Procurement Office, must have specified that other Institutions would be permitted to purchase under the process. Institutions may purchase goods or services using the competitive procurement process of the Central Procurement Office which do not so specify. Institutions are strongly encouraged to include language in their competitive processes to allow extension of their process for use by other TBR and/or UT institutions as well as state departments. This Section does not preclude Institutions from using a Statewide Contract as a bid in accordance with its competitive bidding process.

6. General Services Administration (GSA) Contracts. When a vendor maintains a General Services Administration (GSA) agreement with the United States of America, or any agency thereof, the Institution's procurement office may directly negotiate with that vendor for the commodity/services provided for in the GSA agreement. The price shall not be higher than that contained in the contract between the General Services Administration and the vendor affected.

7. State Manufactured Goods and Services. Institutions are required to purchase goods and services from other State agencies, e.g. Department of Correction, Tennessee Rehabilitative Initiative in Correction (TRICOR), Tennessee Business Enterprises, and Community Rehabilitation Agencies (CMRA) / TRUST in Tennessee, whenever such items or services are available therefrom and meet the desired conditions and standards. Such contracts may be based upon non-competitive negotiation.

8. Procurements under Cooperatives. Pursuant to the Tennessee Interlocal Cooperation Act, T.C.A. § 12-9-101, Institutions may purchase goods and services through TBR System Office approved Cooperative Purchasing Agreements. The current approved list of TBR contracted cooperatives may be found at: https://www.tbr.edu/purchasing/cooperatives

9. Emergency Purchases. Institutions may make purchases of goods or services, without utilizing formal solicitation procedures, to meet bona fide emergencies arising from any unforeseen cause. Bona fide emergency purchases must be approved by the Chancellor, President, Director or their designee, and file documentation of the circumstances of any such emergency shall be maintained. Emergency purchases must be made on a competitive basis and processed by the Institution's procurement office, if practicable.

10. Competitive Negotiation/Alternative Competitive Procurement Method.

   a. A competitive negotiation process may be used only in cases when the Institution is unable to obtain needed goods and/or services by a traditional competitive bid process. Reasons to use a competitive negotiation process include:

   (1) Public need will not permit the delay incident to the RFP process;

(2) No acceptable proposals have been received after the RFP process;

(3) Rates payable for the services are regulated by law;

(4) Other circumstances as approved by the TBR System Office.

b. The requesting party shall work with the Institution's procurement office to define the process to ensure the safeguarding of the information and provide fairness to the vendors in the process.

c. Use of the competitive negotiation process requires prior approval of the Chancellor, President, Director or their designee.

d. File documentation specific to each use of competitive negotiation shall be maintained.

11. Non-Competitive Procurements

a. Contracting with Another State/Governmental Entity. Personal, professional and consultant service contracts may be obtained by non-competitive negotiation when the contractor is a State Agency, a political subdivision of the state, or any other public entity in Tennessee, or an entity of the federal government.

b. Sole Source and Proprietary Purchases.

(1) Whenever specifications are not so worded or designed to provide for competitive bidding, a Sole Source or Proprietary Purchase may be allowed. A Sole Source Purchase is available only from a single Supplier; a Proprietary Purchase allows for a competitive procurement process to be used that specifies a particular good or service.

(2) Written justification for Sole Source or Proprietary Purchases must be submitted in writing for approval by the Chancellor, President, Director, or their designee. The TBR Justification for Non-Competitive Purchases and Contracts Form (See Exhibit 5) must be completed and approved by the TBR System Office (when applicable).

(3) In addition to the Justification for Non-Competitive Purchases and Contracts Form, the following additional documentation may also be required as a part of the request:

(a) A letter from the Supplier, which details the basis for non-competitive procurement, based upon the factors listed in Section b. (4) below.

(b) Letter(s) from business and industry which supports the purchase of a particular good or service as industry or business standard.

(c) A letter from the manufacturer specifying their distribution practices, i.e. available only directly or through distributors.

(Note: All letters mentioned in this section are to be provided on the originator's company letterhead and must be signed by an authorized official of the company.)

(4) Factors to be considered in determining Sole Source and Proprietary Purchases include the following:

(a) Whether the vendor possesses exclusive and/or predominant capabilities or the items contain a patented or copyrighted feature providing superior utility not obtainable from similar products;

(b) Whether the product or service is unique and easily established as one of a kind;

(c) Whether the program requirements can be modified so that competitive products or services may be used;

(d) Whether the product is available from only one source and not merchandised through wholesalers, jobbers, and retailers;

(e) Whether items must be interchangeable or compatible with in-place items;

(f) Whether the cost of conversion, including but not limited to disruption, retraining, and replacement precludes bidding competitively;

(g) Whether the product is to be used in an instructional setting and the intent is to provide instruction on the specific product or diversity of products;

(h) For personal, professional and consultant services, whether the use of non-competitive negotiation is in the best interest of the Institution;

(i) Other justification(s) as approved by the Chancellor, President, Director or their designee.

c. Purchases for Resale in Auxiliary Enterprises. Certain items for resale for which customers have expressed a preference, and/or promotional items procured under accepted retail merchandising practices, may be purchased without adherence to requirements for minimum notice and number of bids. Appropriate documentation shall be maintained which supports the action taken.

12. Special Purchase Categories

a. Purchases for Libraries:

(1) Each Institution shall be responsible for developing procurement policies and procedures for its library.

(2) Purchases of books, electronic or hard copy, are capital expenditures and can be made without formal bids or quotations.

(3) Purchases of electronic journals, subscriptions, and databases for libraries shall be procured through the Institution's procurement or contract office in instances when a competitive process can be used or when Fiscal Review Committee is required.

(4) In addition, any required electronic or written agreements to license journals, subscriptions, or databases shall be routed through the Institution's procurement or contracts office for review and approval prior to use.

(5) Appropriate documentation must be maintained for purchases to support Sole Source or Proprietary Purchase.

(6) Library purchases of electronic media may be subject to Accessibility Standards. (See Section XIV.)

b. Grant Purchases

(1) Purchases utilizing grant funding shall comply with the conditions of the grant and applicable state and federal guidelines.

(2) State grant purchases for goods or services shall not be made from vendors on the State of Tennessee Debarred Vendors List, http://www.tn.gov/assets/entities/generalservices/cpo/attachments/DebarredVendors.pdf.

(3) Federal grant purchases for goods or services shall not be made from vendors on the List of Parties Excluded from Federal Procurement and Non-Procurement Programs, available at www.sam.gov.

c. Utility Contracts

(1) Institutions shall purchase or contract for all telephone, telegraph, electric light, gas, power, postal and other services for which a rate for the use thereof has been established by a public authority in such manner as the Institution deems to be in the best interest of the State of Tennessee.

(2) Each such purchase or contract shall be made on a competitive basis, whenever possible unless it has been determined that such purchase is single source. If such purchase has been determined to be single source, the purchase shall then be made pursuant to the section above related to Non-Competitive Negotiation.

13. Gifts. Gifts do not require a procurement process subject to this Guideline. See TBR Policy 4:01:04:00 Solicitation and Acceptance of Gifts.

14. Outsourcing. Institutions are encouraged to determine whether some services can be delivered more economically by the private rather than the public sector. The following process is hereby permitted and encouraged:

   a. The state's cost of the service may be ascertained and kept confidential as part of the evaluation process. This cost must be finally determined and provided to the Chancellor, President, or Director, as appropriate, in a sealed envelope prior to bid/proposal due date.

   b. The service may be the subject of an ITB/RFQ/RFP, as appropriate, which approximately describes the services provided by the TBR/Institution.

   c. The ITB/RFQ/RFP may require that if the proposer's/bidder's price exceeds the state's confidential cost, the proposal/bid may be rejected.

VII. Procurement Processes

   A. Initiating a Purchase

   1. A purchase requisition or other appropriate documentation may be used by an Institutional department to request that the Procurement Office procure a good and/or service. All purchase requisitions/requests require sufficient detail, as specified by the Institution's Procurement Office, to allow proper acquisition of the good and/or service (e.g. quantity, description, vendor, delivery instructions, etc.).

   2. Purchase requisitions/requests will result in one of the following:

      a. Purchase Order
      b. Contract
      c. Procurement Card Purchase
      d. Competitive Solicitation

   B. Purchase Order

   1. A Purchase Order is a written or electronic document issued by the Institution's Procurement Office to a Supplier authorizing a purchase. Sending a Purchase Order to a Supplier constitutes a legal offer to buy products and/or services. Acceptance of a Purchase Order by a Supplier forms a contract between the TBR Institution and Supplier. Delivery by the Supplier constitutes acceptance of the Purchase Order. See Exhibit 6 for the Purchase Order (PO) Terms and Conditions.

   C. Contract

   1. A contract is a written agreement which conforms to TBR Guideline No. G–030, Contracts and Agreements, https://policies.tbr.edu/guidelines/contracts-and-agreements

   D. Procurement Card Purchase

   1. A procurement card purchase is an acquisition of goods and/or services using a payment method whereby purchasers are empowered to deal directly with Suppliers for purchases using a credit card issued by a bank or major credit card provider. Generally a pre-established

credit limit is established for each card issued. Procurement card purchases are subject to the requirements of Institution/TBR policies and applicable state laws.

E. Competitive Solicitations

1. Whenever a purchase necessitates a competitive solicitation, the solicitation may be a formal or informal process and may take the form of a Request for Quotation / Invitation for Bid (RFQ/ITB) or Request for Proposal (RFP), which may involve a multi-step process in order to determine the successful proposer. The steps and components defined below are required in a competitive solicitation, regardless of its form.

   a. Planning the Solicitation. Proper and sufficient planning should be performed to ensure the successful acquisition of the goods/services. Such planning may include, but not be limited to, the following:

      (1) Determine appropriate method of procurement, i.e., ITB/RFQ/RFP, based upon nature and scope of deliverables being purchased;

      (2) Estimate expected total expenditure or revenue;

      (3) Confirm availability of funds for expenditure;

      (4) Evaluate historical spending trends for the same or similar items;

      (5) Draft open specifications using available information sources;

      (6) For all ITB/RFQ/RFPs exceeding $100,000, written certification from the author or committee that the specifications, to the best of their knowledge, are not proprietary shall be documented in the bid file. (See Exhibit 7)

      (7) Identify existing equipment, if any, as trade-ins;

      (8) Define timeline for receipt of deliverables;

      (9) Determine evaluation criteria, i.e. how an award will be made, i.e. lowest total cost, lowest cost per item or groups of items, best overall evaluated bidder, etc.

      (10) Identify prospective vendors.

   b. Scope of Work and Specifications. Whenever possible, the scope of work and procurement specifications for goods and services shall be worded or designed to permit open and competitive solicitation.

      (1) The scope of work is a detailed description of what is required of the vendor to satisfactorily perform or deliver what is required under the contract. The scope of work should provide a clear and concise description of the desired goods and/or services.

      (2) Specifications used for competitive bidding shall be functional or performance specifications, when practicable, and must be clear, unambiguous and written to promote open and fair competition. Specifications may take the following forms:

(a) *Descriptive Specifications.* A descriptive format consists of a conventional listing or paragraph text description of specification data and should; if practicable:

   i.   Identify the product using generic terminology in the description;

   ii. List any characteristics that determine performance capability and identify those characteristics that are essential in order to meet performance requirements; and

   iii. Detail the minimum or maximum acceptable performance requirements for each characteristic with as much tolerance and flexibility as practicable.

(b) *Specifications Based on Brand Name.*

   i.   Brand and model numbers used for the purchase of goods must be those in current production and available in the market. The use of brand and model names alone will not be permitted as a substitute for performance or functional specifications, unless providing performance or functional specifications is impracticable. When an item is specified by the use of brand names, the words "or equal" should be included.

   ii. Reference to brand names, trade names, model numbers, or other descriptions peculiar to specific brand goods, is made to establish a required level of quality and functional capabilities. It is not intended to exclude other goods of comparable quality or functionality. Comparable goods of other manufacturers will be considered if proof of comparability is contained in the response.

   iii. It shall be the responsibility of the vendors, including vendors whose product is referenced, to furnish with the bid such specifications, catalog pages, brochures or other data as will provide an adequate basis for determining the quality and functional capabilities of the product offered. Failure to provide this data may be considered valid justification for rejection of a bid.

(c) *Specifications Based on Standard Specifications and Scopes of Work.* Institutions may develop standard specifications and scopes of work for the procurement of goods and/or services which fit, insofar as possible, the requirements of the majority of its departments that use the same.

(d) *Specifications Based on Catalogs, Price List, or Price Schedules.* Specifications may require vendors to respond to a solicitation using a plus (+) percentage (%), minus (-) percentage (%), or net cost offered as a discount or surcharge applying to the goods listed in the catalog, price list, or price schedule described within the solicitation. Solicitations of this type shall include a specific list of items for competitive analysis.

(e) *Specifications Based on Qualified Goods List.* Specifications may include a list of pre-approved brands and model numbers that meet the requirements. Whenever such pre-approved items are listed, the solicitation shall provide an opportunity for the submittal of additional items for consideration by the Institution for inclusion in the approved brands/model numbers. If additional items are approved for bidding, notification shall be provided to all bidders. The decision to approve

additional brands/models for bidding shall be at the sole discretion of the Institution.

(f) *Life Cycle Costing.* The life cycle costs of commodities as developed and disseminated by the federal government shall be used as feasible. In determining life cycle costs, the following factors may be considered in the bid evaluation:

   i.   the acquisition cost of the product;

   ii. the energy consumption and the projected energy cost of energy over the useful life of the product; and

   iii. the anticipated resale or salvage value of the product.

(g) *Energy Efficiency Standards.* Energy Star is a joint program of the U.S. Environmental Protection Agency and the U.S. Department of Energy that has established energy efficiency standards utilized by the federal government in its contracting for major energy-consuming goods. The Energy Star website, http://www.energystar.gov/, provides a qualified list of goods meeting Energy Star's minimum energy specifications, life cycle costing calculations, life cycle cost formula information, and qualified goods that meet Energy Star's rating for using less energy and helping to protect the environment. Institutions may use goods listed on the Energy Star website's list of qualified goods as "acceptable brands and models" on bid documents. Office equipment, appliances, lighting, and heating and cooling products and systems purchased by Institutions shall be Energy Star qualified; provided, that such Energy Star qualified products and systems are commercially available.

(h) *Specifications to Permit Remanufactured/Recycled/Re-Refined/ Used Goods.* All goods offered and furnished must be new unless the ITB/RFQ/RFP specifically permits offers of used, remanufactured, or reconditioned. ITBs/RFQs/RFPs which specifically permit offers of used, remanufactured, or reconditioned goods shall require a warranty; however, the Chancellor, President, Director or designee shall have the authority to waive this requirement. For applicable procurements, whenever an Institution deems such to be advantageous, specifications may be worded or designed so as to permit bidding of remanufactured/recycled/re-refined/used goods. Such specifications shall be comparable in use and quality to new materials, supplies and equipment.

(i) *Specifications for Purchases of Chemical Products.* Specifications for purchases of chemical products shall require the vendor to provide a material safety data sheet (MSDS) for such chemical products as listed on the national MSDSSEARCH repository. A site, operated by or on behalf of the manufacturer or a relevant trade association shall be acceptable so long as the information is freely accessible to the public.

c. Drafting the Solicitation. The Institution's procurement office will prepare a solicitation document using the information developed during solicitation planning. The solicitation document shall include sufficient information to permit a complete and accurate bid/proposal and shall, at a minimum, contain the following information:

(1) The required sole point of contact from the Institution;

(2) The time and place that bids will be received and opened;

(3) Information describing the purpose of the procurement, technical requirements, bidder qualifications, and any other information considered relevant to the goods or services being acquired;

(4) The quantity of goods or services required;

(5) If the estimated expenditure or revenue exceeds $100,000 annually, the solicitation document shall specify at least one question/answer period and/or pre-bid conference, with a written record of questions and responses provided to all prospective bidders;

(6) Expected time of delivery;

(7) Amount of insurance, bid or performance bond, if any;

(8) Pro-forma contract, if applicable, containing the terms and conditions required by the Institution;

(9) Description of the criteria used to evaluate bids/proposals;

(10) Date bids/proposals will be available for public inspection;

(11) An inquiry to bidder regarding whether other TBR/UT institutions and/or state agencies may purchase from the contract; and if so, the period of time during which the contract terms and pricing will be available to other institutions; and

(12) Standard terms and conditions applicable to the solicitation.

d. Minimum Notice and Number of Bids. The minimum required notice and number of bids for competitive solicitations shall be as follows:

(1) If the estimated amount of the purchase (or revenue) is $10,000 but less than $50,000, written, telephone or electronic bids must be solicited from at least three (3) qualified vendors. When telephone bids are solicited, a record of the bidders and amounts bid shall be maintained.

(2) If the estimated amount of the purchase (or revenue) is $50,000 or more, written sealed bids must be solicited from fifteen (15) vendors or the number of vendors on the Registered Vendors List--whichever is less and to all that request the specific Solicitation. The Institution's Chief Procurement Officer must approve the solicitation of less than 15 bids.

(3) If the annual estimated amount of the purchase is $100,000 or more, solicitations must be sent in a manner that verifies proof of delivery.

(4) An ITB/RFQ for goods and services must be sent at least fourteen (14) days (ten (10) days when all vendors are local vendors) before the date that the bids are scheduled to

be opened. The Chief Procurement Officer may approve a shorter number of days for Guideline or electronic informal bids, as applicable.

(5) For RFPs and applicable ITB/RFQs, e.g. an ITB/RFQ having requirements in addition to or other than the purchase of goods, a minimum of four (4) to six (6) weeks should be allowed for vendors to adequately prepare a competitive proposal based on the method of RFP or ITB/RFQ delivery, bid specifications and pre-bid/proposal questions, comments, and responses. Examples of solicitation processes which would need to allow at least six (6) weeks include, but are not limited to:

(a) Banking and other financial services;

(b) Bookstore and food services operations;

(c) Custom software and or IT system services;

(d) Advertising management services, and

(e) Any other bid for which the additional time is appropriate.

(6) A vendor's general or standing request for notice for all Solicitations of a given type shall not suffice as a request for a specific Solicitation and shall create no obligation on the Institution.

e. Communication with Bidders/Proposers. When specified in the solicitation document, all bidders shall communicate only with the procurement sole point of contact. Failure of the bidder to communicate with the procurement sole point of contact may result in disqualification. Amendment and/or modifications to the requirements shall be in writing and provided to all prospective Respondents. No solicitation may be orally modified or amended.

f. Pre-Bid/Proposal Conference/Question and Answer Period. If appropriate, a pre-bid/proposal conference and/or a question and answer period shall be included in the solicitation process. The purpose of the pre-bid/proposal conference and question and answer period is to provide prospective bidders/proposers the opportunity to submit questions/comments regarding the solicitation. A written record of all questions/comments submitted along with the Institution's official responses is to be prepared and made available to all prospective bidders, as an addendum to the solicitation document. Bids/proposals shall take into consideration any and all amendments to the solicitation document, and responses shall reflect any changes made to the solicitation. Should extensive changes to a solicitation document be required, the Institution may elect to cancel the solicitation and reissue it based upon a revised solicitation document.

g. Delivery of Bids/Proposals. Bids/Proposals must be received at the specified location on or before the date and hour designated for bid opening. All bids received shall be date and time stamped to show compliance with the designated opening date and time. Late bids will be rejected and may be retained unopened in the bid file or returned to the bidder/proposer upon their request. Whenever an unopened bid is returned to a vendor, a written record shall be maintained.

h. Vendor's Information on Bid. Each bid should include the full name and business address of the bidder. If the vendor is a corporation, the name shall be stated as it appears in its corporate charter. Any resulting contract or purchase order will be issued to the business name specified in the bid.

i. Bid Format and Signature. Bids must be in the form specified by the Institution. All formal bids must bear a signature. The signatory on the bid must have authority to bind his or her company in the contract.

j. Bid Withdrawal, Revision, and Rejection.

(1) Bid Withdrawal.
   (a) Before bid opening, a vendor may be permitted to withdraw a bid entirely and/or submit a substitute bid. The vendor making such a request must submit suitable identification.

   (b) After bid opening, a vendor will be permitted to withdraw a bid only where there is obvious clerical error in the bid such as a misplaced decimal point, or when enforcement of the bid would impose unconscionable hardship due an error in the bid resulting in a quotation substantially below the other bids received. Withdrawal of a bid after bid opening will be considered only upon written request from the vendor. In cases of errors in the extension of prices in the bid, the unit price will govern.

(2) Bid Revision.

   (a) A bid may not be revised after bid opening, however, after evaluation is completed and the successful bidder/proposer is selected, the Institution may initiate negotiations which serve to alter the bid/proposal in a way favorable to the Institution. For example, prices may be reduced, time requirements may be revised, the bid/proposal may be revised to supply omitted contract terms, etc.

   (b) In no event shall negotiations increase the cost or amend the proposal such that the apparent successful proposer no longer offers the best proposal.

(3) Bid Rejection.

   (a) All bids shall be subject to rejection by the Chancellor or designee, President or designee, Vice Chancellor for Colleges of Applied Technology or Director.

   (b) Any proposal that restricts the rights of the Institution or otherwise qualifies or limits the bid/proposal may be considered to be Non-Responsive, and the bid/proposal may be rejected.

   (c) If the Institution determines that a bidder/proposer has provided information which the proposer knew or should have known was materially incorrect, or was not submitted independently without collusion, the subject bid/proposal may be determined Non-Responsive and may be rejected, and the bidder/proposer may be excluded from the solicitation opportunities.

   (d) Action to reject all bids shall be taken only for unreasonably high prices, errors in the ITB/RFQ/RFP, cessation of need, unavailability of funds, failure of all proposals to meet technical specifications, lack of competition, a determination that the goods/services can be more economically delivered pursuant to an agreement with another TBR institution of other State Agency, or a determination that proceeding with the procurement would be detrimental to the best interests of

the Institution, the reason for which must be documented and approved by the Chancellor, President, TCAT Director or their respective designees.

(e) When it becomes necessary to reject all bids, in a formal solicitation process, the reason for such rejection must be set out in complete detail and made available to all bidders who submitted a bid.

(f) If another solicitation document is to be issued, all prior bids/ proposals shall remain closed to inspection by the public until the evaluation of the re-bid is complete.

k. Acceptance of Bids/No Rights Created.

(1) Notwithstanding any provision contained herein or in any solicitation document, submission of a bid/proposal shall not create rights, interests or claims of entitlement in any bidder/ proposer, including the successful bidder/proposer. Notwithstanding any action or agreement to the contrary, no such right, interest, or claim shall exist unless and until a purchase order has been issued or a Fully Executed Contract is issued.

l. Evaluation of Bids Received in Response to an ITB/RFQ.

(1) When more than one item is specified in the bid, the Institution may specify in the bid document that it shall have the right to determine the low vendor(s) either on the basis of each individual item, a group of items, or the total of all items.

(2) The contract for purchase shall be awarded to the lowest Responsive and Responsible Bidder which meets the required specifications, taking into consideration quantifiable factors including but not limited to the conformity of the goods and/or services to the specifications, any discount allowed for prompt payment or other reason(s), transportation charges, and the date of delivery specified in the solicitation.

m. Evaluation of Bids Received in Response to an RFP.

(1) An RFP includes subjective as well as objective evaluation criteria. Evaluation of proposals submitted in response to an RFP is based upon a points system, whereby a contract for purchase of goods or services is made to the best evaluated proposer and not necessarily the lowest cost proposer.

(2) The RFP requires that a proposal contain separately sealed technical and cost proposals. The goal is to permit the evaluation of a proposal's technical capabilities by a selected group of evaluators without considering the cost factor.

(3) Compliance with the mandatory RFP requirements shall be determined by the Solicitation Coordinator in consultation with the Chief Business Officer or designee.

(4) Evaluation of technical offers shall be determined by an Evaluation Team. Members of the Evaluation Team should be adequate and appropriate to the scope and nature of the RFP. Members of the Evaluation Team must complete the Evaluator Conflict of Interest/Confidentiality Form (See Exhibit 8).

(5) Procurement department representatives shall review the proposals to ensure procurement procedures were followed and shall offer guidance to the Evaluation Team, but shall not serve on the Evaluation Team, and shall not score technical proposals received, except in instances where the RFP is directly related to a good/service needed by the procurement department.

(6) Any technical offers shall be evaluated based on the criteria of the RFP and other information learned during the technical evaluation process.

(7) Technical offers not deemed acceptable will not proceed to the pricing phase. Cost proposals shall not be opened if the associated technical proposal has been deemed Non-Responsive and is rejected by the Institution.

(8) Technical proposals must not include any cost proposal information. Inclusion of cost proposal information in a technical proposal will result in automatic disqualification of the proposal without further consideration.

(9) Technical proposals are opened and scored separately prior to cost proposals being opened/evaluated. Once technical scores are finalized, the Solicitation Coordinator will open and score the cost proposals based upon the criteria as set out in the RFP, with the lowest cost bidder receiving the highest score and remaining proposers receiving a pro-rated score thereafter.

n. Site Visits and Presentations.

(1) A solicitation may provide for site visits to bidder/proposer locations by evaluators and/or presentations by bidders/proposers as part of the evaluation process. In such event, any scores resulting from these activities will be applied prior to the opening of the cost proposal.

o. Tied Responses – Resolution.

(1) A tie exists when two or more bidders offer goods or services that meet all specifications, terms and conditions at identical prices including cash discount offered for prompt payment. A tie will be broken by considering the following factors, in descending order:

(a) First preference shall be given to a "Tennessee Bidder". Pursuant to T.C.A. § 12-4-121(c)(2), a "Tennessee Bidder" means a business that is:

i. Incorporated in this State;
ii. Has its principal place of business in this State; or
iii. Has an established physical presence in this State.

(b) Second preference shall be given to certified Disadvantaged Business Enterprise (DBE) bidder.

(c) Third preference shall be given to the bidder who was the low bidder on other items being bid for the same requisition.

(d) Fourth preference shall be given to the bidder who offers the best delivery.

(e) If a tie remains, it shall be broken by lot or coin toss.

p. Notice of Intent to Award.

    (1) For RFPs and applicable ITB/RFQs, a Notice of Intent to Award shall be sent to all Responsive and Responsible Bidder/Proposers containing, at a minimum, the content provided by the TBR System Office.

q. Alternate Bids/Proposals.

    (1) Alternate bids/proposals will not be considered unless specifically called for in the ITB/RFQ/RFP.

r. The scope of the good(s)/service(s), as defined in the solicitation, shall form the basis of the resulting contract and cannot be expanded beyond the scope of the final solicitation document.

s. In order to provide a clear audit trail, the ITB/RFQ/RFP file (hard-copy or electronic) shall contain, at a minimum, the following:

    (1) Documentation from the requesting department
    (2) A copy of the ITB/RFQ/RFP issued (including specifications),
    (3) A list of vendors for the solicitation, including the date vendors were sent the ITB/RFQ/RFP and bidders actions,
    (4) For RFPs and applicable ITBs/RFQs, any pre-bid questions/responses or addendums to the ITB/RFQ/RFP,
    (5) Any vendor correspondence (i.e. intent to propose letters, questions, etc.),
    (6) For RFPs and applicable ITB/RFQs, all documentation relating to the composition of the Evaluation Team and the evaluation documentation used to make the award,
    (7) As applicable, any documentation that warrants a re-bid of the ITBs/RFQ/RFP,
    (8) Any informal bid complaints and the respective responses/actions,
    (9) Any formal bid protests,
    (10) As applicable, copies of intent to award letters,
    (11) Purchase order and/or contract or respective reference information, and
    (12) And any other documentation applicable to the procurement.

F. Exemptions

  1. Certain procurements/payments, as specified by the Institution, may be exempted from these processes/procedures. These include but are not limited to the following:

    a. Telephone bills
    b. Utility bills, including connection fees
    c. Internet Connection Fees
    d. Freight charges
    e. Postage charges
    f. Notary public fees
    g. Fees in connection with titles or title searches
    h. Vehicle rental while on approved travel

i. Tuition, fees, and supplies for state employees

j. Emergency medical expenses

VIII. Protested Bids

A. Right to Protest.

1. Protest procedures shall be included, or a link thereto, in all ITBs/RFQs/RFPs.

2. An Aggrieved Respondent may protest, in writing, to the Chief Procurement Officer within seven (7) Calendar Days from the date of notice to award. Protests must be received by the Institution's Procurement Office no later than the close of business on the seventh Calendar Day.

3. The following are the sole grounds for a protest:

a. The contract award was arbitrary, capricious, an abuse of discretion, or exceeded the authority of the awarding entity;

b. The procurement process violated a constitutional, statutory, or regulatory provision;

c. The awarding entity failed to adhere to the rules of the procurement as set forth in the solicitation and this failure materially affected the contract award;

d. The procurement process involved responses that were collusive, submitted in bad faith, or not arrived at independently through open competition; and

e. The contract award resulted from a technical or mathematical error during the evaluation process.

4. Any issues not raised by the protesting party during the seven (7) Calendar Day period shall not be considered as part of the protest.

5. Protests shall include the required bond, as specified in Section VIII.C, below. Protests received which do not include the required bond shall not be considered. See Exhibit 9 for sample protest bond.

B. Signature on Protest Constitutes Certificate.

1. A protest must be signed by an authorized company representative, who certifies that he/she has read such document, that to the best of his/her knowledge, it is well grounded in fact and that it is not submitted for any improper purpose, such as to harass, limit competition, or to cause unnecessary delay or needless increase in the cost of the procurement or of the litigation.

2. If the protest is submitted in violation of any provisions of this Section VIII.B, appropriate sanctions, which may include removal from future bid opportunities and forfeiture of the protest bond, may be imposed.

C. Protest Bond

1. The protesting party shall post, with the Chief Procurement Officer of the Institution, at the time of filing a notice of protest, a bond payable to the Institution in the amount of five percent (5%) of the lowest cost proposal evaluated or five percent (5%) of the highest revenue proposal evaluated. Calculation of the value of the bond shall be made based on the total value of the procurement, including any renewals thereof. Such protest bond shall be in form and substance acceptable to the Institution and shall be immediately payable to the Institution conditioned upon a decision by the Chief Financial Officer or designee that:

   a. A violation of Section VIII.B.;
   b. The protest has been brought or pursued in bad faith; or
   c. The protest does not state on its face a valid basis for protest.

2. The Institution shall hold such protest bond for at least eleven (11) Calendar Days after the date of the final determination by the Chief Financial Officer.

3. At the time of filing notice of a protest of a procurement in which the lowest evaluated cost proposal is less than one million dollars ($1,000,000), or in which the highest evaluated revenue proposal is less than one hundred thousand dollars ($100,000), a minority, women, small or service disabled veteran-owned business protesting party may submit a written petition to the Chief Financial Officer for exemption from the protest bond requirement.

   a. Such a petition must include clear evidence of business classification which shall be validated with the ethnicity information supplied with the solicitation. The petition shall be submitted to the Chief Financial Officer who has seven (7) Calendar Days in which to make a determination.

   b. If an exemption from the protest bond requirement is granted, the protest shall proceed as though the bond were posted.

   c. Should the Chief Financial Officer deny an exemption from the requirement, the protesting party shall post the bond with the Chief Procurement Officer of the Institution as required in Section VIII.C.1 within five (5) Calendar Days of the determination.

4. Authority to Resolve Protest.

   a. The Institution's Chief Procurement Officer has the authority to resolve the protest. If deemed necessary, the Institution's Chief Procurement Officer may request a meeting with the protesting party to seek clarification of the protest issues.

b. The final determination of the Institution's Chief Procurement Officer shall be given in writing and submitted to the protesting party.

c. The protesting party may request that the final determination of the Institution's Chief Procurement Officer be considered by the Institution's Chief Financial Officer. The request for consideration shall be made in writing to, and received by, the Institution's Chief Financial Officer within seven (7) Calendar Days from the date of the final determination by the Institution's Chief Procurement Officer.

d. The Institution's Chief Financial Officer has the authority to review and resolve the protest. If deemed necessary, the Institution's Chief Financial Officer may request a meeting with the protesting party to seek clarification of the protest issues. The final determination of the Institution's Chief Financial Officer shall be given in writing and submitted to the protesting party.

e. The protesting party may request that the final determination of the Institution's Chief Financial Officer be considered by the Chief Executive Officer, President or Director of the Institution. The request for consideration shall be made in writing to, and received by, the Chief Executive Officer President or Director within seven (7) Calendar Days from the date of the final determination by the Institution's Chief Financial Officer.

f. The Institution shall have no longer than sixty (60) Calendar Days from receipt of the protest to resolve the protest.

g. The protesting party may request that the final determination of the President/Director be considered by the Chancellor. The request for consideration shall be made in writing to, and received by, the Chancellor within seven (7) Calendar Days from the date of the final determination by the President/Director.

h. The determination of the Chancellor or designee is final and shall be given in writing and submitted to the protestor.

i. Should the Institution fail to acknowledge receipt of a protest within fifteen (15) Calendar Days and to resolve the protest within sixty (60) Calendar Days, the protesting party may request that the Chancellor consider the protest. Such request shall be in writing and received by the Chancellor within seven (7) Calendar Days from the expiration of the sixty (60) day period.

5. Stay of Award

a. Prior to the award of a contract, a proposer who has protested may submit to the Institution's Chief Procurement Officer a written petition for stay of award. Such stay shall become effective upon receipt by the Institution's Chief Procurement Officer.

b. The Institution's Chief Procurement Officer shall not proceed further with the solicitation process or the award until the protest has been resolved in accordance with this section,

unless the Institution's Chief Financial Officer makes a written determination that continuation of the solicitation process or the award without delay is necessary to protect substantial interests of the Institution.

IX. Reports

A. Reports shall be submitted to the TBR System Office as follows:

1. Small/Minority/Women/Veteran-Owned Business Report. This quarterly report, required by T.C.A. § 12-3-1107, consists of transactions with minority-owned, women-owned, small, service disabled veteran-owned businesses shall be reported to the TBR System Purchasing and Contracts Office on a quarterly basis (January-March, April- June, July-September, and October-December). A comprehensive report is submitted to the Governor's Office of Diversity Business Enterprise (GoDBE).

2. Contracts Report. This quarterly report consists of contracts for all personal, professional, and consulting contracts exceeding $5,000. This report shall also include a separate listing of non-competitive contracts with a value of $50,000 and greater. This report shall be reported to the TBR System Purchasing and Contracts Office. A comprehensive report is then submitted to the State's Fiscal Review Committee.

3. ITB/RFQ/RFP Diversity Report. This quarterly report consists of contracts/purchase orders issued from request for quotations and request for proposals for goods and/or services pursuant to T.C.A. § 12-3-1107 and shall be reported to the TBR System Purchasing and Contracts Office. A comprehensive report is then submitted to the Governor's Office of Diversity Business Enterprise (GoDBE).

4. Senate, Finance, Ways and Means Report. This annual report consists of a list of all contracts (both goods and services) with a value of $50,000 or greater (both revenue and expenditure contracts). This request includes all contracts currently active as of the report date. This report shall be submitted to the TBR System Business and Finance Office. A comprehensive report is then submitted to the Senate Finance, Ways and Means Committee.

X. Vendors

A. Vendor Registration. Each Institution shall maintain a process by which prospective vendors may register to conduct business with the Institution.

1. The Institution's registration system shall enable the Institution to generate a list of vendors who have registered to provide specific commodity classes.

2. The Institution may require the vendor to submit information (other than the vendor application) which demonstrates its ability to provide certain goods or services prior to inclusion on the list of vendors.

B. Tennessee Statutory Vendor Requirements/Registration

1. Illegal Immigrants

    a. No person may enter into a contract to supply goods or services to the Institution without first attesting in writing that the person will not knowingly utilize the services of illegal immigrants in the performance of the contract, and will not knowingly utilize the services of any subcontractor who will utilize the services of illegal immigrants in the performance of the contract. T.C.A. § 50-1-103.

2. Sales and Use Tax

    a. No person may enter into a contract to supply goods or services to an entity without first registering or receiving an exemption from the Department of Revenue for the collection of Tennessee sales and use tax. T.C.A. § 67-6-601–608.

3. Pursuant to T.C.A § 62-6-101 et seq., construction bids with an estimated total of $25,000 or greater may require bidders to provide its TN contractor's licensure information, including classification and date of expiration with its bid response.

C. Removal from Vendors List

1. Vendors who fail to provide adequate goods and/or services may be removed from the vendors list.

2. Reported failure to comply with bids, awards, and/or orders, etc. shall be documented and maintained.

3. Examples of failure to comply include but are not limited to:

    a. Over, under and/or late shipments;
    b. Failure to ship;
    c. Damaged and/or defective products;
    d. Shipments not in conformance with specifications;
    e. Unauthorized substitutions.

4. Other principal causes for removal from the vendor list are:

    a. Billing Errors;
    b. Service Deficiencies;
    c. Unethical Practices;
    d. Misrepresentation of Merchandise;
    e. Unwillingness to amend impermissible clauses;
    f. State or federal debarment status.

5. Failure of a vendor to perform satisfactorily in any of the above areas may result in a vendor's liability for damages to the Institution.

XI. [Receiving](#)

A. Freight, Shipping, Receipt, Storage and Inspection of Goods.

1. Freight and Shipping. There are two (2) types of shipping: FOB Destination and FOB Origin.

   a. Free On Board (FOB). "FOB" is an acronym for "free on board" when used in a sales contract. The seller agrees to deliver merchandise, free of all transportation expense, to the place specified by the contract.

      (1) FOB Destination. Under "FOB Destination," title and risk remain with the seller until it has delivered the goods to the location specified in the contract. FOB Destination is the standard method for institutional shipments.

      (2) FOB Origin. "FOB Origin" means that title and risk pass to the buyer at the moment the seller delivers the goods to the carrier. The parties may agree to have title and risk pass at a different time or to allocate shipping charges by a written agreement. In order to agree to FOB Origin, the Supplier or Institution must provide shipment protection for the Institution's interest.

   b. Receipt. Upon receipt of supplies, materials, and equipment, the receiving Institution shall promptly make a written certification that the items received were equal in quality and quantity to those purchased by entering verification on the receipt documents (hard-copy or eProcurement). The Institution's copy of the Purchase Order may be used to verify goods or services received.

   c. Shipping Documents. Upon delivery, the Institution shall:

      (1) Verify that the shipping documentation names the Institution as the actual consignee and that the number of cartons, crates, etc., listed is the same as the amount received.

      (2) Examine containers for signs of external damage or pilferage. If signs of damage or pilferage are obvious or suspected, it must be noted on each copy of the freight bill and signed (not initialed) by the delivering driver.

      (3) Sign the freight bill and retain a copy for Institution's records. The notation "SUBJECT TO FURTHER INSPECTION" may accompany the Institution or central receiving's signature.

      (4) Count and inspect the internal contents of all boxes, crates or cartons to determine that the material received matches the description listed on the packing slip, receiving documents, and/or purchase order, in regard to quantity, quality, size, color, model number, specifications, etc. and record in the Institution's eProcurement system.

      (5) If any discrepancies (i.e. wrong item(s), overages, shortages, damages) exist, they must be noted on the packing slip, receiving report, and/or purchase order. Appropriate corrective action shall be taken for all discrepancies.

      (6) All receiving records should indicate the quantity and date received and any other information pertinent to the receiving process.

      (7) The material received must be retained or sent to the proper department. Damaged goods deemed unacceptable are to be retained for further disposition.

XII. Contract Monitoring

    A. Service Contracts. All service contracts shall contain a provision that states that the contractor's activities shall be subject to monitoring by the Institution and/or state officials. These contract types include, but are not limited to:
        1. Personal Service
        2. Professional Service
        3. Software Related Agreements
        4. Grants, including subcontracts
        5. Memorandums of Understanding

    B. Monitoring Plan. Institutions shall maintain a monitoring plan (See Exhibit 10) for all service contracts to ensure the following:
        1. Contract performance in terms of progress and compliance with contract provisions;
        2. Communication with Contractor to ensure maximum performance and intended results;
        3. Financial obligations of the Institution do not exceed the contract pricing;
        4. Deliverables are received;
        5. Appropriate approval and remittance of payments for acceptable work are in accordance with contract provisions and applicable law;
        6. Maintenance of records for each contract that documents activities such as procurement, management, and subrecipient monitoring, if applicable; and
        7. Evaluation of contract results in terms of the achievement of organizational objectives.

    C. Goods, Materials and Supplies. Procurement of goods, materials, and supplies under this policy shall not require a monitoring plan, but shall comply with TBR and Institution internal controls and audit procedures.

XIII. Surplus Property

    A. Surplus property is personal property which has been determined obsolete, outmoded, unusable or, no longer usable by the Institution, or property for which future needs do not justify the cost of maintenance and/or storage.

    B. Disposal of such property must be in accordance with TBR Policy No. 4:02:20:00, Disposal of Surplus Personal Property.

XIV. Accessibility

    A. Institutions shall seek to afford persons with disabilities the opportunity to use informational/instructional technologies to acquire the same information, engage in the same

interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.

B. Institutions shall include language in applicable procurements that the products/services, including any updates, provided to the Institution will meet the accessibility standards set forth in WCAG 2.0 AA (also known as ISO standard, ISO/IEC 40500:2012), EPub 3 and Section 508 of the Vocational Rehabilitation Act.

C. When signature is required by the Institution, to demonstrate that the vendor's product complies with the aforementioned accessibility standards, the vendor shall verify accessibility by completing the Vendor Product Accessibility Statement and Documentation Form (See Exhibit 11). If the vendor is not compliant with the aforementioned accessibility standards, the vendor shall describe by using the Accessibility Conformance and Remediation Form its plan for product/service compliance.

XV. Fiscal Review

A. Certain procurements/contracts must be also filed with and reviewed by the State's Fiscal Review Committee. This includes procurements/contracts that meet all of the following criteria:

1. Contracts that are non-competitive; and
2. Contracts that have the potential of being for a period of more than one year; and
3. Contracts that exceed $250,000 in total value (including all potential renewals)

B. For all procurements/contracts that meet these criteria, the Institution shall work with the TBR System Office to produce/coordinate the documentation required for Committee submittal/review.

XVI. Bonds

A. Performance Bonds

1. The Institution may require a bond to secure a Contracting Party's performance of a contract.

2. When required, the amount of the bond shall be stated as a percentage of the contract price (but may not exceed 100 percent (100%) of the total contract price), and the amount may be reduced proportionately after contract award or performance under the contract moves forward successfully.

3. All bonds must be filed with the Institution within fourteen (14) Calendar Days after receipt of request. Personal checks shall not be acceptable in the place of performance bonds. However, bank cashier's checks shall be accepted.

4. An irrevocable letter of credit or a certificate of deposit, which shall be held by the Institution from a State or national bank or a State or federal savings and loan association having a physical presence in Tennessee may be accepted by the Institution in lieu of a performance bond, subject to approval of the terms and conditions of said irrevocable letter of credit or certificate of deposit.

B. Bid bonds.

1. A bid bond is a surety bond issued by an insurance company, bank, or other financial institution, to ensure that the winning proposer will enter into a contract.

2. All bid bond amounts shall be stated as a set amount or as a percentage of the contract value. In no event shall the bid bond amount exceed five percent (5%) of the estimated value of the contract.

3. Bid bonds submitted by unsuccessful Respondents shall be returned upon contract award.

4. Personal checks shall not be accepted in the place of bid bonds.

5. Other forms of security to guarantee a bid bond may include an irrevocable letter of credit or a certificate of deposit or cashier's check from a state or national bank or a state or federal savings and loan association or other financial institution having a physical presence in Tennessee.

6. The terms and conditions of all forms of security to guarantee a bid bond shall be approved by the Institution before they are accepted as security for the Respondent's performance.

7. In addition to any applicable requirement of T.C.A. § 12-4-201, no contract for the services of a construction manager shall be awarded for any public work in this state by any city, county or state authority or any board of education unless there is posted at the time of the submittal of a bid for services by a construction manager a bid bond equal to ten percent (10%) of the value of the services proposed and the value of the work to be managed or may at the time of contracting provide payment and performance bonds in amounts equal to the combined monetary value of the services of the construction manager and the value of the work to be so managed. T.C.A. § 62-6-129.

C. Payment Bonds

1. A payment bond is a good and solvent bond to ensure that the contractor will pay for all the labor and materials used by the contractor, or any subcontractor under the contractor, in such contract.

2. No institution shall award any contract in excess of $100,000.00 for public work until a payment bond of twenty-five percent (25%) of the contract price is provided by the contractor to the Institution.

3. Where advertisement is made, the solicitation shall include the bond requirement. T.C.A. § 12-4-201.

D. Protest Bond - Refer to Section VIII. C., above.

XVII. Strategic Sourcing Group

A. The Strategic Sourcing Group, primarily a subset of the Council of Buyers, shall seek opportunities to improve system-wide efficiencies by leveraging purchasing and sourcing resources across the TBR system. The Group shall seek advice and input from key functional areas in which procurement and sourcing needs are often common and substantial.

B. The Group's activities shall include, but not be limited to:

1. Developing a framework of shared governance and accountability to ensure the System's approach to strategic sourcing is effective, responsive, and sustainable;

2. Establishing new collective agreements and enhancing existing agreements to ensure that procurements are in the best interest of the System.

3. Serving in an advisory capacity for system-wide agreements

XVIII. Prohibited Transactions

A. No personal items shall be purchased through the Institution or from funds of the Institution for any employee of the Institution or any Immediate Family of any employee.

B. No employee of an Institution responsible for initiating or approving requisitions shall accept or receive, directly or indirectly, from any person, firm or corporation to whom any contract may be awarded, by rebate, gift or otherwise, any money, or any promise, obligation or contract for future awards or compensation.

C. Whenever any contract is awarded contrary to the provisions of TBR Purchasing Policy 4:02:10:00 or this Guideline, the contract may be void and of no effect, and if the violation was intentional, the employee responsible for the purchase may result in disciplinary proceedings under TBR and Institutional policy. TBR Policy 1:02:03:10, Conflict of Interest.

XIX. Procurement Guideline

A. Each institution shall maintain a written procurement Guideline (may be in electronic format) which sets forth any procedures of the Institution which are in addition to and necessary to comply with this Guideline.

XX. Exceptions

A. Any exceptions to the procedures outlined in this Guideline shall be subject to the approval of the Chancellor or designee and shall be requested in writing by the President or Director or his/her designee. Exceptions shall be made on a case-by-case basis. If an exception is made, a written determination signed by the Chancellor or designee shall be included in the procurement file.

Exhibits:
Exhibit 1 –   Contract Submittal Checklist
Exhibit 2 –   Minority/Ethnicity Form and Information
Exhibit 3 –   Invitation to Bid (ITB)/Request for Quotation (RFQ) Terms and Conditions
Exhibit 4 –   Standard Request for Proposal (RFP) Format
Exhibit 5 –   Non-Competitive Justification Form
Exhibit 6 –   Purchase Order Terms and Conditions
Exhibit 7 –   Written Bid Certification Form
Exhibit 8 –   Conflict of Interest/Confidentiality Form
Exhibit 9 –   Sample Protest Bond
Exhibit 10 – Contract Monitoring Plan Form
Exhibit 11 – Vendor Product Accessibility Statement and Documentation Form

Links:

Policies –
        Approval of Agreements (1:03:02:10)
        Conflict of Interest (1:02:03:10)
        Disposal of Surplus Personal Property (4:02:20:00)
        Procurement Cards (to be added)

Guidelines –
        Contracts and Agreements (G-030)
        Use of Electronic Signatures and Records (B-095)
        Fixed Assets and Sensitive Minor Equipment (B-110)

TENNESSEE BOARD OF REGENTS

MEETING:	March Quarterly Board Meeting
SUBJECT:	Revision of General Education Policy: 2:01:00:00
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Tristan Denley
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Vice Chancellor Denley will present revisions to the General Education Policy: 2:01:00:00. The proposed revision will address the following: inclusion of the requirements for the Tennessee Transfer Path Music, which stipulate that a student will complete six hours of the humanities general education requirement at a university upon transfer; that all associate of arts and associate of science degrees be designated on the THEC Academic Program inventory as University Parallel degrees; that for students who complete a Tennessee Transfer Pathway, the corresponding associate degree shall include the title of the pathway in the catalog and on the diploma; that the general education block transfer apply to both university-to-university transfer students as well as to community college transfer students; and that for students following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by the university towards fulfillment of that Tennessee Transfer Pathway major's requirements.

General Education Requirements and Degree Requirements: 2:01:00:00

Policy Area

Academic Policies

Applicable Divisions

Community Colleges, Universities

Purpose

The purpose of this policy is to specify the common general education requirements at the lower-division, for institutions governed by the Tennessee Board of Regents.

Policy

I.   General Education Requirements
   A.   Effective Fall Semester 2004, each institution in the State University and Community College System of Tennessee (hereafter identified as the Tennessee Board of Regents System) will subscribe to common general education requirements at the lower-division.
   B.   These requirements consist of forty-one (41) semester hours in the following subject categories and are required for completion of the Associate of Arts (A.A.), Associate of Science (A.S.), Associate of Science in Teaching (A.S.T.), and all baccalaureate degrees.
      1.   Communication: 9 semester hours
         a.   Six (6) semester hours of English composition and three (3) semester hours in English oral presentational communication are required.
      2.   Humanities and/or Fine Arts: 9 semester hours
         a.   One course must be in literature.
      3.   Social/Behavioral Sciences: 6 semester hours
      4.   History: 6 semester hours
         a.   Students who lack the required one unit (one year) of American history from high school as an admissions requirement must complete six (6) semester hours of American History or three (3) semester hours of American History and three (3) semester hours of Tennessee History to fulfill the history requirement in general education. Otherwise, students may choose from among the history courses approved at a particular institution to fulfill the six-semester hour requirement in history.
      5.   Natural Sciences: 8 semester hours
      6.   Mathematics: 3 semester hours
   C.   Total 41 semester hours.
   D.   Courses specified as meeting general education requirements are published in the catalog of each institution and may be viewed at the following TBR link. https://www.tbr.edu/academics/transfer-and-articulation
   E.   Students pursuing a Bachelor of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of two years of college-level work.

F. Students pursuing an Associate of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of one year of college-level work.

G. **Students pursuing an Associates of Fine Arts degree in Music as a Tennessee Transfer Pathway will complete all of the required General Education hours in section B above except for six hours of the humanities requirement, including one course in literature, which must be completed at a university upon transfer. Total 35 hours.**

II. Undergraduate Degree Requirements and Provisions

A. All baccalaureate degrees offered by institutions in the Tennessee Board of Regents System shall require a maximum of 120 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in institutional catalogs.

B. All **associate of arts and associate of science** degrees **offered by institutions in the Tennessee Board of Regents System shall be designated on the THEC Academic Program inventory as University Parallel degrees and** require a maximum of 60 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in institutional catalogs. **For students who complete a Tennessee Transfer Pathway, the corresponding associate of arts or associate of science or associate of fine arts degree shall include the title of the pathway in the catalog and on the diploma.**

C. Credit hours earned in remedial or developmental courses are institutional credit; they are not applicable to credit hours required for any certificate, associate, or baccalaureate degree.

D. College courses taken to address course deficiencies in high school preparation and to meet minimum university admission requirements effective fall 1989 may be used concurrently to satisfy general education requirements specified above with the exception of foreign language.

E. Relative to removing course deficiencies in foreign language, the following provisions apply:

1. Students who pursue programs leading to the Associate of Science or Bachelor of Science degrees may apply foreign language courses taken to remove the deficiencies as electives, if appropriate, or otherwise as add-on hours.

2. Students who pursue programs leading to the Associate of Arts and Bachelor of Arts degrees may apply foreign language courses taken to remove deficiencies toward fulfillment of degree requirements.

III. Transfer Provisions of General Education **and Tennessee Transfer Pathway** Courses

A. Students who complete the Associate of Arts or Associate of Science **or Associate of Science in Teaching** degree and transfer to a university within the Tennessee Board of Regents System will have satisfied all lower-division general education requirements.

B. **University to university transfer students and community college** students who **do not complete the Associate of Arts or Associate of Science or Associate of**

Science in Teaching or Associate of Fine Arts degree and transfer to a university within the Tennessee Board of Regents System but who complete blocks of subject categories will have satisfied the general education requirements for the categories of note.

1. For example, if the eight (8) semester hours of natural sciences are completed, then this block of the general education requirement is fulfilled upon transfer to an institution within the Tennessee Board of Regents System.
2. When a subject category is incomplete, a course by-course evaluation will be conducted, and the student will be subject to specific requirements of the receiving institution.
3. **If a student is following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by the university and be applied either to the general education requirement or area of emphasis requirement as listed in that Tennessee Transfer Pathway.**

C. Institutional/departmental requirements of the grade of "C" will be honored.
1. If credit is granted for a course with the grade of "D," any specific requirements for the grade of "C" by the receiving institution will be enforced, except as provided in Section B of Calculation of Grade Point Averages (GPAs) for Courses Transferred and Related Applications.

D. In certain majors, specific courses must also be taken in general education.
1. It is important that students and advisors be aware of any major requirements that must be fulfilled under lower-division general education.
2. In cases where specific courses are required as a part of general education for certain majors, the student is responsible for enrolling in the correct courses.
3. Failure to fulfill specific major requirements in lower-division general education may result in the need to complete additional courses.

IV. Calculation of Grade Point Averages (GPAs) for all Courses Transferred and Related Applications
A. Upon receiving courses for transfer, the receiving institution will exclude grades in the calculation of Grade Point Averages (GPAs).
1. Credit will be given for all courses in which passing grades are achieved, including the grade of D.
2. All grades, including F's, W's, etc., must be included on the transfer record.
3. The entire record of transfer students will be considered for eligibility of admission into programs that require attainment of specific grade point averages or where external entities stipulate consideration of the entire student record.

B. Specific application regarding the grade of D pertains as follows:
1. Community college students who complete approved Tennessee Transfer Pathways (TTPs) **or parts thereof**, the grade of D will be honored and affected courses will not be subject to repetition, except in certain cases where requirements stipulate specific courses must be achieved with a grade of C (2.0) or higher.

2. In routes of transfer outside the TTPs, institutional practices regarding the applicability of the grade of D will be honored.

C. Institutions will follow prescribed state practices in evaluating continuing eligibility for the Tennessee Lottery Scholarship Program, which requires inclusion of calculating the cumulative GPA on all courses taken after graduation from high school.

D. Institutions have the prerogative to develop criteria for honors designations.

E. In cases where a student repeats a course at another institution, the receiving institution should utilize its own repeat policy to exclude the grade/credit originally earned.

F. The provisions noted above will be effective for course work presented for transfer to enroll in summer 2015 and thereafter.

V. General Education Requirements for the Associate of Applied Science Degree

A. The Associate of Applied Science (A.A.S.) degree is not designed to transfer to baccalaureate programs; however, a general education component is required.

B. The following distribution of general education courses is required for the A.A.S. degree in all community colleges within the Tennessee Board of Regents System.

1. English Composition: 3 semester hours
2. *Humanities and/or Fine Arts: 3 semester hours
3. *Social/Behavioral Sciences: 3 semester hours
4. *Natural Science/Mathematics: 3 semester hours
   a. One additional course from the categories of Communication, Humanities and/or Fine Arts, Social/Behavioral Sciences, or Natural Science/Mathematics 3-4 semester hours

C. Total 15-17 semester hours

D. *Specific courses satisfying these requirements must be the same courses that satisfy the general education requirement for the Associate of Arts, Associate of Science, or baccalaureate degrees.

VI. Graduate

A. Graduate Degree Requirements and Provisions

1. Graduate degree requirements vary by discipline and level. Generally, master and doctoral programs require a 3.0 GPA or higher for graduation as stated by the institution.

B. Transfer Provision for Graduate Courses

1. Transfer credit provisions are set by the institutions in keeping with best practice guidelines. As such, transfer of graduate credit is limited in a number of areas.
   a. For example,
      1. the number of hours that may be transferred,
      2. in equivalency of requirements,
      3. the procedures for acceptance of graduate transfer credits,
      4. the period in which courses may be taken and time limits on graduate work varies by institution,
      5. department and academic program.

2. In general, courses are eligible for transfer if the grade earned is a "B" or better.

General Education Requirements and Degree Requirements: 2:01:00:00

Sources

TBR Meetings, June 25, 1976; June 25, 1982; March 20, 1987; June 24, 1988; December 5, 1997; June 29, 2004; September 24, 2004; March 27, 2008; TBR Board Meeting September 25, 2009. TBR Board Meeting, December 2, 2010; September 21, 2012

General Education Requirements and Degree Requirements: 2:01:00:00

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        1. Communication: 9 semester hours
            a. Six (6) semester hours of English composition and three (3) semester hours in English oral presentational communication are required.
        2. Humanities and/or Fine Arts: 9 semester hours
            a. One course must be in literature.
        3. Social/Behavioral Sciences: 6 semester hours
        4. History: 6 semester hours
            a. Students who lack the required one unit (one year) of American history from high school as an admissions requirement must complete six (6) semester hours of American History or three (3) semester hours of American History and three (3) semester hours of Tennessee History to fulfill the history requirement in general education. Otherwise, students may choose from among the history courses approved at a particular institution to fulfill the six-semester hour requirement in history.
        5. Natural Sciences: 8 semester hours
        6. Mathematics: 3 semester hours
    C. Total 41 semester hours.
    D. Courses specified as meeting general education requirements are published in the catalog of each institution and may be viewed at the following TBR link. https://www.tbr.edu/academics/transfer-and-articulation
    E. Students pursuing a Bachelor of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of two years of college-level work.

    F.   Students pursuing an Associate of Arts degree shall be required to demonstrate proficiency in a foreign language equivalent to completion of one year of college-level work.

    G.   Students pursuing an Associates of Fine Arts degree in Music as a Tennessee Transfer Pathway will complete all of the required General Education hours in section B above except for six hours of the humanities requirement, including one course in literature, which must be completed at a university upon transfer. Total 35 hours.

II.   Undergraduate Degree Requirements and Provisions

    A.   All baccalaureate degrees offered by institutions in the Tennessee Board of Regents System shall require a maximum of 120 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in institutional catalogs.

    B.   All associate of arts and associate of science degrees offered by institutions in the Tennessee Board of Regents System shall be designated on the THEC Academic Program inventory as University Parallel degrees and require a maximum of 60 semester hours except in certain degree programs in which approval to exceed the maximum has been granted. The programs approved as exceptions to the maximum are identified in institutional catalogs. For students who complete a Tennessee Transfer Pathway, the corresponding associate of arts or associate of science or associate of fine arts degree shall include the title of the pathway in the catalog and on the diploma.

    C.   Credit hours earned in remedial or developmental courses are institutional credit; they are not applicable to credit hours required for any certificate, associate, or baccalaureate degree.

    D.   College courses taken to address course deficiencies in high school preparation and to meet minimum university admission requirements effective fall 1989 may be used concurrently to satisfy general education requirements specified above with the exception of foreign language.

    E.   Relative to removing course deficiencies in foreign language, the following provisions apply:

        1.   Students who pursue programs leading to the Associate of Science or Bachelor of Science degrees may apply foreign language courses taken to remove the deficiencies as electives, if appropriate, or otherwise as add-on hours.

        2.   Students who pursue programs leading to the Associate of Arts and Bachelor of Arts degrees may apply foreign language courses taken to remove deficiencies toward fulfillment of degree requirements.

III.   Transfer Provisions of General Education and Tennessee Transfer Pathway Courses

    A.   Students who complete the Associate of Arts or Associate of Science or Associate of Science in Teaching degree and transfer to a university within the Tennessee Board of Regents System will have satisfied all lower-division general education requirements.

    B.   University to university transfer students and community college students who do not complete the Associate of Arts or Associate of Science or Associate of Science in Teaching or Associate of Fine Arts degree and transfer to a university within the

Tennessee Board of Regents System but who complete blocks of subject categories will have satisfied the general education requirements for the categories of note.

1. For example, if the eight (8) semester hours of natural sciences are completed, then this block of the general education requirement is fulfilled upon transfer to an institution within the Tennessee Board of Regents System.
2. When a subject category is incomplete, a course by-course evaluation will be conducted, and the student will be subject to specific requirements of the receiving institution.
3. If a student is following a Tennessee Transfer Pathway, all courses contained within the curriculum of that pathway completed by the student prior to transfer shall be accepted by the university and be applied either to the general education requirement or area of emphasis requirement as listed in that Tennessee Transfer Pathway.

C. Institutional/departmental requirements of the grade of "C" will be honored.

1. If credit is granted for a course with the grade of "D," any specific requirements for the grade of "C" by the receiving institution will be enforced, except as provided in Section B of Calculation of Grade Point Averages (GPAs) for Courses Transferred and Related Applications.

D. In certain majors, specific courses must also be taken in general education.

1. It is important that students and advisors be aware of any major requirements that must be fulfilled under lower-division general education.
2. In cases where specific courses are required as a part of general education for certain majors, the student is responsible for enrolling in the correct courses.
3. Failure to fulfill specific major requirements in lower-division general education may result in the need to complete additional courses.

IV. Calculation of Grade Point Averages (GPAs) for all Courses Transferred and Related Applications

A. Upon receiving courses for transfer, the receiving institution will exclude grades in the calculation of Grade Point Averages (GPAs).

1. Credit will be given for all courses in which passing grades are achieved, including the grade of D.
2. All grades, including F's, W's, etc., must be included on the transfer record.
3. The entire record of transfer students will be considered for eligibility of admission into programs that require attainment of specific grade point averages or where external entities stipulate consideration of the entire student record.

B. Specific application regarding the grade of D pertains as follows:

1. Community college students who complete approved Tennessee Transfer Pathways (TTPs) or parts thereof, the grade of D will be honored and affected courses will not be subject to repetition, except in certain cases where requirements stipulate specific courses must be achieved with a grade of C (2.0) or higher.
2. In routes of transfer outside the TTPs, institutional practices regarding the applicability of the grade of D will be honored.

    C.   Institutions will follow prescribed state practices in evaluating continuing eligibility for the Tennessee Lottery Scholarship Program, which requires inclusion of calculating the cumulative GPA on all courses taken after graduation from high school.

    D.   Institutions have the prerogative to develop criteria for honors designations.

    E.   In cases where a student repeats a course at another institution, the receiving institution should utilize its own repeat policy to exclude the grade/credit originally earned.

    F.   The provisions noted above will be effective for course work presented for transfer to enroll in summer 2015 and thereafter.

V.   General Education Requirements for the Associate of Applied Science Degree

    A.   The Associate of Applied Science (A.A.S.) degree is not designed to transfer to baccalaureate programs; however, a general education component is required.

    B.   The following distribution of general education courses is required for the A.A.S. degree in all community colleges within the Tennessee Board of Regents System.

        1.   English Composition: 3 semester hours

        2.   *Humanities and/or Fine Arts: 3 semester hours

        3.   *Social/Behavioral Sciences: 3 semester hours

        4.   *Natural Science/Mathematics: 3 semester hours

            a.   One additional course from the categories of Communication, Humanities and/or Fine Arts, Social/Behavioral Sciences, or Natural Science/Mathematics 3-4 semester hours

    C.   Total 15-17 semester hours

    D.   *Specific courses satisfying these requirements must be the same courses that satisfy the general education requirement for the Associate of Arts, Associate of Science, or baccalaureate degrees.

VI.   Graduate

    A.   Graduate Degree Requirements and Provisions

        1.   Graduate degree requirements vary by discipline and level. Generally, master and doctoral programs require a 3.0 GPA or higher for graduation as stated by the institution.

    B.   Transfer Provision for Graduate Courses

        1.   Transfer credit provisions are set by the institutions in keeping with best practice guidelines. As such, transfer of graduate credit is limited in a number of areas.

            a.   For example,

                1.   the number of hours that may be transferred,

                2.   in equivalency of requirements,

                3.   the procedures for acceptance of graduate transfer credits,

                4.   the period in which courses may be taken and time limits on graduate work varies by institution,

                5.   department and academic program.

        2.   In general, courses are eligible for transfer if the grade earned is a "B" or better.

Sources

General Education Requirements and Degree Requirements: 2:01:00:00

TBR Meetings, June 25, 1976; June 25, 1982; March 20, 1987; June 24, 1988; December 5, 1997; June 29, 2004; September 24, 2004; March 27, 2008; TBR Board Meeting September 25, 2009. TBR Board Meeting, December 2, 2010; September 21, 2012

TENNESSEE BOARD OF REGENTS

MEETING:	March Quarterly Board Meeting
SUBJECT:	Revision of Admissions Policy: 2:03:00:00
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Tristan Denley
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Vice Chancellor Denley will present revisions to the Admissions Policy 2:03:00:00. The proposed revisions are part of an overall policy review to amend language and bring the policy into best practices alignment by address the following considerations:

Compliance with the Tennessee Diploma Project curricula requirements for admissions across the system; inclusion of graduate level policies; and specification of immunization requirements for all Nursing and Allied Health students per the Department of Health.

Admissions: 2:03:00:00

Policy Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges, Universities
Purpose

The following policy and procedures are adopted as consistent admission policy throughout the Tennessee Board of Regents system. Each university and community college shall develop policy and procedures consistent with this policy for the admission of students to undergraduate degree programs.

Definitions

- Adequate coverage - adequate coverage shall mean that the student's coverage meets or exceeds the level of coverage provided to participants in the TBR's Student/Scholar Health & Accident Insurance Plan.
- Dual enrollment - is the enrollment of a high school student in one or more specified college course(s) for which the student will be awarded both high school and college credit.
- Joint enrollment - is the enrollment of a high school student in one or more college course for which the student will earn only college credit.

Policy

I. Provisions for all Institutions

    A. Policy Development

        1. Each institution governed by the Tennessee Board of Regents shall develop an admission policy consistent with the provisions of this policy and Section 504 of the Rehabilitation Act of 1973 (Non-discrimination on the Basis of Handicap) and the Americans with Disabilities Act of 1990 and submit it to the Tennessee Board of Regents for approval.

2. Each institution shall include its approved admission policy in its catalog or other appropriate publications.

B. Policy Revision

1. Any subsequent change to an approved admission policy shall, prior to implementation, be submitted to the Tennessee Board of Regents for review and approval.

C. Medical or Health Information

1. Each institution shall require all applicants for admission to provide health information that, at a minimum, establishes the applicant's compliance with Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases.

2. Prior to full-time attendance at a higher education institution, the student must provide documentation that illustrates receipt of the required immunizaitons.

3. New, incoming students who live in on-campus student housing must comply with the latest standards for immunization for meningococcal disease as set forth by the recommended immunization schedule issued by the Center for Disease Control Advisory Committee on Immunization Practices.

4. Once a student is enrolled full-time at any Tennessee Board of Regents institution, the student shall be deemed as satisfying the requirement for immunizations, and upon transfer to any other Tennessee Board of Regents institution, will have the requirement for documentation of immunizations waived.

II. Provisions for Universities and Community Colleges

A. General Provisions

1. Admission of Non-Tennessee Residents

a. Each university and community college may establish minimum criteria for the admission of residents of states other than Tennessee which exceed the minimum criteria established for residents of the state.

2. Residency Classification

a. Each university and community college shall, in the admission or readmission process, assign each student a residency classification using TBR Policy No. 3:05:01:00 Regulations for Classifying Students In-State and Out-of-State for the Purposes of Paying College or University Fees and Tuition and for Admission Purposes.

3. Admission of International Non-Immigrant Applicants

a. Each university and community college will establish policies and procedures for the admission of international non-immigrant applicants in accordance with the following criteria:

   (1) Educational Level. The educational level attained must be comparable to that required of U.S. applicants.

   (2) Proof of English Language Proficiency for Non-Native English Language Speakers. In order to determine an applicant's level of proficiency in the English language, each university and community college shall require that applicants whose native language is not English submit scores earned on the Test of English Language Proficiency (TOEFL), the academic version of the International English Language Testing System (IELTS), or one of the other recognized comparable standardized examinations or through a standardized examination developed at the individual institution. Courses completed at another U. S. institution may be used in lieu of standardized examination scores.

   (3) Financial Statement. In order to determine the international student's ability to pay registration fees, non-resident fees, living and other expenses, each institution shall require international applicant to supply evidence of financial capability.

   (4) Immigration Service Regulations. Institutions must adhere to all U. S. Citizenship and Immigration Service regulations in the admission, enrollment, and readmission of international non-immigrant applicants.

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(5) Certification of Freedom from Tuberculosis. All international non-immigrant students applying for admission pursuant to a student visa shall submit within thirty (30) days from the first day of classes a certificate from a licensed physician or other qualified medical authority verifying freedom from tuberculosis. Failure to submit such certification shall result in denial of admission or continued enrollment. In the event that a student has tuberculosis or has potential tuberculosis requiring medical treatment, continued enrollment will be conditioned upon the determination by a licensed physician that further enrollment is not a risk to others and upon the student's compliance with any prescribed medical treatment program.

(6) Medical and Hospitalization Insurance. Each institution must require that international non-immigrant applicants with J, F, or M visas have and maintain medical and hospitalization insurance as a condition of admission and continued enrollment at the institution. Applicants with J visas must also carry adequate medical and hospitalization insurance for spouses and dependents. Institutions may require similar insurance coverage of all other international non-immigrant applicants.

b. Institutions shall establish this requirement in policy and shall establish a process for:

(1) Informing applicants for admission of the coverage required and of its approximate cost of coverage and options for accessing insurance;

(2) Informing applicants of the documents that will be acceptable as proof of medical and hospitalization coverage; and

(3) Automatically enrolling in the TBR recommended insurance plan those international non-immigrant students who do not otherwise have adequate coverage. Enrollment shall take place not later than at the time of class

registration, and the cost of the coverage shall be added to the student's registration fees.

4. Admission to Specialized or Limited-Enrollment Programs

    a. Each university and community college shall develop specific policy and procedures for admission of students to programs or courses with enrollment limitations and/or specialized curricula.

    b. Such limitations should be based upon selective criteria appropriate to the program or course which apply equally to all prospective students, provided that preference for admission be given to residents of the State of Tennessee. (Incorporates former TBR Policy No. 2:03:00:05 - see TBR Meeting September 30, 1983)

    c. A number of factors such as accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admissions process to certain undergraduate programs.

        (1) Students must meet the application criteria, be reviewed and accepted for admission, and make satisfactory progress to be admitted and continue in these academic programs.

        (2) Institutions may vary in their admission requirements based on their analysis of student success characteristics.

        (3) Admission and progression policies related to selective programs should reflect the likelihood of being admitted to the major at the earliest possible point and contain information on grade point average, standardized test scores, and grade expectations in specified high school courses indicative of success in the field.

    d. Admission and progression policies should be clearly displayed in all materials to prospective applicants.

5. Admission to Medical, Nursing, and Allied Health Programs

    a. Each university and community college that offers medical, nursing, or allied health

programs shall require that all persons admitted to such programs:

(1) Provide evidence through a health verification form, that at a minimum, establish the applicants compliance with the Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases, including the Hepatitis B vaccine, and other communicable diseases.

(2) Be, with reasonable accommodation, physically and mentally capable of performing the essential functions of the program as defined in writing by the institution.

6. Advanced Standing and Placement

a. Each university and community college may develop policies and procedures for granting admission with advanced placement or standing based on examination, experiential learning, and active duty in the armed services, credit earned in armed services schools, and credit earned through non-collegiate sponsored instruction consistent with TBR Policy 2:01:00:04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities.

b. Institutions may develop criteria for accelerated undergraduate to graduate degrees but not compromise the quality of program at either level in the process.

7. Readmission

a. Each university and community college shall develop policies and procedures for the readmission of students. These policies and procedures shall be consistent with TBR Policy No. 2:03:01:01 (Undergraduate Academic Retention Standards).

8. Application Fee

a. Each university and community college may, with prior approval of the Board, charge a one-time non-refundable application fee.

B. Undergraduate Degree Admission

1. Admission of First-Time Freshmen

a. Applicants for degree admission as first-time freshmen shall be admitted using the following four (4) criteria:

(1) High School Graduation

(a) Except as provided for below in Section II.B.1.a, applicants for degree admission as first-time freshmen must provide an official transcript showing graduation from high school. The transcript of graduates of Tennessee public high schools must include a notation indicating that the student passed the required Proficiency Examination.

(2) High School Diploma or Equivalency

(a) Effective 1 January 2014, applicants for degree admission as first-time freshmen may present either the 2014 GED® test or the HiSET™ in lieu of a high school diploma provided that their GED® test or the HiSET™ score meets or exceeds the minimum score set by the institution.

(3) Standardized Examination Scores

(a) Applicants for admission as first-time freshmen who are 20 years of age or younger must present ACT SAT scores. Applicants who are 21 years of age and above, may submit the ACT or SAT score or scores from an approved nationally normed standardized assessment of mathematics, reading, and writing.

(b) Universities will use the scores for admission in keeping with recommended best practices, advisement, and as a component in the placement decision. Community colleges and technical institutes will not use the scores for admission purposes, but may use them for advisement purposes as well as a component in the placement decision.

(4) High School Course Requirements

(a) Effective January 1, 2014, the TBR agreed to accept the curriculum requirements as set by the Tennessee Department of Education with the implementation of the Tennessee Diploma project of 2009. Admission will be granted to freshmen applicants who hold a recognized high school diploma that includes a distribution of college preparatory courses, such as those required in the core elements of the Tennessee High School Diploma. These courses include the following:

(1a) 4 Credits of English

(1b) 4 Credits of Math, including Algebra I and II, Geometry and a fourth higher level math class

(1c) 3 Credits of Science, including Biology, Chemistry or Physics, and a third lab Course

(1d) 3 Credits of Social Studies, including United States History* and Geography, World History and Geography, U.S. Government and Civics, and Economics

*T.C.A. § 47-7-110 requires the completion of six semester credit hours of American History by any individual in any non-exempted area of study to be granted a baccalaureate from any kind from any institution of higher learning or community college supported or maintained by the state. Persons in exempted fields of study need not fulfil this requirement if they successfully completed a course in American history in high school. Any student has the option, at the student's request, to substitute three semester hours of Tennessee history for the American History requirement.

(1e) 1.5 Credits of Physical Education and Wellness

(1f) 2 Credits of a Single Foreign Language

(1g) 0.5 Credits of Personal Finance

(1h) 1 Credits of Fine Arts

(1i) 3 Credits of Electives consisting of Math and Science, Career and Technical Education, Fine Arts, Humanities, Advanced Placement (AP) or International Baccalaureate (IB).

(2) Applicants who graduated prior to the adoption of the Tennessee Diploma Project curriculum by the TBR who hold a high school diploma are exempt from the diploma requirements with the exception of those in *T.C.A. § 47-7-110 as described in Section II.B.4.a (1d).

5. Out-of-State Applicants

a. Applicants who are residents of states other than Tennessee are subject to the same

admission requirements as in-state applicants.

6. Early Admission of First-Time Freshmen

    a. Each university and community college may develop procedures for the admission of applicants who have completed their junior year in high school.

    b. The minimum requirements for admission of applicants in this category shall be the following:

        (1) High School GPA

            (a) Applicants must have completed the 9th, 10th, and 11th grades with a minimum grade point average of 3.2 based on a 4.0 scale or the equivalent.

        (2) Standardized Examination Score

            (a) Applicants must have an ACT composite score of at least 22 or a comparable ACT Compass scores.

        (3) Prescribed Courses

            (a) Applicants must provide a written statement from their high school principal specifying the college courses that will be substituted for the remaining high school courses needed for high school graduation.

        (4) Endorsements

            (a) Applicants shall provide written endorsements from their high school counselors and from their parents or guardians.

7. Admission of Transfer Students

    a. Each university and community college shall establish policy and procedures for the admission of transfer students that are consistent with the TBR Policy General Education & Degree Requirements 2:01:00:00 Sections II and III and with following criteria:

        (1) The applicant must provide official transcripts of credits attempted from all institutions of higher education previously attended.

        (2) The applicant's grade point average on transferable courses must be at least equal to

that which the institution requires for the readmission of its own students. Applicants who do not meet the institution's standards may be admitted on scholastic probation or other appropriate condition.

(a) Calculation of grade point average will be calculated and applied as outlined in TBR Policy 1:01:00:00 General Education and Degree Requirements Sections III- IV.

(3) Institutions must develop policy and publish criteria regarding the awarding of transfer credit from collegiate and non-collegiate institutions, credit by examination, military and other formal training, experiential learning, and academic fresh start. Such policies and procedures must, at a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies and consistent with TBR Policy 2:01:00:04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities and TBR Policy 2:03:01:01 Undergraduate Academic Retention Standards.

(a) Institutions may determine a subset if grade point average to determine admission to selective programs.

8. Admission of Non-Degree Students with International Baccalaureate (IB) Diplomas or Certificates to Degree Admission Status

a. The International Baccalaureate (IB) Organization awards either a diploma or certificates for individual IB exams. Institutions should establish scores on the Higher Level Examination for which IB credit is acceptable to be applied toward their institutional degrees and designate which graduation requirements for specific subjects are acceptable, and the maximum number of credits which may be applied to the major and/or for general education requirements as determined by each institution.

b. Information on how subject credit may be granted should appear in the individual institutional catalog.

c. Students should be aware that while IB credit may be awarded credit some courses taken at an institution may duplicate the IB credited course, course credit will be awarded only once for any specific course.

9. Admission of Non-Degree Students to Degree Admission Status

    a. Each university and community college may develop policy and procedures for granting degree admission to non-degree students.

    b. To be eligible for Degree Admission status, non-degree students, as defined in Section II.D. below, must meet all the applicable provisions of Section II.B.1.a.(1)-(4) above.

C. Graduate and Professional Degree Admission

    1. Universities shall develop policy, procedures, and specific criteria for admitting applicants to graduate and professional degree programs. Such policies and procedures must, as a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies.

    2. Admission

        a. Generally, graduate administrative units set a minimum undergraduate grade point average (GPA) that an applicant should have earned in order to be considered for admission.

        (1) Departments may set higher minimum standards for admission.

        (2) Departments may also stipulate the minimum GPA to be achieved in the desired major during the final year or two of the undergraduate studies.

        b. Individual institutions may determine to offer varying degrees of admission, i.e., full conditional or provisional.

        c. Official Transcripts

        (1) Institutions may require official transcripts (undergraduate and graduate) issued directly by all institutions attended to be submitted either upon application or acceptance.

        (2) The individual institution may determine whether or not to accept three year undergraduate degrees in keeping with the international education reform, i.e., Bologna process or to make exception for students seeking political or social asylum prior to the completion of the undergraduate work.

        d. Standardized Examination Scores

(1) The institution may request dates and scores for one of more assessment tests such as the GRE, GMAT, the MAT, the IELTS and/or TOEFL.

(2) Scores should be submitted directly from the testing organization and not the student within the time limitations of use set by the testing organizations.

e. Proof of English Competency

(1) All students for whom English is not the first language, with the possible exception of individuals who have completed a prior degree at an accredited institution in an English speaking nation, must provide proof of English proficiency.

(2) Institutions may administer additional assessments for oral and written competencies for applicants and accepted students for whom English is not the first language if they have been offered graduate assistantships where they will be required to teach,

(3) Institutions must provide assistance to those students awarded assistantships to improve their English language proficiency if the assessment shows deficiencies prior to placing those applicants or students in the classroom.

f. Required Materials for Graduate Degree Application

(1) Regardless of the standards set by the individual academic units, all applications should include at a minimum the following components:

(a) An application form

(b) Transcripts of all previous academic work (with certified translations for Non-English transcripts) from which an undergraduate GPA may be calculated

(c) Letters of recommendation

(d) Proof of English competency for international students for whom English is not their first language, with the exception of those who have completed a degree at an accredited institution in an English speaking country.

3. Admission of Undergraduates to Graduate Courses

a. Institutions may grant permission to undergraduate students with exceptional academic backgrounds to graduate coursework as part of their undergraduate experience.

4. Admission of Transfer Graduate Students

a. Students applying for transfer from one graduate institution to another should submit the same admission materials as the typical first time graduate applicant. If granted admission, the student should be informed of the number of hours which will be transferrable.

b. Each university shall establish policy and procedures for the admission of transfer graduate students that are consistent with the following criteria:

(1) The applicant must provide transcripts of credits attempted from all institutions of higher learning previously attended, if required by the graduate institution.

(2) The applicant's grade point average (GPA) on transferrable courses must be at least equal to that which the institution required for the readmission of its own students. Applicants who do not meet the institution's standards may be admitted on scholastic probation or other appropriate conditions.

(3) Institutions must develop policy and publish criteria regarding the awarding of transfer credit from other universities or colleges, credit by examination, military and other formal training, and experiential learning as well as policies for Academic Fresh Start. Such policies and procedures must, as a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies.

D. Non-Degree Admission for Undergraduate and Graduate Applicants

1. Each university and community college shall develop policy and procedures for admitting undergraduate and graduate applicants who wish to take credit courses, but who either do not qualify for or do not wish to apply for degree admission.

2. Policies shall include any conditions of enrollment and any term or overall credit-hour limitations.

3. Applicants who are eligible for non-degree admission include:

(a) Persons Not Previously Enrolled in College

(1) High School Graduates

(2) Persons 21 years of age or older who have not earned a high school diploma and

are not currently enrolled in high school.

(3) Persons 18 years of age or older who have not earned a high school diploma or are not currently enrolled in high school and wish to enroll in HSE preparatory courses only.

(4) High school students who meet the following criteria as specified in T.C.A. § 49-6-3111:

(b) Academically talented/gifted students enrolled in grades 9, 10, 11, or 12 in public or private high schools in Tennessee may, with the recommendation and approval of the high school principal and appropriate higher education institution personnel, enroll in and receive regular college degree credit from a Tennessee postsecondary institution if such a student has a grade point average equivalent to 3.2 on a 4.0 maximum basis and if such placement is a part of the student's planned Individual Education Program (IEP) as established by the multi-disciplinary team process.

 (c) High school students who are in their freshman year of high school. Such students may be admitted for either joint enrollment or dual enrollment or both. For the purposes of this policy, the terms joint and dual enrollment are defined in the "Definitions" section. Dual Enrollment students must meet the following eligibility criteria:

(1) The student must be enrolled as a 9th, 10th, 11th, or 12th grade student in a Tennessee public or nonpublic secondary school, or in a home education program.

(2) The student may enroll in a specific course based on the course's specific placement requirements as determined by the campus.

(3) The student must enroll in dual enrollment courses in the general education core, Tennessee Pathways leading to a degree, Career and Technical Program of study leading to an academic award, or middle college or equivalent program.

(4) The student must provide secondary institution permission/approval.

Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.

(5) Upon admission to an institution after high school graduation, students admitted with credits earned through prior dual enrollment while in high school should not be classified as a transfer student for financial aid or scholarship considerations but rather they should be considered a first time freshman.

4. Persons with College Credit but Not a Degree

   a. Persons who earned credits but not a degree at another college and are eligible for readmission to the last institution attended.

   b. Those who do not meet the readmission standards of the last institution attended may be admitted on scholastic probation or other established condition.

5. Persons with a College Degree or Certificate

   a. Persons who have a degree or certificate equivalent to the highest degree or certificate offered by the institution in a particular field but who wish to take additional courses.

   b. Persons who do not qualify for or do not wish to apply for graduate degree admission.

6. Senior Citizens and Disabled Persons

   a. Totally and permanently disabled persons and persons 65 years of age or older.

   b. No fees other than a service fee in the amount authorized by the Tennessee Board of Regents may be charged.

   c. In the case of disabled persons, the institution may require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.

   d. Admission under this provision may, however, be limited or denied based on the availability of space in the individual classroom.

E. Audit and No-Credit Admission

   1. Each university and community college shall develop policy and procedures for the admission

of persons wishing only to audit courses or to take credit courses on a no-credit basis. The following provisions shall apply:

   a. Space Available Basis. Admission may be limited or denied based on the availability of space in the individual classroom.

   b. Senior Citizens. Senior citizens age 60 or older may audit courses or take credit courses on a no-credit basis free of any charge.

   c. Disabled Persons

     (1) Totally and permanently disabled persons may audit courses or take credit courses on a no-credit basis free of any charge.

     (2) Institutions may, however, require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.

F. Admission of Non-Degree Students to Degree Admission Status

  1. Each institution should develop policy and procedures for granting degree seeking admission status to non-degree students at both the undergraduate and graduate levels.

G. Continuous Enrollment and Residency Requirements Upon Admission for Graduate Programs

  1. Each University must develop policy and procedures for the continuous enrollment within select or all graduate programs.

  2. Each university must develop policy and procedures for a period of required residency not less than two continuous semesters for students seeking admission and enrolling in graduate programs.

    (a) Residency requirements should be clearly described in application materials and on the institutional program website.

H. Admission to Select Graduate Programs

  1. Accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admission process to the TBR graduate programs.

  2. Students must meet the application criteria, be reviewed and accepted for admission, and

make satisfactory progress to be continued in all graduate programs.

3. Institutions may vary in the defined requirements for satisfactory progress as based on their analysis of student success characteristics.

III. Provisions for Tennessee Colleges of Applied Technology

  A. All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-serve" basis, and the following minimum criteria shall apply:

    1. Applicants Not Enrolled in High School

      a. Applicants not enrolled in high school are eligible for admission provided that:

        (1) They are at least eighteen (18) years of age or have a high school diploma or equivalent.

        (2) They declare an occupational objective or demonstrate through testing or counseling reasonable potential for achieving that objective.

    2. Applicants Enrolled in High School

      a. Applicants enrolled in high school are eligible for admission provided that:

        (1) An agreement authorizing such admission is concluded between the local Board of Education and the Tennessee College of Applied Technology. Such agreements are subject to the approval of the Chancellor or his designee.

        (2) Enrollment is limited to one (1) occupational area.

    3. Admission of International Non-Immigrants

      a. International non-immigrant applicants are eligible for admission if they meet the same conditions required for other applicants as well as the requirements of the U. S. Bureau of Naturalization and Immigration.

    4. Use of Standardized Tests

      a. Tennessee Colleges of Applied Technology may require applicants for admission to be tested.

      b. The test results will be used by the school to assist the applicant in selecting a

suitable program.

5. Admission to Practical Nursing Program

    a. Admission to the Practical Nursing program is not automatic even though the applicant may be otherwise academically qualified and recommended by the Nursing Advisory Committee.

    b. Applicants seeking admission to the Practical Nursing program must:

        (1) Make application for admission to the College of Applied Technology.

        (2) Submit evidence of high school graduation or HSE equivalency.

        (3) Have attained a passing score on an appropriate admission test. The admission test and minimum score shall be determined by the Executive Sub-Council of the Tennessee Colleges of Applied Technology Directors.

        (4) Submit evidence of a recent physical examination by a licensed physician or nurse practitioner.

        (5) Submit written references.

        (6) Report for enrollment upon notification of acceptance.

    c. Qualified applicants not accepted into the class for which they applied may be considered for admission to a subsequent class.

Sources

TBR Meeting, August 16, 1974; September 29, 1978; June 27, 1980, September 30, 1983; December 16, 1983; June 27, 1986; September 16, 1988; December 2, 1988; June 30,1989; December 7,1990; March 20, 1992; March 19, 1993; September 17, 1993; June 23,1994; December 8, 1994; December 15, 1995; March 7, 1997; June 19, 1998; September 22, 2000; April 2, 2004; December 8, 2006; June 28, 2007; June 24, 2010; Revised December 11, 2014

The admission policy was revised in its entirety on September 30, 1983, superseding the previous policy and all amendments thereto. Revised Jan. 1, 2014 per Tennessee Alternative Diploma Act to reflect change from General Educational Development (GED) Certificate to Tennessee High School Equivalency (HSE) Diploma.

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Admissions: 2:03:00:00

Policy Area

Academic Policies

Applicable Divisions

TCATs, Community Colleges, Universities

Purpose

The following policy and procedures are adopted as consistent admission policy throughout the Tennessee Board of Regents system. Each university and community college shall develop policy and procedures consistent with this policy for the admission of students to undergraduate degree programs.

Definitions

- Adequate coverage - adequate coverage shall mean that the student's coverage meets or exceeds the level of coverage provided to participants in the TBR's Student/Scholar Health & Accident Insurance Plan.
- Dual enrollment - is the enrollment of a high school student in one or more specified college course(s) for which the student will be awarded both high school and college credit.
- Joint enrollment - is the enrollment of a high school student in one or more college course for which the student will earn only college credit.

Policy

I. Provisions for all Institutions

    A. Policy Development

        1. Each institution governed by the Tennessee Board of Regents shall develop an admission policy consistent with the provisions of this policy and Section 504 of the Rehabilitation Act of 1973 (Non-discrimination on the Basis of Handicap) and the Americans with Disabilities Act of 1990 and submit it to the Tennessee Board of Regents for approval.

2. Each institution shall include its approved admission policy in its catalog or other appropriate publications.

B. Policy Revision

1. Any subsequent change to an approved admission policy shall, prior to implementation, be submitted to the Tennessee Board of Regents for review and approval.

C. Medical or Health Information

1. Each institution shall require all applicants for admission to provide health information that, at a minimum, establishes the applicant's compliance with Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases.

2. Prior to full-time attendance at a higher education institution, the student must provide documentation that illustrates receipt of the required immunizaitons.

3. New, incoming students who live in on-campus student housing must comply with the latest standards for immunization for meningococcal disease as set forth by the recommended immunization schedule issued by the Center for Disease Control Advisory Committee on Immunization Practices.

4. Once a student is enrolled full-time at any Tennessee Board of Regents institution, the student shall be deemed as satisfying the requirement for immunizations, and upon transfer to any other Tennessee Board of Regents institution, will have the requirement for documentation of immunizations waived.

II. Provisions for Universities and Community Colleges

A. General Provisions

1. Admission of Non-Tennessee Residents

a. Each university and community college may establish minimum criteria for the admission of residents of states other than Tennessee which exceed the minimum criteria established for residents of the state.

2. Residency Classification

a. Each university and community college shall, in the admission or readmission process, assign each student a residency classification using TBR Policy No. 3:05:01:00 Regulations for Classifying Students In-State and Out-of-State for the Purposes of Paying College or University Fees and Tuition and for Admission Purposes.

3. Admission of International Non-Immigrant Applicants

   a. Each university and community college will establish policies and procedures for the admission of international non-immigrant applicants in accordance with the following criteria:

   (1) Educational Level. The educational level attained must be comparable to that required of U.S. applicants.

   (2) Proof of English Language Proficiency for Non-Native English Language Speakers In order to determine an applicant's level of proficiency in the English language, each university and community college shall require that applicants whose native language is not English submit scores earned on the Test of English Language Proficiency (TOEFL), the academic version of the International English Language Testing System (IELTS), or one of the other recognized comparable standardized examinations or through a standardized examination developed at the individual institution. Courses completed at another U. S. institution may be used in lieu of standardized examination scores.

   (3) Financial Statement. In order to determine the international student's ability to pay registration fees, non-resident fees, living and other expenses, each institution shall require international applicant to supply evidence of financial capability.

   (4) Immigration Service Regulations. Institutions must adhere to all U. S. Citizenship and Immigration Service regulations in the admission, enrollment, and readmission of international non-immigrant applicants.

(5) Certification of Freedom from Tuberculosis. All international non-immigrant students applying for admission pursuant to a student visa shall submit within thirty (30) days from the first day of classes a certificate from a licensed physician or other qualified medical authority verifying freedom from tuberculosis. Failure to submit such certification shall result in denial of admission or continued enrollment. In the event that a student has tuberculosis or has potential tuberculosis requiring medical treatment, continued enrollment will be conditioned upon the determination by a licensed physician that further enrollment is not a risk to others and upon the student's compliance with any prescribed medical treatment program.

(6) Medical and Hospitalization Insurance. Each institution must require that international non-immigrant applicants with J, F, or M visas have and maintain medical and hospitalization insurance as a condition of admission and continued enrollment at the institution. Applicants with J visas must also carry adequate medical and hospitalization insurance for spouses and dependents. Institutions may require similar insurance coverage of all other international non-immigrant applicants.

b. Institutions shall establish this requirement in policy and shall establish a process for:

(1) Informing applicants for admission of the coverage required and of its approximate cost of coverage and options for accessing insurance;

(2) Informing applicants of the documents that will be acceptable as proof of medical and hospitalization coverage; and

(3) Automatically enrolling in the TBR recommended insurance plan those international non-immigrant students who do not otherwise have adequate coverage. Enrollment shall take place not later than at the time of class

registration, and the cost of the coverage shall be added to the student's registration fees.

4. Admission to Specialized or Limited-Enrollment Programs

   a. Each university and community college shall develop specific policy and procedures for admission of students to programs or courses with enrollment limitations and/or specialized curricula.

   b. Such limitations should be based upon selective criteria appropriate to the program or course which apply equally to all prospective students, provided that preference for admission be given to residents of the State of Tennessee. (Incorporates former TBR Policy No. 2:03:00:05 - see TBR Meeting September 30, 1983)

   c. A number of factors such as accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admissions process to certain undergraduate programs.

      (1) Students must meet the application criteria, be reviewed and accepted for admission, and make satisfactory progress to be admitted and continue in these academic programs.

      (2) Institutions may vary in their admission requirements based on their analysis of student success characteristics.

      (3) Admission and progression policies related to selective programs should reflect the likelihood of being admitted to the major at the earliest possible point and contain information on grade point average, standardized test scores, and grade expectations in specified high school courses indicative of success in the field.

   d. Admission and progression policies should be clearly displayed in all materials to prospective applicants.

5. Admission to Medical, Nursing, and Allied Health Programs

   a. Each university and community college that offers medical, nursing, or allied health

programs shall require that all persons admitted to such programs:

(1) Provide evidence through a health verification form, that at a minimum, establish the applicants compliance with the Rules promulgated by the Tennessee Department of Health regarding requirements for immunization against certain diseases, including the Hepatitis B vaccine, and other communicable diseases.

(2) Be, with reasonable accommodation, physically and mentally capable of performing the essential functions of the program as defined in writing by the institution.

6. Advanced Standing and Placement

a. Each university and community college may develop policies and procedures for granting admission with advanced placement or standing based on examination, experiential learning, and active duty in the armed services, credit earned in armed services schools, and credit earned through non-collegiate sponsored instruction consistent with TBR Policy 2:01:00:04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities.

b. Institutions may develop criteria for accelerated undergraduate to graduate degrees but not compromise the quality of program at either level in the process.

7. Readmission

a. Each university and community college shall develop policies and procedures for the readmission of students. These policies and procedures shall be consistent with TBR Policy No. 2:03:01:01 (Undergraduate Academic Retention Standards).

8. Application Fee

a. Each university and community college may, with prior approval of the Board, charge a one-time non-refundable application fee.

B. Undergraduate Degree Admission

1. Admission of First-Time Freshmen

a. Applicants for degree admission as first-time freshmen shall be admitted using the following four (4) criteria:

(1) High School Graduation

(a) Except as provided for below in Section II.B.1.a, applicants for degree admission as first-time freshmen must provide an official transcript showing graduation from high school. The transcript of graduates of Tennessee public high schools must include a notation indicating that the student passed the required Proficiency Examination.

(2) High School Diploma or Equivalency

(a) Effective 1 January 2014, applicants for degree admission as first-time freshmen may present either the 2014 GED$^@$ test or the HiSET^{TM} in lieu of a high school diploma provided that their GED$^@$ test or the HiSET^{TM} score meets or exceeds the minimum score set by the institution.

(3) Standardized Examination Scores

(a) Applicants for admission as first-time freshmen who are 20 years of age or younger must present ACT SAT scores. Applicants who are 21 years of age and above, may submit the ACT or SAT score or scores from an approved nationally normed standardized assessment of mathematics, reading, and writing.

(b) Universities will use the scores for admission in keeping with recommended best practices, advisement, and as a component in the placement decision. Community colleges and technical institutes will not use the scores for admission purposes, but may use them for advisement purposes as well as a component in the placement decision.

(4) High School Course Requirements

(a) Effective January 1, 2014, the TBR agreed to accept the curriculum requirements as set by the Tennessee

Department of Education with the implementation of the Tennessee Diploma project of 2009. Admission will be granted to freshmen applicants who hold a recognized high school diploma that includes a distribution of college preparatory courses, such as those required in the core elements of the Tennessee High School Diploma. These courses include the following:

(1a) 4 Credits of English

(1b) 4 Credits of Math, including Algebra I and II, Geometry and a fourth higher level

math class

(1c) 3 Credits of Science, including Biology, Chemistry or Physics, and a third lab

Course

(1d) 3 Credits of Social Studies, including United States History* and Geography,

World History and Geography, U.S. Government and Civics, and Economics

 *T.C.A. § 47-7-110 requires the completion of six semester credit hours of American

History by any individual in any non-exempted area of study to be granted a

baccalaureate from any kind from any institution of higher learning or community

college supported or maintained by the state. Persons in exempted fields of study

need not fulfil this requirement if they successfully completed a course in American

history in high school. Any student has the option, at the student's request, to

substitute three semester hours of Tennessee history for the American History

requirement.

(1e) 1.5 Credits of Physical Education and Wellness

(1f) 2 Credits of a Single Foreign

Language

(1g) 0.5 Credits of Personal Finance

(1h) 1 Credits of Fine Arts

(1i) 3 Credits of Electives consisting of Math and Science, Career and Technical

Education, Fine Arts, Humanities, Advanced Placement (AP) or International

Baccalaureate (IB).

(2) Applicants who graduated prior to the adoption of the Tennessee Diploma Project

curriculum by the TBR who hold a high school diploma are exempt from the diploma

requirements with the exception of those in *T.C.A. § 47-7-110 as described in Section

II.B.4.a (1d).

5. Out-of-State Applicants

a. Applicants who are residents of states other than Tennessee are subject to the same

admission requirements as in-state applicants.

6. Early Admission of First-Time Freshmen

   a. Each university and community college may develop procedures for the admission of applicants who have completed their junior year in high school.

   b. The minimum requirements for admission of applicants in this category shall be the following:

      (1) High School GPA

        (a) Applicants must have completed the 9th, 10th, and 11th grades with a minimum grade point average of 3.2 based on a 4.0 scale or the equivalent.

      (2) Standardized Examination Score

        (a) Applicants must have an ACT composite score of at least 22 or a comparable ACT Compass scores

      (3) Prescribed Courses

        (a) Applicants must provide a written statement from their high school principal specifying the college courses that will be substituted for the remaining high school courses needed for high school graduation.

      (4) Endorsements

        (a) Applicants shall provide written endorsements from their high school counselors and from their parents or guardians.

7. Admission of Transfer Students

   a. Each university and community college shall establish policy and procedures for the admission of transfer students that are consistent with the TBR Policy General Education & Degree Requirements 2:01:00:00 Sections II and III and with following criteria:

      (1) The applicant must provide official transcripts of credits attempted from all institutions of higher education previously attended.

      (2) The applicant's grade point average on transferable courses must be at least equal to

that which the institution requires for the readmission of its own students. Applicants who do not meet the institution's standards may be admitted on scholastic probation or other appropriate condition.

(a) Calculation of grade point average will be calculated and applied as outlined in TBR Policy 1:01:00:00 General Education and Degree Requirements Sections III- IV.

(3) Institutions must develop policy and publish criteria regarding the awarding of transfer credit from collegiate and non-collegiate institutions, credit by examination, military and other formal training, experiential learning, and academic fresh start. Such policies and procedures must, at a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies and consistent with TBR Policy 2:01:00:04 Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities and TBR Policy 2:03:01:01 Undergraduate Academic Retention Standards.

(a) Institutions may determine a subset if grade point average to determine admission to selective programs.

8. Admission of Non-Degree Students with International Baccalaureate (IB) Diplomas or Certificates to Degree Admission Status

a. The International Baccalaureate (IB) Organization awards either a diploma or certificates for individual IB exams. Institutions should establish scores on the Higher Level Examination for which IB credit is acceptable to be applied toward their institutional degrees and designate which graduation requirements for specific subjects are acceptable, and the maximum number of credits which may be applied to the major and/or for general education requirements as determined by each institution.

b. Information on how subject credit may be granted should appear in the individual institutional catalog.

c. Students should be aware that while IB credit may be awarded credit some courses taken at an institution may duplicate the IB credited course, course credit will be awarded only once for any specific course.

9. Admission of Non-Degree Students to Degree Admission Status

    a. Each university and community college may develop policy and procedures for granting degree admission to non-degree students.

    b. To be eligible for Degree Admission status, non-degree students, as defined in Section II.D. below, must meet all the applicable provisions of Section II.B.1.a.(1)-(4) above.

C. Graduate and Professional Degree Admission

    1. Universities shall develop policy, procedures, and specific criteria for admitting applicants to graduate and professional degree programs. Such policies and procedures must, as a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies.

    2. Admission

    a. Generally, graduate administrative units set a minimum undergraduate grade point average (GPA) that an applicant should have earned in order to be considered for admission.

    (1) Departments may set higher minimum standards for admission.

    (2) Departments may also stipulate the minimum GPA to be achieved in the desired major during the final year or two of the undergraduate studies.

    b. Individual institutions may determine to offer varying degrees of admission, i.e., full conditional or provisional.

    c. Official Transcripts

    (1) Institutions may require official transcripts (undergraduate and graduate) issued directly by all institutions attended to be submitted either upon application or acceptance.

    (2) The individual institution may determine whether or not to accept three year undergraduate degrees in keeping with the international education reform, i.e., Bologna process or to make exception for students seeking political or social asylum prior to the completion of the undergraduate work.

    d. Standardized Examination Scores

(1) The institution may request dates and scores for one of more assessment tests such as the GRE, GMAT, the MAT, the IELTS and/or TOEFL.

(2) Scores should be submitted directly from the testing organization and not the student within the time limitations of use set by the testing organizations.

e. Proof of English Competency

(1) All students for whom English is not the first language, with the possible exception of individuals who have completed a prior degree at an accredited institution in an English speaking nation, must provide proof of English proficiency.

(2) Institutions may administer additional assessments for oral and written competencies for applicants and accepted students for whom English is not the first language if they have been offered graduate assistantships where they will be required to teach,

(3) Institutions must provide assistance to those students awarded assistantships to improve their English language proficiency if the assessment shows deficiencies prior to placing those applicants or students in the classroom.

f. Required Materials for Graduate Degree Application

(1) Regardless of the standards set by the individual academic units, all applications should include at a minimum the following components:

(a) An application form

(b) Transcripts of all previous academic work (with certified translations for Non-English transcripts) from which an undergraduate GPA may be calculated

(c) Letters of recommendation

(d) Proof of English competency for international students for whom English is not their first language, with the exception of those who have completed a degree at an accredited institution in an English speaking country.

3. Admission of Undergraduates to Graduate Courses

a. Institutions may grant permission to undergraduate students with exceptional academic backgrounds to graduate coursework as part of their undergraduate experience.

4. Admission of Transfer Graduate Students

a. Students applying for transfer from one graduate institution to another should submit the same admission materials as the typical first time graduate applicant. If granted admission, the student should be informed of the number of hours which will be transferrable.

b. Each university shall establish policy and procedures for the admission of transfer graduate students that are consistent with the following criteria:

(1) The applicant must provide transcripts of credits attempted from all institutions of higher learning previously attended, if required by the graduate institution.

(2) The applicant's grade point average (GPA) on transferrable courses must be at least equal to that which the institution required for the readmission of its own students. Applicants who do not meet the institution's standards may be admitted on scholastic probation or other appropriate conditions.

(3) Institutions must develop policy and publish criteria regarding the awarding of transfer credit from other universities or colleges, credit by examination, military and other formal training, and experiential learning as well as policies for Academic Fresh Start. Such policies and procedures must, as a minimum, be consistent with national standards of good practice and the requirements of appropriate accrediting bodies.

D. Non-Degree Admission for Undergraduate and Graduate Applicants

1. Each university and community college shall develop policy and procedures for admitting undergraduate and graduate applicants who wish to take credit courses, but who either do not qualify for or do not wish to apply for degree admission.

2. Policies shall include any conditions of enrollment and any term or overall credit-hour limitations.

3. Applicants who are eligible for non-degree admission include:

(a) Persons Not Previously Enrolled in College

(1) High School Graduates

(2) Persons 21 years of age or older who have not earned a high school diploma and

are not currently enrolled in high school.

(3) Persons 18 years of age or older who have not earned a high school diploma or are not currently enrolled in high school and wish to enroll in HSE preparatory courses only.

(4) High school students who meet the following criteria as specified in T.C.A. § 49-6-3111:

(b) Academically talented/gifted students enrolled in grades 9, 10, 11, or 12 in public or private high schools in Tennessee may, with the recommendation and approval of the high school principal and appropriate higher education institution personnel, enroll in and receive regular college degree credit from a Tennessee postsecondary institution if such a student has a grade point average equivalent to 3.2 on a 4.0 maximum basis and if such placement is a part of the student's planned Individual Education Program (IEP) as established by the multi-disciplinary team process.

(c) High school students who are in their freshman year of high school. Such students may be admitted for either joint enrollment or dual enrollment or both. For the purposes of this policy, the terms joint and dual enrollment are defined in the "Definitions" section. Dual Enrollment students must meet the following eligibility criteria:

(1) The student must be enrolled as a 9th, 10th, 11th, or 12th grade student in a Tennessee public or nonpublic secondary school, or in a home education program.

(2) The student may enroll in a specific course based on the course's specific placement requirements as determined by the campus.

(3) The student must enroll in dual enrollment courses in the general education core, Tennessee Pathways leading to a degree, Career and Technical Program of study leading to an academic award, or middle college or equivalent program.

(4) The student must provide secondary institution permission/approval.

Additionally, a minor (under 18 years of age) must provide parental/guardian permission/approval.

(5) Upon admission to an institution after high school graduation, students admitted with credits earned through prior dual enrollment while in high school should not be classified as a transfer student for financial aid or scholarship considerations but rather they should be considered a first time freshman.

4. Persons with College Credit but Not a Degree

a. Persons who earned credits but not a degree at another college and are eligible for readmission to the last institution attended.

b. Those who do not meet the readmission standards of the last institution attended may be admitted on scholastic probation or other established condition.

5. Persons with a College Degree or Certificate

a. Persons who have a degree or certificate equivalent to the highest degree or certificate offered by the institution in a particular field but who wish to take additional courses.

b. Persons who do not qualify for or do not wish to apply for graduate degree admission.

6. Senior Citizens and Disabled Persons

a. Totally and permanently disabled persons and persons 65 years of age or older.

b. No fees other than a service fee in the amount authorized by the Tennessee Board of Regents may be charged.

c. In the case of disabled persons, the institution may require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.

d. Admission under this provision may, however, be limited or denied based on the availability of space in the individual classroom.

E. Audit and No-Credit Admission

1. Each university and community college shall develop policy and procedures for the admission

of persons wishing only to audit courses or to take credit courses on a no-credit basis. The following provisions shall apply:

  a. Space Available Basis. Admission may be limited or denied based on the availability of space in the individual classroom.

  b. Senior Citizens. Senior citizens age 60 or older may audit courses or take credit courses on a no-credit basis free of any charge.

  c. Disabled Persons

    (1) Totally and permanently disabled persons may audit courses or take credit courses on a no-credit basis free of any charge.

    (2) Institutions may, however, require an affidavit or certificate of disability from a physician or from the agency compensating the disabled person.

F. Admission of Non-Degree Students to Degree Admission Status

  1. Each institution should develop policy and procedures for granting degree seeking admission status to non-degree students at both the undergraduate and graduate levels.

G. Continuous Enrollment and Residency Requirements Upon Admission for Graduate Programs

  1. Each University must develop policy and procedures for the continuous enrollment within select or all graduate programs.

  2. Each university must develop policy and procedures for a period of required residency

  not less than two continuous semesters for students seeking admission and enrolling in graduate programs.

  (a) Residency requirements should be clearly described in application materials and on the institutional program website.

H. Admission to Select Graduate Programs

  1. Accreditation and professional certification standards, limited clinical and classroom space, faculty availability, and a concern for appropriate student progress influence the selective admission process to the TBR graduate programs.

  2. Students must meet the application criteria, be reviewed and accepted for admission, and

make satisfactory progress to be continued in all graduate programs.

3. Institutions may vary in the defined requirements for satisfactory progress as based on their analysis of student success characteristics.

III. Provisions for Tennessee Colleges of Applied Technology

A. All Tennessee Colleges of Applied Technology shall admit applicants on a "first-come, first-serve" basis, and the following minimum criteria shall apply:

1. Applicants Not Enrolled in High School

a. Applicants not enrolled in high school are eligible for admission provided that:

(1) They are at least eighteen (18) years of age or have a high school diploma or equivalent.

(2) They declare an occupational objective or demonstrate through testing or counseling reasonable potential for achieving that objective.

2. Applicants Enrolled in High School

a. Applicants enrolled in high school are eligible for admission provided that:

(1) An agreement authorizing such admission is concluded between the local Board of Education and the Tennessee College of Applied Technology. Such agreements are subject to the approval of the Chancellor or his designee.

(2) Enrollment is limited to one (1) occupational area.

3. Admission of International Non-Immigrants

a. International non-immigrant applicants are eligible for admission if they meet the same conditions required for other applicants as well as the requirements of the U. S. Bureau of Naturalization and Immigration.

4. Use of Standardized Tests

a. Tennessee Colleges of Applied Technology may require applicants for admission to be tested.

b. The test results will be used by the school to assist the applicant in selecting a

suitable program.

5. Admission to Practical Nursing Program

    a. Admission to the Practical Nursing program is not automatic even though the applicant may be otherwise academically qualified and recommended by the Nursing Advisory Committee.

    b. Applicants seeking admission to the Practical Nursing program must:

        (1) Make application for admission to the College of Applied Technology.

        (2) Submit evidence of high school graduation or HSE equivalency.

        (3) Have attained a passing score on an appropriate admission test. The admission test and minimum score shall be determined by the Executive Sub-Council of the Tennessee Colleges of Applied Technology Directors.

        (4) Submit evidence of a recent physical examination by a licensed physician or nurse practitioner.

        (5) Submit written references.

        (6) Report for enrollment upon notification of acceptance.

    c. Qualified applicants not accepted into the class for which they applied may be considered for admission to a subsequent class.

Sources

TBR Meeting, August 16, 1974; September 29, 1978; June 27, 1980, September 30, 1983; December 16, 1983; June 27, 1986; September 16, 1988; December 2, 1988; June 30,1989; December 7,1990; March 20, 1992; March 19, 1993; September 17, 1993; June 23,1994; December 8, 1994; December 15, 1995; March 7, 1997; June 19, 1998; September 22, 2000; April 2, 2004; December 8, 2006; June 28, 2007; June 24, 2010; Revised December 11, 2014

The admission policy was revised in its entirety on September 30, 1983, superseding the previous policy and all amendments thereto. Revised Jan. 1, 2014 per Tennessee Alternative Diploma Act to reflect change from General Educational Development (GED) Certificate to Tennessee High School Equivalency (HSE) Diploma.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Columbia State Community College Request for Waiver of Out of State Tuition for Alabama Border Counties
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Dale Sims
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Columbia State Community College has requested approval to waive out-of-state tuition for residents of Lauderdale and Limestone Counties in Alabama, both of which border Tennessee. There are nineteen high schools in these two counties, with enrollments totaling almost 8,000 students. All of these high schools are within a fifty mile radius of either the Lawrenceburg or Clifton campuses of Columbia State. There are also significant numbers of adults who live in these northern Alabama counties but work in the south central Tennessee communities served by Columbia State.

Columbia State has traditionally enrolled very few students from these counties. A factor in this circumstance is the cost incurred by a non-resident student from these counties who considers attending Columbia State. This cost differential is illustrated below:

	Hourly Rate	12 Hour Student	
		Resident	Non-Resident
Resident	$ 152	$ 1,824	$ 1,824
Non-Resident	$ 475	$ -	$ 5,700
Total		$ 1,824	$ 7,524

Based on information submitted by Columbia State, capacity exists to serve additional enrollment at both the Clifton and Lawrenceburg campuses. A small increase in enrollment at these campuses arising from this action could result in a fairly significant increase in revenue without a proportionate increase in expenses. Any expanded enrollment would also assist Columbia State make more effective use of their existing facilities in these locations and potentially lead to an expansion in the range of academic programming offered at these locations.

This request is recommended for approval.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Overview of Governor's Budget
DATE:	March 30, 2016
PRESENTER:	Dale Sims
ACTION REQUIRED:	No Action Needed
STAFF'S RECOMMENDATION:	Accept Report

BACKGROUND INFORMATION:

On February 1, 2016 Governor Haslam presented his budget recommendations for fiscal 2016-17 to the General Assembly. The attached summary identifies items related to TBR and its institutions.

TENNESSEE BOARD OF REGENTS

Office of Business & Finance

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MEMORANDUM

TO: Chancellor David Gregory

FROM: Dale Sims [DS]

DATE: February 2, 2016

RE: **Governor's FY 2016-17 Budget Recommendations**

On Monday evening Governor Haslam presented his FY 2016-17 budget recommendations to the General Assembly. I have attached copies of related materials to this memorandum for your review. Listed below are some items pertinent to higher education and Tennessee Board of Regents institutions.

Operating Funds

As outlined in the table below, the Governor has recommended additional total funding of $73.7 million for the TBR. Of this amount, $43.4 million is recurring in nature and $30.2 million is non-recurring. These funds are provided for the following purposes:

Recurring Funds

- $36.8 million in new operating funds. Of this amount:

    o $35.6 million is to recognize improvements in educational outcomes at TBR universities, community colleges, and colleges of applied technology. THEC recommended funding of $28.6 million to recognize outcomes.

    o $1.2 million is provided to recognize general operating cost increases for non-formula units, such as the medical school at ETSU, research and cooperative education units at TSU, and the TBR System Office.

    o No funds are specifically appropriated to fund salary increases; however, it is noted that the outcome and operating funds provided may be used for salary increases as well as program improvements.

- $2.4 million to annualize funding of an increase of 3.5% in the employer share of premiums for employees participating in the state health insurance program, effective January 1, 2016. In addition, $3.4 million is provided to fund an anticipated January 1, 2017 increase of 4.7% in the employer share of premiums.

- $868,000 to provide matching funds for TBR employees participating in the State's 401(k) retirement savings program. This item has previously been funded on a non-recurring basis.

Non Recurring Funds

- $28.7 million to support the community college shared services initiative. A portion of these funds are subject to repayment to the state beginning in FY 2022, after implementation is complete.

- $1.5 million to fully match private contributions of a like amount to establish a Chair of Accountancy at Middle Tennessee State University.

	Recurring Items					Non-Recurring Items			
	Outcome & Operating	Group Ins. Eff. 1/1/16	Group Ins. Eff. 1/1/17	401(k) Match	Subtotal Recurring	CC Shared Services	Chair of Excellence	Subtotal Non Rec.	Grand Total
Universities	$ 19,281,600	$ 1,439,000	$ 2,005,000	$ 457,900	$ 23,183,500	$ -	$ 1,500,000	$ 1,500,000	$ 24,683,500
Community Colleges	$ 12,319,900	$ 731,900	$ 1,033,000	$ 312,200	$ 14,397,000	$ 28,742,600	$ -	$ 28,742,600	$ 43,139,600
TCATS	$ 4,000,000	$ 136,500	$ 195,100	$ 61,000	$ 4,392,600	$ -	$ -	$ -	$ 4,392,600
Subtotal Academic Units	$ 35,601,500	$ 2,307,400	$ 3,233,100	$ 831,100	$ 41,973,100	$ 28,742,600	$ 1,500,000	$ 30,242,600	$ 72,215,700
Medical Units	$ 922,400	$ 65,600	$ 91,700	$ 28,500	$ 1,108,200	$ -	$ -	$ -	$ 1,108,200
Research Units	$ 158,900	$ -	$ -	$ 300	$ 159,200	$ -	$ -	$ -	$ 159,200
Subtotal Special Units	$ 1,081,300	$ 65,600	$ 91,700	$ 28,800	$ 1,267,400	$ -	$ -	$ -	$ 1,267,400
Central Office	$ 137,700	$ 21,500	$ 28,800	$ 8,100	$ 196,100	$ -	$ -	$ -	$ 196,100
Access & Diversity	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal Other	$ 137,700	$ 21,500	$ 28,800	$ 8,100	$ 196,100	$ -	$ -	$ -	$ 196,100
Grand Total	$ 36,820,500	$ 2,394,500	$ 3,353,600	$ 868,000	$ 43,436,600	$ 28,742,600	$ 1,500,000	$ 30,242,600	$ 73,679,200

Capital Outlay

The Governor recommended $170.4 million in capital funding for the TBR System as outlined in the table below, including funding for the TBR's two highest priority capital projects.

	State Cash & Bonds	Non-State Matching Funds	Total
Maintenance	$ 45,490,000	$ -	$ 45,490,000
Capital Outlay			
TSU: Health Science Facility	$ 29,100,000	$ 9,700,000	$ 38,800,000
TTU: Laboratory Science Bldg. & Infras.	$ 71,250,000	$ 14,250,000	$ 85,500,000
Campbell Co. Higher Ed Lab Expansion	$ 600,000	$ -	$ 600,000
Subtotal - Capital Outlay	$ 100,950,000	$ 23,950,000	$ 124,900,000
Planning Projects			
None	$ -	$ -	$ -
Subtotal - Planning	$ -	$ -	$ -
Grand Total - TBR	$ 146,440,000	$ 23,950,000	$ 170,390,000

- Of the capital maintenance funding of approximately $45.5 million, $800,000 is designated to fund ADA projects throughout the System, and $1.0 million is designated to fund management services provide by the System's Office of Facilities Development. The remainder of the funding recommended captures 42 of the System's high priority capital maintenance projects.

Other Items of Interest

While not recommended for appropriation directly to the TBR or its institutions, several other items of interest were included within the Governor's recommendations, including:

- Grant Programs

  o Tennessee Student Assistance Awards - $13.2 million to supplement funding for need-based financial aid.

  o Labor Education Alignment Program (LEAP) 2.0 - $10.0 million in non-recurring funds for the expansion of LEAP, which aims to eliminate skills gaps across the state in a proactive, data-driven, and coordinated manner by encouraging collaboration across education and industry. Additionally, $96,300 in non-recurring funds are recommended to assist in program administration activities.

  o Veterans Reconnect Grants - $1.0 million in non-recurring funds for competitive grants focused on improving the success of student veterans enrolled in Tennessee colleges and universities by enhancing training for faculty and staff who work with veterans.

  o TN Promise Forward Grants - $800,000 to provide non-recurring funds for competitive grants to institutions to develop programs to recruit and retain students eligible to participate in the Tennessee Promise Scholarship Program.

  o Tennessee Promise Bridge Grants - $400,000 to provide non-recurring funds for a structured summer academic program for Tennessee Promise students to address remediation needs and gain college success skills prior to enrolling in the fall semester.

  o Institutional Outcome Improvement Fund - $800,000 to provide non-recurring funds to award four to eight competitive grants to institutions that develop action plans for addressing lagging outcomes, goals for increases in these outcomes of focus, and metrics for how to measure success.

  o Seamless Alignment and Integrated Learning Support (SAILS) Program – $469,100 to provide non-recurring funds for the expansion of the SAILS Program in Shelby County to allow increased capacity in high-demand areas, as well as fund the continued development of the SAILS English Program. SAILS introduces the college developmental math curriculum in the high school senior year. Students who successfully complete the program are ready to take college math courses, accelerating their path to graduation.

  o $20.0 million for the Drive to 55 Program Capacity Fund. These funds are provided for the establishment of a capital grant fund to support institutional efforts in achieving Drive to 55 goals. Projects supported by this fund will include programmatic infrastructure costs, equipment acquisitions, renovations or expansions of facilities, and program technology needs.

- College Advisor Corps - $2.5 million to provide non-recurring funds for one-on-one assistance for students during the college admissions and financial aid application processes and throughout the transition from high school to higher education.

- Focus On College and University Success Act (FOCUS) – $416,400 in recurring funds for positions to support the implementation and administration of FOCUS, which aims to enhance student success across higher education by providing additional support for community and technical colleges, increasing autonomy and local control of TBR universities, and strengthening the Tennessee Higher Education Commission. These positions include two academic affairs officers and a capital outlay director at THEC.

- Drive to 55 Operating Fund - $150,000 in non-recurring funds for student outreach for the Tennessee Promise Scholarship and Tennessee Reconnect programs, which offer last-dollar scholarships to Tennessee's community and technical colleges, as well as the Tennessee College Advisor site and general Drive to 55 operations.

- Adult Learner Initiative - $200,000 in one-time funding for a position to provide fiscal and administrative oversight. This initiative includes a statewide marketing campaign, a one-stop portal offering an array of student-centered capabilities, and technical assistance to local areas seeking to assist adult learners.

- Centers of Excellence & Emphasis – A decrease in funds distributed by THEC to universities in both the UT and TBR Systems (Centers of Excellence) and to community colleges (Centers of Emphasis) to supplement specific disciplines that are deemed excellent or demonstrate the potential to be excellent. Budget recommendations propose the following changes:

	Budget Reduction	Budget Increase	Net Change
Centers of Excellence	$ (280,600)	$ -	$ (280,600)
Centers of Emphasis	$ (20,300)	$ -	$ (20,300)
Total	$ (300,900)	$ -	$ (300,900)

Budget Document and Related Materials. The following is a link to the on-line Budget Document (550 pages) as well as references to TBR sections of the Budget Document.

- http://www.tn.gov/assets/entities/finance/budget/attachments/2017BudgetDocumentVol1.pdf

- Pages xix - xxviii: Budget Highlights outlining overall budget plan. Higher education budget items are summarized on pages xxi - xxiii.

- Pages A133 – A155: Capital budget recommendations. Recommendations for TBR can be found on the following pages:
  - Capital outlay projects: A136 (narrative on A146)
  - Capital maintenance projects: A138-139 (narrative on A150-153)
  - Disclosed projects (funded by TSSBA bonds & other sources): A141 - A142

- Pages B93 – B95: Recommended additional operating funds for TBR.

- Page B122 – B131: Recommended total budgets for TBR.

Staff will continue to analyze the budget document and will keep you informed as additional information concerning the budget becomes available.

DS:pm

Attachments
1. Text of the State of the State Address

c: TBR Senior Staff

Lieutenant Governor Ramsey, Speaker Harwell, Speaker Pro Tem Watson, Speaker Pro Tem Johnson, Members of the 109th General Assembly, Justices, Constitutional Officers, General Slatery, Commissioners, Friends, Guests, Fellow Tennesseans, and Crissy, the best first lady in the land, I come before you tonight to give my sixth State of the State Address. Now for some of you, that means good news – you only have to listen to me two more times after tonight. But for me, these speeches serve as milestones, status updates on the State of Tennessee and as reminder of why we are here.

The importance of why we're here was brought back to me this past Christmas Eve. I was standing on a hillside in Perry County, surveying destruction left from a tornado that had touched down the day before. A couple was tragically killed on that hillside, and all around you can see the incredible damage that is done by a tornado. Five homes are completely wiped out. Everything these folks have worked for their entire life is spread out across this hillside. A washing machine here. Some children's books over there. And intermixed with downed trees are clothes and destroyed furniture. A grandmother is wandering the hill looking for the special doll that she was going to give to her granddaughter for Christmas.

But amidst the tragedy, you would also see the different pieces of state government clicking in to help. The Tennessee Emergency Management Agency had been tracking the storm from before it hit, and their teams had already deployed to the site. The Department of Safety and Homeland Security and the Military Department are coming in with assistance. The Tennessee Department of Transportation (TDOT) is clearing roads. The Department of Health is tracking down vital health records, and the Department of Correction is sending a crew with chainsaws to help clear out the debris. Later, the Tennessee Housing Development Agency will kick into gear to see if they can assist.

Once again, I'm reminded that for some people, usually our most vulnerable citizens, an effective state government is their best hope for help amidst life's struggles.

It's less dramatic than a tornado, but every day, citizens count on us to help educate their children and provide safe roads and bridges. They look to us for critical mental health services. They rely on our outstanding Department of Human Services to give them a better hope for tomorrow. Every day, Tennesseans count on us to keep them safe and to provide economic opportunity for their family and so many other things.

All of us together have worked really hard to transform state government, to improve critical services to taxpayers while keeping costs down. We've fundamentally changed the structure of state government. But we're not done.

You know, it is no secret to anyone in this room that the state is in far better financial condition than we have been in for several years. Tonight we're here to talk about the state of the State. The reality is that the state of our State is one of unique opportunity, an opportunity that must not go to waste.

This opportunity is a result of a strengthening economy combined with the hard work and discipline of our departments and the conservative fiscal strategy employed by the General Assembly, our constitutional officers and this administration. The surplus didn't just suddenly materialize. Yes, the economy is better, but many of our surrounding states are struggling with how to make ends meet.

Together, we've worked hard to grow the economy in Tennessee, and today more Tennesseans have a job than at any point in state history. We have cut almost $500 million in recurring expenses out of our operating budgets, and we have had the discipline not to spend money just because we had it.

Because the General Assembly and the administration have worked so hard to build the surplus, we should all be very thoughtful about how we use it. I believe this budget does just that. We're using one-time dollars to make improvements to reduce our ongoing costs. It continues to build up our reserves, and it makes another significant investment in K-12 education. It puts us on the path to catch up on long-deferred maintenance of our buildings and reinvests in our workforce. By managing wisely and investing strategically, we're making tax dollars work harder for Tennesseans. This is what we do.

If you look back over the state's history, the first sales tax went into place in 1947, and the pattern has been to increase the sales tax every seven or eight years on average. The time we are in right now is the second longest Tennessee has ever gone without raising the sales tax. But, not only have we not raised taxes, we've cut them. The sales tax on food has gone down. We have eliminated the estate tax and the gift tax, and we've cut the Hall tax on senior citizens.

In fact, using estimates from the Fiscal Review Committee, there's been more than $225 million in recurring tax reductions since 2011. We have cut twice as much – twice as much – in taxes in the last five years as any other Administration and General Assembly has done in eight years.

Now, the economy will ebb and flow and so will our revenue as a result of that, but in the past, when we've had the good times, we spent what we had. So when the economy inevitably took a downturn, there was little choice but to raise taxes.

Our approach is to realize that good times are not going to last forever. So during this administration, we've taken $470 million on a recurring basis out of the state budget. It's hard; it's not fun. I know there have been things that people have said, "Well, why are you doing that?" But without making those difficult decisions during the good times, we won't be prepared when the economy does turn back down. Times will get tough, and none of us wants our only alternative to be raising the sales tax again.

Because of the hard decisions we've made, we now have the lowest debt per capita of any state. Our savings account, the Rainy Day Fund, is 2.5 times more than when we began. Last year, when the Comptroller's Office went to the market to sell bonds, we received the lowest interest rate in our state's recorded history.

When people talk about conservative government, that's it in a nutshell. We're using tax payers' money like we would use our own. We're holding in the reins during good times so we're prepared during the bad times.

But I want to be really clear about something. That's not easy. Our commissioners deserve a lot of credit for making $470 million in recurring cuts. How have we done it? It's been through efforts like the merger of the Construction and Maintenance divisions in TDOT that will save us about $20 million. The Department of Mental Health and Substance Abuse Services has closed antiquated facilities and redirected the dollars in a way to better serve more individuals in a smaller, community setting. We're using our real estate more effectively and avoiding costs. In 2011 there were 1,100 state employees in the Tennessee Tower. Today there are more than 2,000, and the space is better. The Department of General Services has led a process resulting in 690,000 fewer square feet in the state's real estate foot print. What's that mean? Think about the size of the room we're in now and multiply that by 200. That's how much less space we're using. The Department of Correction has worked with TennCare to reduce prison pharmacy costs by $5 million annually. We've also expanded drug courts to avoid higher incarceration costs. The Department of Revenue is using electronically transmitted tax filings to reduce overhead. TennCare's payment reform initiative is bringing innovation to the health care system and containing costs on our largest budget item. I could give examples like that for every department. And statewide, we have more than three thousand fewer positions, saving taxpayers more than $100 million per year.

Not only that, but in this year's budget our commissioners gave back to the General Fund $80 million that was budgeted to be spent. That's not typical government behavior.

But it's important to note that we don't make these reductions at a sacrifice to service levels. For years major lawsuits such as John B., Arlington, Clover Bottom and Brian A. have incurred litigation and oversight costs reaching into the hundreds of millions. In the last three

years, courts dismissed the longstanding Arlington and John B. lawsuits, partially dismissed the Clover Bottom suit, and thanks to the good work at the Department of Children's Services (DCS), we're very close to settlement on Brian A.

What this means is that after years of time and effort and hundreds of millions of taxpayer dollars, those suits are being resolved, Tennesseans are receiving better service and the state is avoiding millions in legal fees.

Great service in state government is like great service anywhere: the key ingredient is great employees. Four years ago, you helped pass the TEAM Act which helped us to recruit and promote employees according to who is the most qualified instead of who has been there the longest. If you talk to any of our commissioners, they will agree that it's hard to overstate the positive impact that has had on our departments.

Prior to us coming into office, the state had gone several years without a pay increase due to economic conditions. Four of our five budgets have included pay raises. This year, 28,000 state employees in departments under the TEAM Act received a 2.5 percent, three percent, or four percent pay increase based on their performance in the last year.

Now, the significant news in that is that it means that 28,000 employees had a performance review and multiple meaningful conversations about their job performance in state government, something that rarely happened before.

In this year's budget, we're proposing $60 million for salary increases to state employees. In addition to that, this budget proposal includes another $36 million for a new market rate adjustment to bring many of our frontline employees closer to market.

So in addition to anything they might receive for their job performance, the market rate adjustments will affect only employees making less than $50,000 annually. Eight hundred and forty eight job classifications are impacted. The largest single job classification? Correctional officers with 2,424 employees. Others affected include DCS workers, nurses, medical aids, park rangers, clerical employees and driver's license workers. Recruiting for these positions, especially as the economy comes back, is a challenge. But I believe this is a smart investment in our employees in some of our most difficult jobs.

Smart investments. Conservative budgeting. Holding in the reins during good economic conditions. This is what we do.

When we came into office, the State's Rainy Day Fund held $257 million. At the end of this fiscal year, the fund will have an estimated $568 million. We're asking for another $100

million to go into the Rainy Day Fund to bring it to an estimated level of $668 million on June 30, 2017. The last time the Rainy Day Fund was this high was back in 2008, right before the Recession reminded us that it's always best to repair the roof when the sun is shining.

Speaking of repairing the roof, for too long facilities management and the real estate and energy costs associated with actually conducting state business have gone unattended. I know that we've gotten a little media attention around a new approach to the state's real estate portfolio and how we manage our facilities, but remember the most costly driver of state expenditures besides Medicaid and BEP growth is our real estate costs.

Being smart on maintenance is a case of 'pay me now' or 'pay me a lot more later.' Historically, the state hasn't taken the appropriate steps for upkeep of our own buildings or lowering our utility bills. This administration has made reviewing these costs a priority, and I think it's worth noting that your Department of General Services won the 2015 Innovations in Government award for its facilities management efforts and other states are reaching out to us to learn more about what we're doing.

We're making significant investments in Fall Creek Falls and Montgomery Bell state parks as a first step to improving the lodging in our parks.

This budget also proposes using $232 million to fix existing facilities across the University of Tennessee, Tennessee Board of Regents and General State Government, and $350 million in one-time funds for new buildings.

These include the top recommended projects for both the University of Tennessee (UT) and the Tennessee Board of Regents (TBR). University of Tennessee-Chattanooga academic buildings will get much needed renovations. The UT Health Science Center in Memphis will finally address some pressing needs with a new dentistry building. Tennessee State's new health science building will be a great addition to the campus here in Nashville, and Tennessee Tech University's new lab building will help further Tech's mission of preparing students for the work force.

We are also proposing $10 million to fund the second round of Labor Education Alignment Program (LEAP) grants. Continued support for LEAP will mean more opportunities for communities to align the degree and course offerings with the needs of their local workforce. We are also asking for $20 million for the Drive to 55 Capacity Fund, which will help schools meet the growing demand for degrees and certificates. The first year of Tennessee Promise and Tennessee Reconnect resulted in a 25 percent increase in first time freshmen enrollment in community colleges and a 20 percent increase in first time freshmen at Tennessee colleges of

applied technology (TCAT). If we're going to meet the Drive to 55 and respond to workforce demands, I believe those investments will help us do just that.

Part of transforming state government means being responsive to ever changing landscapes whether that's higher education and economic development or safety. Our world can change in a single instant, as we found out last year in Chattanooga.

None of us will soon forget the tragedy of last July and the loss of military lives on Tennessee soil. We also won't forget how that community responded, surrounding the families of Marine Gunnery Sergeant Thomas J. Sullivan, Marine Staff Sergeant David A. Wyatt, Marine Sergeant Carson A. Holmquist, Navy Logistics Specialist 2nd Class Randall Smith, and Lance Corporal Squire K. Wells, and reminding everyone just what it means to be Chattanooga Strong. For me, it was summed up the next morning in a hospital visit with a police officer shot while responding. When I thanked him, he simply said, "I was just doing my job for a place that I love." This proposal requests funding for homeland security upgrades for our Military Department.

In the days and weeks following any difficult time, as you search for things to renew your faith and optimism, Tennesseans don't disappoint.

During last February's winter ice storms we suffered the highest human toll of any natural disasters since I have been governor. Thirty four Tennesseans lost their lives. Like with the Christmas Eve tornado, state agencies of all types rallied to serve those in need. Two of our state troopers in White County found the back roads blocked by downed trees. So what did they do? They walked miles to check on a citizen who lived off the roadway.

Speaking of troopers, through efforts at the Department of Safety and TDOT, our highway fatalities are down 18.5 percent from their 50 year average. As a matter of fact, of the six lowest fatality years in the last 50 years, five of them have happened over the five years that we've been in office. That doesn't happen by coincidence. That's the departments focusing on DUIs and seat belt enforcement because the data shows it helps keep people alive, and we're funding additional road troopers with this proposal.

But upgrades and more troopers are not the only ways we can make Tennessee safer. We want to make sure that our prison beds are filled by the people who need to be there while providing alternatives to the revolving door of incarceration. We are proposing to invest in more drug recovery courts to offer services across all 95 counties, and we're funding additional veterans' courts. Records show that more than 80 percent of participants in our drug recovery courts in the last two years have landed a job or secured a better job. We are making strategic investments in opportunities to improve Tennessee's future. This is what we do.

As you know, there has been a lot of talk about how to address maintaining our roads and bridges in Tennessee. The reality is that Tennesseans are paying less to use our roads now than we did 30 years ago. More fuel efficient vehicles – you're more than likely getting a lot more miles to the gallon – mean we're paying less for our infrastructure as things get more expensive. It costs three to four times more to build a road now than the last time a road plan was passed. Many have said, "Well you just need to be more efficient with how you spend your road money." The reality is that we have the third best rated infrastructure system in the country and we pay the third least per mile driven. That's pretty good efficiency.

Tonight I'm asking that we keep this critical conversation going. A first step is toward repaying old debts. Two hundred and sixty two million dollars were borrowed from the Highway Fund for the General Fund a decade ago and never repaid. Tonight I'm proposing that we repay half of that, $130 million, as another step toward a solution. No one here, however, should fool themselves into thinking that this comes close to solving our transportation funding issue. Or that even repaying the entire $262 million comes close.

Lamar Avenue in Memphis is a $230 million project. Alcoa Highway in Blount County is $271 million. Widening I-65 from Goodlettsville to the Kentucky line and relieving congestion on I-24 from Rutherford to Davidson County would take $800 million combined. And I could keep going all across the state.

Our current payment structure will not allow us to ensure the future safety of our roads and bridges or, importantly, our ability to recruit the jobs we want in Tennessee. It's about the farmer getting his product to market or a business accessing the world-class logistics capability in Memphis. It's about finally addressing decades old back-logged projects in East Tennessee. Or maybe it's the sobering reality of day care centers in Murfreesboro who serve not just lunch but dinner because their parents who work in Nashville have to fight traffic that delays them in picking up their children. We have to be about finding long-term solutions to our biggest challenges. This is what we do.

Another constant challenge we face is the inflationary growth of Medicaid, which immediately takes up roughly half of any new recurring dollars that we might have. Thankfully, we have arguably the best run program in the country with cost increases consistently below the national average, and it's not just me saying that.

The head of the National Association of Medicaid Directors praised TennCare saying, "TennCare just has a really well run system right now." TennCare has a customer satisfaction rating in the 90's – a little higher than my customer satisfaction rating the last time I checked. Managing these costs allows us to invest elsewhere and provide others with great service. This

budget includes $24 million for an innovative program through TennCare and the Department of Intellectual and Developmental Disabilities (DIDD). This program, known as ECF CHOICES, will allow the state to serve more people currently on the DIDD waiting list and others eligible for services.

As part of our efforts to provide critical services to Tennesseans more effectively, I'm asking we fund a mobile seating and positioning unit for DIDD. I try to visit every department during the year, and last year when I had the chance to visit DIDD, I went to one of their seating and positioning clinics. These clinics customize wheelchairs and other equipment to improve comfort and health. It's hard to put into words the physical challenges faced by the people they support. I met one man whose posture was so severe he couldn't get through a traditional doorway. Through the work at this clinic, that is now possible. The joy, support and relief that this state service provides – if it doesn't inspire you, then check your pulse.

This is what we do.

For all the services an effective state government can provide we know that nothing takes the place of having a job. There have been 288,000 net new private sector jobs created in the last five years, putting Tennessee in the top 10 in net new growth among all 50 states. In 2015, the Department of Economic Development (ECD) broke its record for job commitments in a single year. Those commitments came from 161 companies that committed $5.5 billion in capital investment. Tennessee is ranked the No. 1 state for automotive manufacturing strength for an unprecedented five of the last six years. Our exports have increased by 27 percent in the last four years. Four years ago, Tennessee only had two captive insurance companies. Today, thanks to the Department of Commerce and Insurance, that number is 126, and the Department of Financial Institutions is working with the private sector to help make Tennessee a world-class trust jurisdiction.

But as we consider our challenges, we need to be honest and admit that while some parts of our state are booming, others struggle. It's why we created a Rural Development Task Force to bring together all departments from Labor and Workforce Development to Education to Tourist Development and ECD to find solutions. Already, important initiatives have been launched. In 2015, we announced a $6 million fund to develop new industrial sites across our state. But rural economic development is often about tourist development. So, we created a new $1 million fund to develop tourist assets. We're also focused on supporting entrepreneurs in rural areas, and I am proposing $10 million specifically for economic development efforts in those areas. This is what we do. We see a challenge, and we work for a solution.

Much of that job growth is due to our state's new reputation for achievement in K-12 education and higher education. As you know, Tennessee is the first state in the nation to offer

high school graduates two years of community or technical college free of tuition and fees. And we're doing that without raising any taxes. Of all of the new Free Application for Federal Student Aid (FAFSA) applications in the United States, 40 percent of them came from one state – Tennessee. And more than 16,000 students enrolled this fall under the Tennessee Promise. Nearly 5,000 more Tennesseans are attending TCAT's through Tennessee Reconnect. Last month, we launched a massive outreach effort to connect with the 110,000 Tennesseans who are over half-way complete to a college degree but haven't finished.

Tennessee is at the forefront of innovation in public higher education. All of you have heard me talk about the Drive to 55, our effort to make certain that 55 percent of our population has a degree or certificate by 2025. Currently, we're at 37 percent. If you compare the incomes of someone with a degree or certificate to someone who doesn't have one, moving our population to 55 percent would mean $9 billion in additional income for Tennesseans. I can't think of anything else that comes close to this effort for impacting the future of Tennessee.

Most of that growth will come in our community colleges and TCAT's. That's why we introduced the FOCUS Act to make sure our colleges and universities are organized and empowered in the best way to increase student success.

I believe that freeing up the Tennessee Board of Regents to focus on community colleges and our technical schools will give more attention to those important institutions and our students who attend those schools. When TBR was formed in 1972, it had 60,000 students. Today we are approaching 200,000 students in the system. Times have changed, and it's critical we address the needs of each student and every school.

The six individual boards proposed for the University of Memphis, Tennessee State University, Austin Peay State University, Middle Tennessee State University, Tennessee Technological University, and East Tennessee State University will now have the ability to focus on the unique potential of each of those schools. But make no mistake: this will take an all hands on deck approach to meet our goal of 55 percent. Our four-year schools, private institutions and proprietary schools will all play a role in meeting the Drive to 55.

The budget proposes $50 million for the outcomes based funding formula for public higher education in Tennessee. Between operations and capital investments, higher education will receive $390 million in new dollars. It's our chance to show the rest of the country that this is what we do, that tuition is kept low, and the price of education is affordable for Tennessee families.

Right now, the spotlight is on Tennessee. Who would have thought a decade ago that Tennessee would have significant positive attention around education? Strategic investments, increased accountability, and higher standards have changed the game.

We've always known that post-secondary education was not just about access. It's really about success. And we knew that our students couldn't succeed if they weren't prepared when they left our high schools. It's why we've worked so hard to improve student outcomes in our K-12 schools. And why it's important that Tennessee students are still the fastest improving students in the country since 2011.

In Tennessee our public schools have roughly 1 million students. Since 2011, 131,000 more students are on grade-level in math and nearly 60,000 more are on grade-level in science. For the third straight year, Tennessee public high school students improved on their ACT. Our graduation rate has increased for the third year in a row and now stands at 88 percent.

We need to stop and take a moment – not to pat ourselves on the back – but to let all of that sink in.

A lot of you in this chamber remember when this state continually ranked near the bottom in national rankings, and you understand the progress Tennessee has made in just a few short years. Think about the teachers who continually rise to the challenges their students might bring through the door every day. Teachers and students are doing more than ever before, and their achievements must be recognized. We've raised our expectations and our standards. Through the process approved by the General Assembly last year we are well on the way to having in place our new Tennessee Standards that we spent so much time discussing over the last two years. Teams of educators have been working to review each standard, and their work is being reviewed by other professional educators with input from thousands of Tennesseans. The new standards should be voted on by the Board of Education this April.

While much of the rest of the country is still arguing about what to do on Common Core standards, Tennessee went to work developing our standards that continue to raise the bar of expectations. This is what we do. We respond to a changing world and make sure our students are prepared for tomorrow.

I personally believe that investing in education is the smartest thing we can do for economic development. But I also believe it's a smart long-term investment. One of the things I want to make certain that we do with this budget is invest money that will save us money down the road. The facts are clear: a more educated population will spend less money on health care. Less money on incarceration. If we're going to be about anything, it has to be about opportunity for all Tennessee students.

One of the things I think we should be the most proud of is that Tennessee – working together – has been a national leader in investing in K-12 during this administration. Tennessee is in the top 10 for elementary and secondary state education expenditures in the nation. We are also outpacing the national average increase in teacher salaries, and that's before this year's investment.

Hear me now, our commitment to education continues in a big way tonight. This budget proposal includes the largest investment in K-12 education in Tennessee's history without a tax increase. We're funding the Basic Education Program (BEP) portion of teacher salaries with $105 million. Between the current fiscal year's $153 million and this year's proposed $261 million investment in K-12 education, Tennessee state government will invest more than $414 million new dollars in our schools, more than $200 million of those additional dollars for teacher salaries.

We're also including nearly $30 million for the 12th month of health insurance so teachers are offered year-round insurance through the state. And we're doubling the state investment for a total of $30 million in recurring state dollars going to technology needs at our schools.

Our TCAP tests this year showed that we are making great progress in math and English in our high schools and that proficiency in math and science is increasing in all grades. However, those same tests showed that we are not making the kind of progress that we would like to see in third through eighth grade reading. Because of that, we're investing $9 million to create a network of literacy coaches and regional coordinators supporting literacy efforts all across the state. Our students have shown incredible growth, but reading remains a challenging area that we have to get right.

What's important in all of this is that we're not investing in the same old public education system in Tennessee. We've raised our standards. We've linked teacher evaluations to student performance. And we've expanded education options for children. We are showing historic progress, and we can't back up. We are a system that is committed to the basic premise that all children should have access to a quality public education regardless of zip code, and we are shrinking the achievement gap for historically underserved and low-income students. None of us should want to go back to ranking in the 40's. This state will continue to do what has brought our students success: investing more in education while raising our standards and making certain that how well students are learning is reflected in teacher evaluations. I'm grateful to no longer be in the 40's, but I'm not satisfied to be in the 30's.

Like each of you, I consider the honor of serving in state government one of the greatest privileges of my life. Being a history lover, I appreciate having the opportunity to work in this historic building and thinking about the men and women who came before us. I frequently think about what Tennessee will be like when my grandchildren are my age. It's hard to say what Tennessee will be like in 50 years, but I know this for certain about this legislature and the governor's office 50 years from now – all new people. By then, my portrait will have made the circuit downstairs and will have rotated off to wherever they store governors who aren't of a recent vintage. But don't laugh; your pictures will be gathering dust somewhere too. So, if that's true, shouldn't we focus on the things that will outlast anyone's memory of us?

This is our opportunity.

Let's bear down on what we can do together: keeping Tennessee a state with a strong financial condition, helping Tennessee to be the No. 1 location in the Southeast for high quality jobs. And making certain that all Tennesseans, regardless of their circumstances, have an opportunity for a high quality education. For those whose lives might get scattered across a hillside during a tornado. For those who might get physical relief from a wheelchair that lets them experience the world in a whole new way. For the single parent looking to finish their college degree. For the third grader who is trying to go from learning to read to reading to learn. For that third grader's teacher who dedicates her life to giving students the tools to build their own lives. I have 1,070 more days with the honor of working in this building. I plan on using every single one of them to serve this state that we love and call home. Thank you, and may God continue to bless the greatest State in the Land of the Free.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Meeting
SUBJECT:	Legislative Update
DATE:	March 30, 2016
PRESENTER:	Ginger Hausser
ACTION REQUIRED:	No Action Needed
STAFF'S RECOMMENDATION:	Not Applicable

BACKGROUND INFORMATION:

The second session of the 109th Tennessee General Assembly convened on January 12, 2016 in Nashville. The TBR Office of Administration has drafted legislation on behalf of the system and tracks legislation which, if passed, could impact our system and our member institutions. This report highlights several key pieces of legislation that are significant this session.

TENNESSEE BOARD OF REGENTS

MEETING: Quarterly Meeting

SUBJECT: Institutional Fundraising Report

DATE: March 30, 2016

PRESENTER: Ginger Hausser

ACTION REQUIRED: No Action Needed

STAFF'S RECOMMENDATION:

BACKGROUND INFORMATION:

Annually, institutions across the country report fundraising activities to the Council for Advancement and Support of Education in the Voluntary Support of Education report. This presentation demonstrates how Tennessee Board of Regents institutions are performing in private fundraising activities. This presentation is for information purposes.

Tennessee Board of Regents 2015 Philanthropy Report

Each fall Tennessee Board of Regents' community colleges and universities complete the Voluntary Support for Education (VSE) report to the Council for Support and Advancement for Education. The report describes philanthropy results for the previous year through alumni, corporations, etc. for operations and capital projects. The information below pulls from these reports from the 19 institutions.

For the last three years (2013-2015) TBR universities raised on average over $56 million a year ranging from $2.5 million (TSU) to $21 million (Univ. of Memphis) annually. The current value of university endowments vary from $31 million (Austin Peay) to $199 million (Univ. of Memphis) for a total value of TBR university endowments of over $550 million. Universities in 2015 are heavily dependent on corporations ($14 million), alumni ($12 million) and non-alumni individuals for donations ($10.6 million).

(2013-15) Annual Average Philanthropy for Universities Total $56.6 Million

APSU $6,760,047

ETSU $11,092,554

MTSU $11,761,283

TSU $2,822,317

TTU $3,903,434

U of M $24,615,029
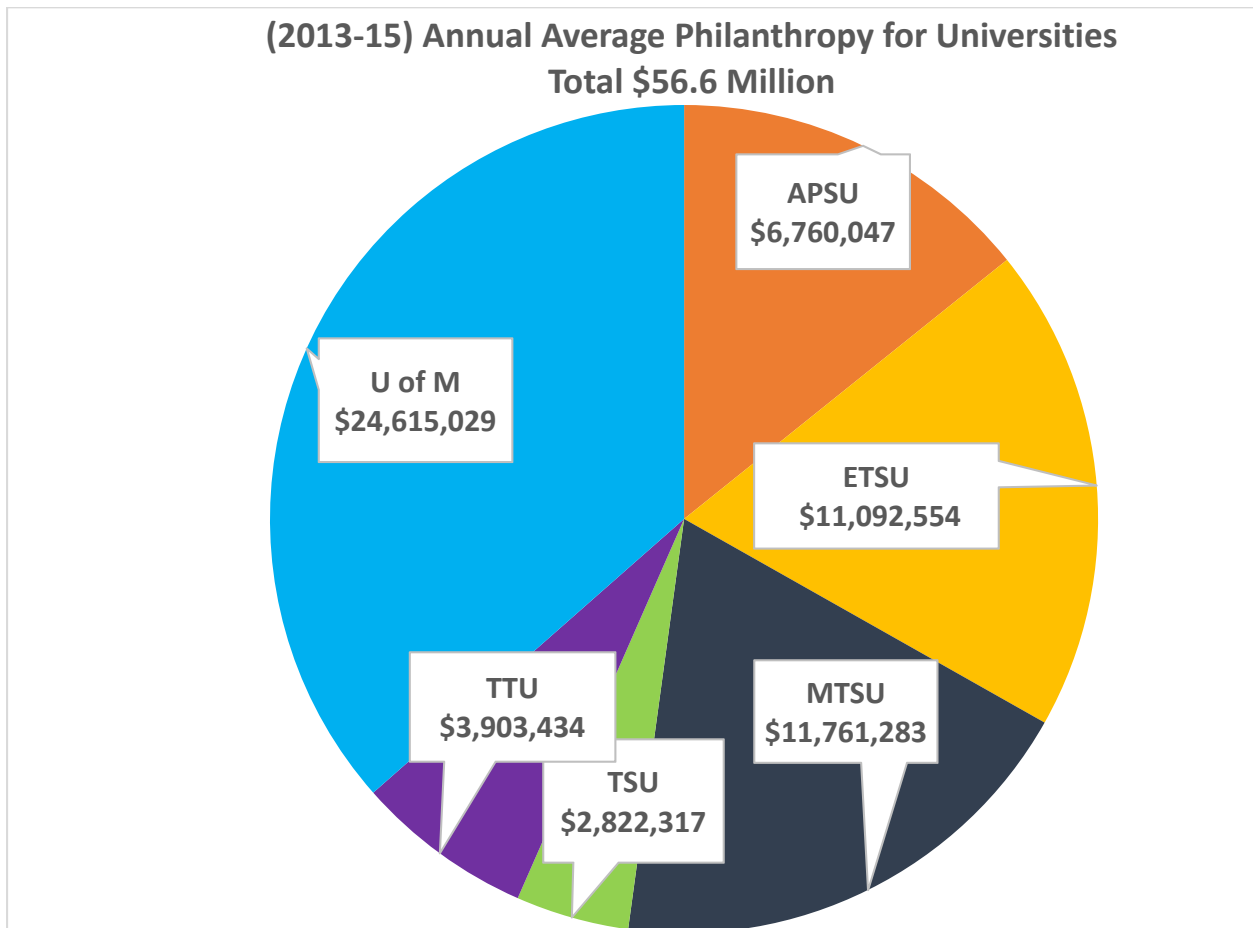
During the same reporting period (2013-15) community colleges averaged annual philanthropy of $12.6 million. This ranges from a little over $166,000 (Jackson) to $2.4 million (Dyersburg) annually. Endowments at community colleges are valued at over $71 million, ranging from $407,272 (Nashville) to over $11 million (Walters). Community colleges receive most of their philanthropy from non-alumni individuals, foundations, and corporations.

(2013-15) Annual Average Philanthropy for Community Colleges $12.6 Million

College	Amount
Walters	$1,063,044
Volunteer	$984,439
Southwest	$1,291,031
Roane	$835,572
Pellissippi	$780,935
Northeast	$386,734
Nashville	$452,688
Motlow	$579,133
Jackson State	$166,738
Dyersburg	$2,434,261
Columbia	$632,080
Cleveland	$451,464
Chattanooga	$950,662
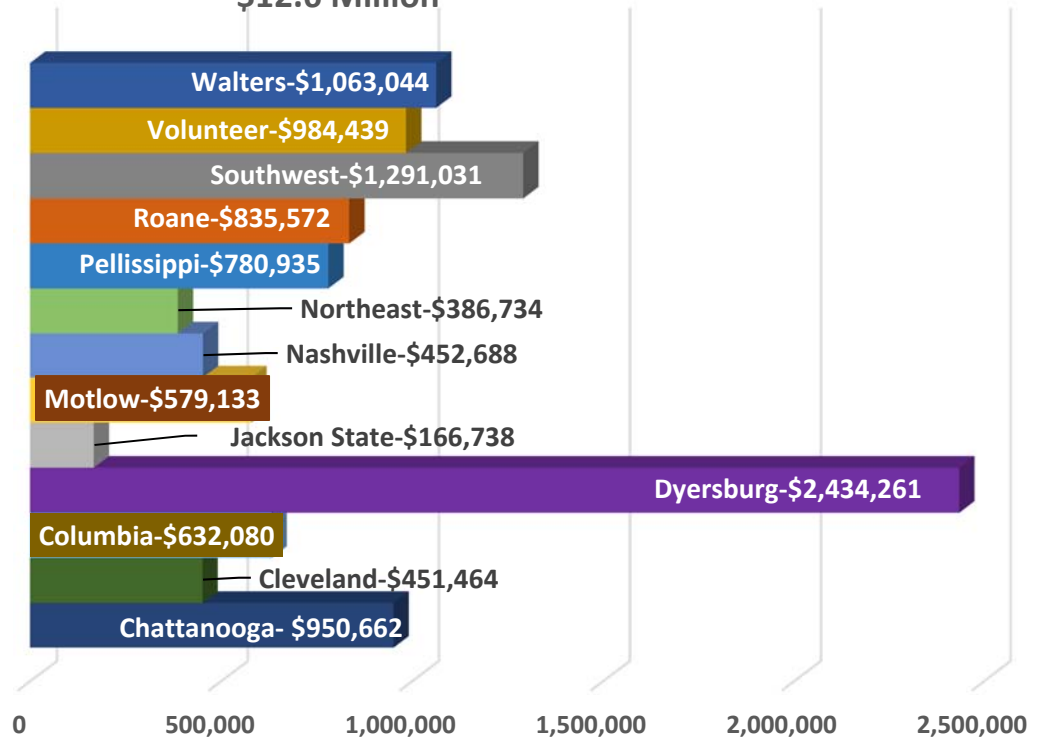
TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Update on Community Colleges
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Warren Nichols
ACTION REQUIRED:	No Action Needed
STAFF'S RECOMMENDATION:	N/A

BACKGROUND INFORMATION:

Dr. Nichols will present an update to the Board regarding community college initiatives such as: Common Course Curriculum Alignment, Curriculum Software, Consolidation of Community College Bookstores, Huron Consulting Group Study, Business Process Model Project and the Nashville State and Volunteer State Service Area Realignment.

TENNESSEE BOARD OF REGENTS

MEETING:	March Quarterly Board Meeting
SUBJECT:	Report on Academic Initiatives
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Tristan Denley
ACTION REQUIRED:	No Action Needed
STAFF'S RECOMMENDATION:	

BACKGROUND INFORMATION:

Vice Chancellor Tristan Denley will provide an update on the latest Academic Affairs Initiatives.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Proposed Program Terminations, Modifications, and New Technical Program Implementations
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor James D. King
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

Program Proposals Requiring Board Approval:

Five (5) program proposals are being presented for the Board's review and approval. These proposals will allow the Tennessee Colleges of Applied Technology to be more responsive to the needs of students, businesses, and industries. The proposals are:

- Implementation of Heating, Ventilation, Air Conditioning and Refrigeration Program by TCAT-Hartsville to be located at the Wilson County campus. (See Implementation Proposal #1)

- Implementation of a Machine Tool Technology Program by TCAT-Memphis to be located on the Bartlett High School campus. (See Implementation Proposal #2)

- Implementation of a Manufacturing Technician Program at TCAT-Ripley to be located at the main campus. (See Implementation Proposal #3)

- Implementation of a Computer Information Technology Program offered by TCAT-Memphis to be located at the Kingsbury Career and Technical Center. (See Implementation Proposal #4)

- Implementation of an Industrial Maintenance Technology Program offered by TCAT-Chattanooga to be located at the Kimball site. (See Implementation Proposal #5)

Academic Proposals Requiring Only Notification to Vice Chancellor:

Ten (10) academic actions were submitted by TCAT institutions to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support need was provided. The proposals are as follows:

TCAT	Summary of Proposal	New Costs/Funding Source	Approval/ Implementation Date
Morristown	TCAT Morristown's Hybrid Administrative Office Technology program approved in December should have been approved for the Hawkins Branch campus only.	None	January 2016
Hohenwald	Program name change from Computer Information Technology to Information Technology.	None	March 2016
Murfreesboro	Inactivate the RX Phlebotomy due to low enrollment; No students are enrolled.	None	May 2016
Murfreesboro	Inactivate the RX Electrocardiography due to low enrollment; No students are enrolled.	None	May 2016
Murfreesboro	Inactivate Certified Nursing Assistant program due to low enrollment; No students are enrolled.	None	May 2016
McKenzie	Inactivate the Industrial Maintenance at the Dresden campus. Program has been replaced with the Production Automation program.	None	May 2016
McKenzie	Inactivate the Electronics program. Program has been replaced with the Telecommunications program.	None	May 2016
McKenzie	Inactivate Certified Nursing Assistant program due to low enrollment; No students are enrolled.	None	May 2016
McKenzie	Inactivate the Computer Information Systems program online due to low completion and placement.	None	May 2016
Nashville	Inactivate Cosmetology program at the Nashville campus due to low completion rates. Students will remain in the program until January 2017 or until the teach out is complete.	Loss of approximately 30 headcount; two full time and two part time employees will be released.	January 2017

PROGRAM IMPLEMENTATION PROPOSAL – 1

INSTITUTION: Tennessee College of Applied Technology - Hartsville

PROPOSAL: The Tennessee College of Applied Technology – Hartsville proposes to start a Heating, Ventilation, Air Conditioning and Refrigeration (HVAC-R) program at the Wilson County Extension campus.

The program will be 18 months in length (1728 clock hours).

EFFECTIVE DATE: September 2016

OBJECTIVES: The objective of the HVAC-R program is to offer adult and dual enrollment students an opportunity for enrollment in a high demand program and provide dual enrollment to Wilson County high schools. This program will allow students to have the skills necessary to become employed as a HVAC-R technician in the various commercial and residential business within the service area. These skills include:

- Knowledge of machines and tools, including their designs, uses, repair, and maintenance;
- Principles and processes for providing customer and personal services;
- Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads;
- Design techniques, tools, and principles involved in production of precision technical plans, blueprints, and drawings;
- Models and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and subatomic structures and processes.

NEED: According to the O*Net website, the job outlook for HVAC-R technicians is expanding much faster than average (14% or higher) than other occupations. The typical median wage in Lebanon Tennessee for these technicians is $ 16.48/hr.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	18	16
	2	23	20
	3	28	25

PROJECTED COSTS $100,606 in equipment plus a full-time faculty position is the estimated program cost. Project will be funded by TCAT Hartsville.

NEW FACULTY NEEDED: One new faculty member will be hired.

FACILITIES: TCAT-Hartsville will house this program at the Wilson County Extension campus.

ACTION REQUIRED: Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 2

INSTITUTION: Tennessee College of Applied Technology - Memphis

PROPOSAL: TCAT-Memphis proposes to start a Machine Tool Technology program on the campus of Bartlett High School.

The program will be 20 months in length (2160 clock hours).

EFFECTIVE DATE: September 2016

OBJECTIVES: The objective of the Machine Tool Technology program is to provide training for high demand machinist for the Memphis service area and provide a high demand career to more TN Promise and TN Reconnect students. This program will provide both high school students and adult students the necessary skills to become machinists and operate manual lathes, CNC lathes, machine grinders, etc.

NEED: The Tennessee Department of Labor projects a 17% increase in available jobs for machinist through 2022 with a median wage salary of $39,000. The Memphis area is a hub of medical devices companies. These companies need machinist to expand their business and are seeking assistance from TCAT-Memphis to meet their needs.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	20	0
2	22	18
3	26	20

PROJECTED COSTS: $93,372 is the estimated program cost for equipment, supplies and adjunct faculty member. Project will be funded by TCAT-Memphis through the TN Reconnect Governor's grant dollars.

NEW FACULTY NEEDED: One new adjunct instructor will be needed.

FACILITIES: TCAT-Memphis is partnering with the Bartlett High School for lab and classroom needs. There is no cost for the facilities.

ACTION REQUIRED: Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 3

INSTITUTION: Tennessee College of Applied Technology - Ripley

PROPOSAL: TCAT-Ripley proposes to start an Industrial Manufacturing Technician program on the main campus.

The program will be 12 months in length (1296 clock hours).

EFFECTIVE DATE: May 2016

OBJECTIVES: The objective of the Industrial Manufacturing Technician program is to provide training for adults and dual enrolled students. This program will provide both high school students and adult students the necessary skills to become employed as certified production technicians.

NEED: LWIA 12 Hot Careers to 2020 shows the outlook for technicians are in high demand. Wages for these positions range from $28,500 to $48,500 yearly. These jobs will provide an opportunity for Lauderdale County residents, where the average poverty level is now at 26%.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	40 (dual and adult)	18
2	40 (dual and adult)	18
3	40 (dual and adult)	20

PROJECTED COSTS: $94,000 is the estimated program cost. Program cost will be funded by TCAT-Ripley.

NEW FACULTY NEEDED: One new instructor will be needed.

FACILITIES: TCAT-Ripley has existing space to use as the classroom and lab areas.

ACTION REQUIRED: Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 4

INSTITUTION: Tennessee College of Applied Technology - Memphis

PROPOSAL: TCAT-Memphis proposes to start a Computer Information Technology program at the Kingsbury Career and Technical Center.

The program will be 20 months in length (2160 clock hours).

EFFECTIVE DATE: September 2016

OBJECTIVES: The objective of the Computer Information Technology program is to provide the technical instruction and skill development necessary for the student to become gainfully employed in the IT field.

NEED: The additional Computer Information Technology program is a direct result of the TN Promise and TN Reconnect initiatives and the Tech Hire Grant Memphis received, which has created a greater demand for the program.

According to the Tennessee Department of Labor and Workforce Development, IT professionals will continue to experience average growth for employment. The CIT program at the TCAT-Memphis prepares students to obtain jobs as network specialists, database administrators, systems analysts and other computer related occupations.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	22	0
2	22	18
3	26	20

PROJECTED COSTS: $ 150,000 is the estimated cost for the equipment, adjunct faculty member, and supplies. TCAT- Memphis and the Governor's Reconnect grant dollars will cover the expenses.

NEW FACULTY NEEDED: One new adjunct instructor will be needed.

FACILITIES: TCAT- Memphis will use space at the Kingsbury Career and Technical Center.

ACTION REQUIRED: Staff recommends approval.

PROGRAM IMPLEMENTATION PROPOSAL – 5

INSTITUTION: Tennessee College of Applied Technology - Chattanooga

PROPOSAL: TCAT-Chattanooga proposes to start an Industrial Maintenance Technology program at Kimball site.

The program will be 12 months in length (1290 clock hours).

EFFECTIVE DATE: May 2016

OBJECTIVES: The objective of the Industrial Maintenance Technology program is to provide the technical instruction and skill development necessary for the student to become gainfully employed in the Industrial Maintenance field. The program will prepare graduates to perform work involving keeping machines, mechanical equipment, or the structure of an establishment in operation. Course preparation will include: welding; machining; carpentry, repairing electrical or mechanical equipment; installing, aligning, and balancing new equipment.

NEED: The additional Industrial Maintenance Technology program is a direct result of 35+ industries requesting employees for new and replacement of retiring employees and seeking TCAT-Chattanooga's assistance in filling these positions.

PROJECTED ENROLLMENT:

YEAR	ENROLLMENT	COMPLETERS
1	15	12
2	18	15
3	21	18

PROJECTED COSTS: $ 118,000 is the estimated cost for the equipment, faculty member, and supplies. TCAT-Chattanooga will use existing campus funds and the Governor's Reconnect grant dollars to cover the expenses.

NEW FACULTY NEEDED: One new adjunct instructor will be needed.

FACILITIES: TCAT-Chattanooga will use space at the Kimball site.

ACTION REQUIRED: Staff recommends approval.

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	New Program Approvals
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Warren Nichols
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

The Board will consider a proposal to establish a new A.A.S. in Aviation Maintenance at Northeast State Community College. While the policy allows new degree programs at community colleges to be considered by the Board through the 30-day Review Process, this proposal is required to come before the Board at the quarterly meeting because the proposed degree does not currently exist at any community college in the TBR system.

Northeast State Community College currently delivers a Technical Certificate in Aviation Maintenance, but the regional workforce has demonstrated a need for the degree. While this is the first A.A.S. in Aviation Maintenance to be requested in the State, it is anticipated that other community colleges will also seek approval to deliver this academic program in the future.

INSTITUTION: **Northeast State Community College (NeSCC)**

PROPOSAL: **Establish a new A.A.S. in Aviation Technology**

EFFECTIVE DATE: Fall 2016

PURPOSE:

The proposed degree program will provide a pathway for students to complete an A.A.S. in Aviation Technology. Northeast State currently offers a 29 SCH technical certificate in Aviation Maintenance Technology, which will be embedded within the proposed program. Students in the program will be prepared to work in both large and small aviation-related businesses. Multiple meetings occurred with both public and private four-year colleges and universities, as well as high school Local Education Agencies, to provide upward mobility from the AAS degree and to support dual enrollment initiatives.

NEED:

Northeast State collected evidence within the College's five-county service area to support the need for the proposed program. During the research and development stages of the technical certificate, it was noted that students would need an opportunity to earn an associate of applied science degree. Northeast State's plan was to develop the technical certificate followed by the associate of applied science degree specific to the aviation industry, as recommended by regional employers.

CURRICULUM:

The proposed program requires completion of 60 semester credit hours distributed as follows:

	Hours Required
General Education	16
Major Field Core	17
Other Guided Electives to complete	<u>27</u>
TOTAL:	60 + 3*

The college success course is approved for up to 3 SCH above the 60 SCH for the degree.

Admission, retention, and graduation requirements are proposed to be the same as those published in the institution's *Catalog* for general admission to the college. Residency requirements comply with SACSCOC requirements of 25% of the SCH which is 15 SCH.

Three (3) new courses that total 11 SCH were developed and approved through the appropriate institutional review committees. The default pathway to be used for student advising is provided on the following page.

NeSCC AAS Aviation Technology - Architected Pathway

	Course Title	Credit Hours
Semester 1 Fall		
AVIT 1300	Introduction to Aviation	3
AVIT 1410	Aviation Systems - Mechanical	4
AVIT 1420	Aviation Systems - Electrical	4
AVIT 1310	Aviation Systems - Quality and Inspection	3
EDUC 1030*	College and Lifelong Learning	3*
	Total	**14+3***
Semester 2 Spring		
AVIT 1430	Aviation Systems – Maintenance	4
AVIT 1320	Aviation Systems – Structures	3
AVIT 1440	Aviation Systems – Electronics	4
AVIT 1450	Aviation Systems – Hydraulics	4
	Total	**15**
Semester 3 Fall		
AVIT 2310	Aviation Fundamentals I	3
AVIT 2410	Aviation Fundamentals II	4
ENGL 1010	Composition I	3
MATH 1050	Trigonometric Applications	4
PHYS 1030	Introduction to Physics	4
	Total	**18**
Semester 4 Spring		
AVIT 2420	Aviation Fundamentals III	4
Elective	Behavioral Social Science	3
Elective	Humanities/Fine Arts	3
SPCH 1010 or	Fundamentals of Speech Communication	3
SPCH 2300	Public Speaking	
	Total	**13**
	Program Total Semester Credit Hours:	**60-63***

*EDUC 1030 is Board approved to exceed the 60 SCH limitation.

IMPACT:

The proposed degree program is anticipated to have a positive impact on Northeast State students and the services the College provides to its constituents in Northeast State's five-county service area (Carter, Johnson, Sullivan, Unicoi, and Washington). The program participants will learn skills that will enable them to work in both large and small aviation-related businesses. Multiple meetings have occurred with both public and private four-year colleges and universities as well as high school LEAs to provide not only upward mobility from the AAS degree but to support dual enrollment initiatives within the service area. Because a technical certificate is currently provided, dual enrollment offerings will be increased, and therefore, anticipated to recruit and attract more students to post-secondary education opportunities. Graduates will help meet workforce needs of the aviation industries within the region. Letters of support were provided.

PLANS FOR ACCREDITATION:

While Northeast State does not regard the new degree program as a significant departure, notification will be forwarded to the SACSCOC informing them of the new program and explaining why the degree is not a significant departure from those the institution is authorized to deliver. The most recent accreditation (site visit) was with ATMAE accreditation – November 20, 2013 (received re-accreditation by ATMAE Board). ATMAE hearings were conducted on November 11, 2015 as to the College's progress report from the site visit in 2013. The Board accepted the report for all applicable programs with reaccreditation in 2019. Pending approval by TBR, Northeast State will seek accreditation through ATMAE or an agency applicable to aviation. During the accreditation research process, the Academic Audit will be used for program evaluation.

ORGANIZATIONAL STRUCTURE:

The proposed program will be housed within the existing Advanced Technologies Division. The dean of Advanced Technologies (Associate Professor, Machine Tool Technology; tenured faculty) provides administrative oversight to the faculty and staff within the Advanced Technologies Division. The dean reports to the Vice President for Academic Affairs.

PROJECTED STUDENT ENROLLMENT:

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	15	5	20	14	14
2	17	5	22	15.6	16
3	19	10	29	19.2	18

PROJECTED NEW COSTS AND REVENUE:

Northeast State currently offers a technical certificate in Aviation Maintenance Technology; therefore, a full-time faculty/program director (12-month) is employed by the College. Adjunct faculty members are utilized, as appropriate, to support enrollment within the aviation courses. As enrollment increases, faculty positions shall be requested to accommodate the number of students and to remain in compliance with SACSCOC standard 2.8 (Distribution of full-time and adjunct faculty members). All resources, i.e., facilities, staff, administration, library holdings, equipment, etc. are already in place as they support the existing technical certificate. New costs are minimal (see Financial Projections on the following pages), and will be supported by revenue generated from tuition and fees paid by students.

STAFF RECOMMENDATION:

The proposal has been reviewed by the staff of the Office of Community Colleges. Board approval is recommended.

THEC Financial Estimate Form
Northeast State Community College
AAS Aviation Technology

Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates. Three-year projections are required for associate degrees and undergraduate certificates. Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	$ -	$ -	$ -	$ -	$ -
Equipment	-	-	-	-	-
Library	-		-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total One-time	$ -	$ -	$ -	$ -	$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary				$ -	$ -
Benefits	-	-	-	-	-
Sub-Total Administration	-	-	-	-	-
Faculty					
Salary	$ 4,000	$ 4,000	$ 6,000	$ -	$ -
Benefits	-	-	-	-	-
Sub-Total Faculty	$ 4,000	$ 4,000	$ 6,000	$ -	$ -
Support Staff					
Salary	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	$ -	$ -	$ -	$ -	$ -
Graduate Assistants					
Salary	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-
Sub-Total Graduate Assistants	$ -	$ -	$ -	$ -	$ -
Operating					
Travel	$ -	$ -	$ -	$ -	$ -
Printing	-	-	-	-	-
Equipment	-	-	-	-	-
Other	-	-	-	-	-
Sub-Total Operating	$ -	$ -	$ -	$ -	$ -
Total Recurring	$ 4,000	$ 4,000	$ 6,000	$ -	$ -
TOTAL EXPENDITURES	**$ 4,000**	**$ 4,000**	**$ 6,000**	**$ -**	**$ -**
(A+B)					

*If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	$ -	$ -	$ -	$ -	$ -
Number of Graduate Assistants	-	-	-	-	-

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees[1]	46,305	53,001	67,392	-	-
Institutional Reallocations[2]	(42,305)	(49,001)	(61,392)	-	-
Federal Grants[3]	-	-	-	-	-
Private Grants or Gifts[4]	-	-	-	-	-
Other[5]	-	-	-	-	-
BALANCED BUDGET LINE	**$ 4,000**	**$ 4,000**	**$ 6,000**	**$ -**	**$ -**

Notes:

1.   In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.
Differential Fees: Not applicable

Calculation Example: (3% increase in tuition and fees in Years 2-3)
Year 1: Full-time student - $147 per credit hour (15 students X 18 credit hrs X $147.00 = $39,690.00)
      Part-time student - $147 per credit hour (5 students X 9 credit hrs X $147.00 = $6,615.00)

Year 2: Full-time student - $151 per credit hour (17 students X 18 credit hrs X $151.00 = $46,206.00)
      Part-time student - $151 per credit hour (5 students X 9 credit hrs X $151.00 = $6,795.00)

Year 3: Full-time student - $156 per credit hour (19 students X 18 credit hrs X $156.00 = $53,352.00)
      Part-time student - $156 per credit hour (10 students X 9 credit hrs X $156.00 = $14,040.00)

2.   Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.
No institutional allocations as the College is currently providin a 29 SCH technical certification in Aviation Maintenance.
Technology as well as general education curricula. A full-time faculty/department head is currently employed
to provide instruction and oversight for the technical certificate.

Grant matching requirements: Not applicable.

3.   Please provide the source(s) of the Federal Grant including the granting department and CFDA number.
Not applicable

4.   Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
Not applicable

5.   Please provide information regarding other sources of the funding.
Not applicable

TENNESSEE BOARD OF REGENTS

MEETING:	March Quarterly Board Meeting
SUBJECT:	Approval of New Degree Program
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Tristan Denley
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

East Tennessee State University

Master of Science in Human Services

East Tennessee State University proposes to offer an interdisciplinary, multidisciplinary 36 SCH degree offered on-line, traditionally and through hybrid courses delivery to prepare human services professional capable of implementing services competently while addressing a variety of client needs throughout their life stages through service areas such as hunger, homelessness, aging, child care, foster, adoptions, professional associations, nonprofit management, program marketing, vase management, community health and many related areas. The proposed degree supports the mission of the institution to provide distinctive, outstanding programs of study with enhanced access to education, innovation and interdisciplinary collaboration, and opportunities for community service and professional development.

INSTITUTIONS: **East Tennessee State University (ETSU)**

PROPOSAL: **Establish a new Master of Science (MS) in Human Services**

EFFECTIVE DATE: Fall 2016

PURPOSE:

This proposal from the Human Service program in the Department of Counseling and Human Services at requests the establishment of a Master of Science in Human Services. Building upon the East Tennessee State University current baccalaureate degree in human services, the proposed program intends to lead the state and region in the breadth and quality of its educational curriculum in keeping with the university's mission. The program will accomplish this through online, traditional, and hybrid course delivery providing human service professionals to operate in a collaborative and supportive role for health sciences, supplying specific health care positions such as child life specialists, family and patient advocates, and community health educators as well as serving a corollary role to assist persons with developmental needs throughout the lifespan.

INSTITUTIONAL PRIORITY (Justify why this is a priority and why at this time)

Tennessee can meet the need for students who want advanced degrees in human services that are reasonably priced by providing academic programs with various delivery options. The ETSU human service master's program will compete at local, state, regional, and national levels, establishing a niche as research continues to support comparable achievement with online instruction, substantially increase enrollment by becoming a leader in human services graduate education for the state, region, and nation.

CURRICULUM: The proposed program requires completion of **36** semester credit hours distributed as follows:

General Education	0
Major Field Core	24
Concentration	0
Electives (guided electives)	9
Other (Capstone)	3
TOTAL:	36 SCH

No. of new courses: __7___ with __21__ credit hours

NEED:

The field of human services is generic in conception yet also forms the bulk of applied positions in the helping professions. There are no bachelor degrees in counseling at ETSU. The ETSU

master's degrees in counseling are oriented toward licensure in professional counseling, marriage/family therapy, and school counseling. The master's in human services will enable professional development for those not entering positions that require licensure such as typically positions in program administration and management, program planning and evaluation, grant writing and fund raising, advocacy and training, and other jobs fundamental to human service organizations.

IMPACT:

The proposed program is based on survey input from human services professionals in the area. The feedback ranked needs of community organizations for competencies and service provision. Competencies for students in master's level positions in leadership, supervision, client services, and research and the recommended focus of curriculum in the proposed degree were assessed and used to inform the development of this program submission. Upon implementation, this proposed program should have a positive impact on the region with no negative effects either within ETSU or with other institutions in the state.

PROJECTED STUDENT ENROLLMENT:

Year	Full-Time Headcount	Part-time Headcount	Total Year Headcount	FTE	Graduates
1	8	6	14	8.8	0
2	18	14	32	20.1	8
3	20	22	42	24.8	16
4	20	24	44	25.6	18
5	20	24	44	25.6	18

Students admitted to the proposed degree can complete the program within two (2) years through full-time attendance (9 SCH per semester) and within three (3) years by going part-time (6 SCH per semester). Enrollments beginning year 2 are anticipated at ten (10 full time and eight (8) part-time students. An overall annual attrition rate of 20% is predicted.

PLANS FOR ACCREDITATION:

The Clemmer College of Education at ETSU is accredited by the Council for Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE). The latest review indicated no deficiencies or additional needs such as faculty and other resources. In year seven (7) of operation, ETSU will begin with the Council for Standards in Human Service Education (CSHSE) accreditation process for both the reaccreditation of the undergraduate and initial accreditation for the graduate program.

Establishment of this program requires a SACSCOC Substantive Change, Procedure One. Upon THEC approval, SACSCOC will be notified and presented with a prospectus.

ORGANIZATIONAL STRUCTURE:

The proposed program will be housed within the Department of Counseling and Human Services within the College of Education. A faculty member will serve as program coordinator.

PROJECTED NEW COSTS AND REVENUE:

Delivery of this online, traditional, and hybrid offering program will allow for an expanded delivery and market share. The program will require the hiring of two faculty members, one each in year 1 and 3. Enrollment projects based on the current tuition predict that the program will generate revenue far in excess of expenditures beginning in year 1.

STAFF RECOMMENDATION:

As part of the TBR-THEC endorsed program approval process, an expert in the field is invited to the campus to serve as an external reviewer. Dr. Kyra Osmus, Mercer University Penfield College Professor of Counseling and Human Sciences served as the reviewer from October 6-7, 2015. She lauded the faculty, institution and community participants as "eager to find a way to make the new master's degree a rigorous degree that will enhance the lives of all who can benefit from it… [The proposed program] is, in the end, very representative of the human services way of doing things".

The proposal has been reviewed by the staff of the Office of Academic Affairs. Board approval is recommended.

THEC Financial Estimate Form
East Tennessee State University
Mast of Science in Human Services
Attachment A

Five-year projections are required for baccalaureate and post-baccalaureate programs and certificates.
Three-year projections are required for associate degrees and undergraduate certificates. Projections
should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures					
A. One-time Expenditures					
New/Renovated Space	$ -	$ -	$ -	$ -	$ -
Equipment	-	-	-	-	-
Library	-	-	-	-	-
Consultants	-	-	-	-	-
Travel	-	-	-	-	-
Other	1,035	-	1,035	-	-
Sub-Total One-time	$ 1,035	$ -	$ 1,035	$ -	$ -
B. Recurring Expenditures					
Personnel					
Administration					
Salary	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-
Sub-Total Administration	-	-	-	-	-
Faculty					
Salary	$ 51,000	$ 52,530	$ 108,212	$ 111,458	$ 114,802
Benefits	21,470	21,776	44,182	44,832	45,500
Sub-Total Faculty	$ 72,470	$ 74,306	$ 152,394	$ 156,290	$ 160,302
Support Staff					
Salary	$ -	$ -	$ -	$ -	$ -
Benefits	-	-	-	-	-
Sub-Total Support Staff	$ -	$ -	$ -	$ -	$ -
Graduate Assistants					
Salary	$ 9,000	$ 9,000	$ 9,000	$ 9,000	$ 9,000
Benefits	-	-	-	-	-
Tuition and Fees* (See Below)	8,230	8,642	9,074	9,528	10,004
Sub-Total Graduate Assistants	$ 17,230	$ 17,642	$ 18,074	$ 18,528	$ 19,004
Operating					
Travel	$ 1,500	$ 1,500	$ 3,000	$ 3,000	$ 3,000
Printing	900	900	900	900	900
Equipment	500	500	500	500	500
Other	540	540	880	880	880
Sub-Total Operating	$ 3,440	$ 3,440	$ 5,280	$ 5,280	$ 5,280
Total Recurring	$ 93,140	$ 95,388	$ 175,748	$ 180,098	$ 184,586
TOTAL EXPENDITURES (A+B)	**$ 94,175**	**$ 95,388**	**$ 176,783**	**$ 180,098**	**$ 184,586**

*If tuition and fees for Graduate Assistants are included, please provide the following information.

	Year 1	Year 2	Year 3	Year 4	Year 5
Base Tuition and Fees Rate	$ 8,230.00	$ 8,642.00	$ 9,074.00	$ 9,528.00	$ 10,004.00
Number of Graduate Assistants	1	1	1	1	1

	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue					
Tuition and Fees[1]	98,768	236,224	314,580	343,008	360,160
Institutional Reallocations[2]	(4,593)	(140,836)	(137,797)	(162,910)	(175,574)
Federal Grants[3]	-	-	-	-	-
Private Grants or Gifts[4]	-	-	-	-	-
Other[5]	-	-	-	-	-
BALANCED BUDGET LINE	**$ 94,175**	**$ 95,388**	**$ 176,783**	**$ 180,098**	**$ 184,586**

<u>Notes:</u>

1.	In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.

Maintenance fee revenue is expected in year 1 (2016-2017).

2.	Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

N/A

3.	Please provide the source(s) of the Federal Grant including the granting department and CFDA number.

N/A

4.	Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).

N/A

5.	Please provide information regarding other sources of the funding.

N/A

TENNESSEE BOARD OF REGENTS

MEETING:	March Quarterly Board Meeting
SUBJECT:	Institutional Strategic Plans and Mission Statements
DATE:	March 30, 2016
PRESENTER:	Vice Chancellor Tristan Denley
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

In June 2015, the Board approved the new 2015-2025 Strategic Plan. This plan created system wide metrics and system wide goals calibrated to reach our Drive to 55 targets. The included documents contain each institutions response to achieving these strategic goals. The institutional metric targets align with the overall system goal, and when implemented will enable our system to contribute its part to Drive to 55.

AUSTIN PEAY STATE UNIVERSITY

LEADING THROUGH EXCELLENCE
STRATEGIC PLAN 2015-2025

OFFICE OF THE VICE PRESIDENT FOR ADVANCEMENT, COMMUNICATION AND STRATEGIC INITIATIVES

P.O. Box 4636 • Clarksville, TN 37044 • p: 931-221-7990

"Transformation occurs when the potential that is visible to some becomes visible to all."
President Alisa White (APSU)

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A Message from the President

In a little more than 10 years, Austin Peay State University will celebrate its 100th anniversary. Today, I am pleased to present to you our *Leading Through Excellence Strategic Plan*, which will ensure that APSU remains a strong institution when we reach that important milestone in the year 2027.

This plan is an expression of our collective vision because all University stakeholders were invited to contribute to its development. The process began several months ago when we noticed a major population shift taking place in our area. Austin Peay sits on the edge of the second-fastest growing economic region in the country, with around 1,500 new residents arriving each month. Our job, as set forth by the University's mission statement, is to raise "the educational attainment of the citizenry" and to develop "programs and services that address regional needs." The region's needs are changing, and the plan you helped develop allows us to respond to those changes while continuing to provide a top-quality education to our students.

Early in the process, as we looked at our needs, we discovered significant gaps in our student population that placed us behind other institutions of comparable size. That is why we intend to increase enrollment to 13,000 students by the year 2021, and then to 15,000 students by the year 2025. To achieve this goal, we are targeting freshmen, dual-enrollment, graduate, out-of-state and international students. A university should have a mix of students to interact and learn with each other and from each other, and we will provide that type of environment.

Work on this new strategic plan also coincided with a major shift in the state's higher education landscape. Tennessee's new *Drive to 55* initiative, which seeks to provide 55 percent of Tennesseans with a college degree or certificate by 2025, presents us with an incredible opportunity for growth. As one of the few Tennessee Board of Regents universities offering associate degree programs, Austin Peay is set to be a leader in this new educational movement. The *Leading Through Excellence Strategic Plan* calls for us to develop this growing population of students into skilled leaders capable of succeeding in a global workforce.

We are now in the process of defining what we want Austin Peay to be in the next 10 years, and I am happy that so many of you helped form this vision. Key members of the APSU Community, identified within these pages, will oversee the implementation of the plan's major goals, and they will maintain open lines of communication as we move forward. I invite you to engage with these individuals as we work to ensure that Austin Peay remains a vibrant and sustainable institution for future generations of students, faculty, staff, alumni and members of the broader community.

Thank you for believing in this University, and I look forward to celebrating its successes with you over the next 10 years.

President Alisa White

Mission and Vision

Mission Statement

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate and student support programs designed to promote critical thinking, communication skills, creativity and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning and workforce development needs of the region.

Vision Statement

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills and values for life and work in a global society.

Austin Peay State University Core Values and Strategic Plan Goals

The APSU strategic plan supports the goals and metrics of the Tennessee Board of Regents' (TBR) strategic plan of *Quality, Access, Student Success and Sustainability,* as well as the Tennessee Higher Education Commission's (THEC) *Drive to 55* initiative. During a four-month strategic planning process, feedback from our University, community and state partners was used to shape our University goal structure and our discussion of our Core Values. Goals in five areas were selected: Enrollment, Student Success, Sustainability, Diversity and Communication (represented in the gray ring).

The five core values are derived from our *Mission and Vision Statement* and from campus focus groups and interviews. Core value submissions also came from faculty and staff in our *Level I* and *Level 2 Strategic Planning Workbooks*. These five core values, chosen from the most shared, are aspirational in nature and exemplify how we will work collectively towards achieving our goals and objectives. The five core values are: Quality, Community, Innovation, Collaboration and Globalization (represented in the red ring).

Austin Peay State University *Leading Through Excellence*

APSU has a history and legacy of being a leader in higher education in our community, state, and region. Since 1927 our exceptional faculty and staff have prepared leaders through a **Quality** education and collegiate experience. As a university, we have gained a national reputation for excellence in **Innovation**, and we have received recognition for being a **Community** that **Collaborates** and works well together to achieve great goals. Our strategic plan is a blueprint for our directional aspiration of growth and expansion to fulfill our institutional mission of **Globalization** and educational excellence.

Leading Through Excellence is our vision statement for our Strategic Plan. This statement is a call to each of us to be a 'leader' in reaching the aspirational goals set forth in the plan. *Leading Through Excellence* is a reminder that, through our individual and collaborative leadership efforts, we can lead the way to extraordinary transformation and growth for our University. Austin Peay has been called the best kept secret in education, let's share our secret by making a commitment to the vision of *Leading Through Excellence*. Let's realize our dream of being a visible leader in the future of education, not only for our state, but nationally and globally through a commitment to excellence.

"Transformation occurs when the potential that is visible to some becomes visible to all."

President Alisa White (APSU)

Austin Peay State University
Core Value Definitions

QUALITY — INNOVATION — COLLABORATION— COMMUNITY — GLOBALIZATION

The value of **Quality** is shared by the administration, faculty, staff and students at APSU. We believe that quality curriculum and experiences in and out of the classroom will create quality graduates who are ready to enter the workforce as leaders and problem solvers.

Innovation in teaching and learning as well as innovation in our services, student support programs and extracurricular activities is evident in our nationally recognized programs and student success model. Innovation in and out of the classroom is how APSU will meet the challenges of tomorrow and how we will ensure that our University and students are prepared for the demands and challenges of a changing workforce, economy and society.

Teamwork and **Collaboration** that supports and improves our quality educational experience for students is an integral part of our culture of student success. APSU is recognized as a *'Great College to Work For'* because of our spirit of Collaboration. Collaboration will always be a part of our unique identity.

We value **Community** and seek to cultivate our relationships within our University, our local community, alum, supporters, donors and friends. We support our community through our degree programs, our non-credit offerings, our economic impact and our vibrant partnerships with Montgomery County and the city of Clarksville. The passion of our alumni, supporters, donors and friends who share our vision and aspirations for this University will lead the way for our strategic plan to grow.

A shared belief that **Globalization** of student perspectives is essential to student success and the liberal arts curriculum contributes to the success of our students and is infused in our degree programs, high-impact practices and culture.

*Austin Peay State University is recognized by the Chronicle of Higher Education as one of the 'Great Colleges to Work For' in 2015. http://chronicle.com/interactives/greatcolleges15#id=big-table

APSU and the *Drive to 55*

The APSU strategic plan was developed to encompass our unique transformational vision for our future while still aligning with the THEC and TBR vision and metrics for the *Drive to 55* initiative. Our goals for Enrollment, Student Success, Diversity, Sustainability and Communication will support Governor Haslam's drive to provide 55 percent of Tennesseans with a college degree or certificate by 2025. Our strategies for Enrollment and Student Success will allow us to lead the way in Tennessee to grant more degrees and successfully place students into a thriving workforce. We embrace the metrics provided by the Tennessee Higher Education Commission (THEC) and have placed them in our *Student Success Goal Priority 2.6* as a visible reminder to our University and **Community** that we are seeking, through **Innovation** and **Collaboration,** to create a sustainable **Quality** model of education that will provide students with degrees and certificates that shape our state and provide our students with a Liberal Arts degree that embraces **Globalization** through a changed perspective and workforce readiness.

THEC Master Plan for Tennessee Postsecondary Education and Metrics
Austin Peay embraces the THEC Master Plan for Postsecondary Education and seeks to support the achievement of the degree completion goals, as well as populations outlined in the Master Plan. Austin Peay has long been considered an institution that has a high degree of success with adult learners and low-income students. The University will continue to serve these groups through participation in THEC Completion initiatives and other persistence initiatives related to student degree attainment. For more information about the THEC Master Plan, please see *Appendix A: THEC Master Plan for Tennessee Postsecondary Education 2015-2025* or visit: *https://www.tn.gov/assets/entities/thec/attachments/MasterPlan2025.pdf*

TBR Strategic Plan and Metrics
Austin Peay supports the achievement of degree completion as outlined by the TBR Strategic Plan which are derived from the *Drive to 55*. The University goals of *Enrollment* and *Student Success* encompass *Access, Student Success* and *Quality* of the TBR Strategic Plan Key Priorities. The Austin Peay goals of *Sustainability* and *Communication* encompass the TBR Strategic Plan Key Priorities of *Resourcefulness* and *Efficiency*. For more information about the TBR Strategic Plan and Metrics please visit: *https://www.tbr.edu/academics/strategic-planning-academic-affairs*

Strategic Plan Development

The strategic planning process began in the 2014-15 academic year. Internal and external stakeholders were asked to provide input on what they identified as the University's strengths opportunities and knowledge that should be shared with the administration for strategic planning purposes (SOK Survey) and through open feedback opportunities. It was determined through the survey and feedback sessions that in order to meet the goals of the *Drive to 55* and to meet the vision of growth for Austin Peay, organizational structure changes were necessary to allow for a robust focus on strategic planning. Currently, the University is taking the next step to develop an operational or implementation plan for completing the work needed to achieve the goals of the strategic plan. The University's Strategic Planning Team has engaged the University community in a process to determine strategy and tactics to reach key goals and objectives to support the metrics established by TBR and to also support Austin Peay's primary goal of balanced enrollment through growth over the next ten years. As strategies and tactics are developed, they will inform the institution's budget and institutional effectiveness planning processes. Most importantly, this plan began at the heart of Austin Peay, the **Community**, and supports our vision while maintaining our connection with our Core Values so that all of us are part of the collaborative effort of *Leading Through Excellence.*

Strategic Plan Development Timeline

Fall 2014
> *Created and administered environmental scan (Strength, Opportunity and Knowledge Survey)*
> *Administered the Great Colleges to Work For Survey (Chronicle of Higher Education)*
> *Gathered qualitative data through meetings with leadership/University Open Feedback/ Alumni/ Community/ State Leadership*

Spring 2015
> **April 2015**
> > *Established the Office of Advancement, Communication and Strategic Initiatives*
> **May 2015**
> > *Established the Strategic Plan Steering Team*

Summer 2015
> **June-July 2015**
> > *Task force conducted research and began to solidify the planning process to be implemented in August*

Fall 2015
> **August 2015**
> > *Introduced of the strategic planning process at Fall Convocation*
> **September 2015**
> > *Distributed of Level 1 Strategic Planning Workbooks to all staff and faculty with schedule for process with workshops with the Chairs and Directors for assisting their units/departments*
> **October 2015**
> > *Distributed of Level 2 Strategic Planning Workbooks to the Dean/Executive Director and AVP level*
> **November 2015**
> > *Submitted Level 1 Workbooks and Level 2 Workbook Exercises to Compliance Assist or to Strategic Initiatives for entry into Compliance Assist*
> **December 2015**
> > *Vice Presidents submitted of Level 2 Workbook and Strategic Planning Team review of submissions*

Spring 2016
> **January 2016**
> > *Goal Champions for each of the four identified goals met with ACSI to create rough draft from submissions and feedback*
> **February 2016**
> > *Soft Release of Strategic Plan Draft to President, President's Council, President's Cabinet for Feedback*
> **March 2016**
> > *Release to Campus Groups for Feedback, finalization and submission to the Tennessee Board of Regents*

Strategic Plan Key Terms

Goal: A Goal is broad and aspirational in nature and is a projection of a desired future state for your organization.

Goal Priority: A Goal Priority is a sub-goal related to the larger goal and typically are more specific, measurable and time limited.

Objective: An Objective is a tactic to achieve the Goal Priority

Austin Peay State University Strategic Goals

Goal 1:   Enrollment Growth

Austin Peay will seek to maintain its culture of student success while normalizing enrollment and growing responsibly. The University will increase the number of enrolled students from counties outside a 50-mile radius, out-of-state students, graduate, international and transfer students. Specifically, the University will grow to a mix of students within these populations to create balance and a rich University culture that supports student success and engagement.

Goal 2:   Student Success: Retention, Completion and Workforce Preparedness

The University culture will foster and supports student success and engagement and the Drive to 55 goal of increasing the number of Tennesseans with degrees. Persistence and achievement interventions with non-traditional, minority, and low-income students will support both Tennessee Board of Regents and Tennessee Higher Education Commission goals and objectives.

Goal 3: Sustainability

Sustainability of current operations and future growth are part of the 2015-25 APSU Strategic Plan, along with more robust efforts in resourcefulness and efficiency.

Goal 4: Diversity

Diversity, an embedded piece of our mission and vision, will gain renewed focus in the Strategic Plan as the institution seeks to build a climate of inclusion that will facilitate access and foster enrollment growth and student success, as well as provide unique opportunities for students in a globalized society.

Goal 5: Communication, Branding and Strategic Planning

APSU will unify its communication and branding to tell the APSU story of innovation in student success and achievement as it seeks to broaden the University's position in the region, state and nation.

Goal 1: Enrollment Growth

The University will increase enrollment to 13,000 in five years and to 15,000 in ten years. Enrollment growth will be strategic in focus populations where growth is optimal. See Appendix B: Enrollment Growth Chart.

Goal Priority 1.1 Normalize Enrollment and Grow to 15,000 Students
Objective 1.1.1– Reach enrollment of 13,000 students by 2020
Objective 1.1.2– Reach enrollment of 15,000 students by 2025

Goal Priority 1.2 New Credit Program Creation and Enrollment Growth
Objective 1.2.1– Create new Undergraduate programs that meet current market demand or
projected market need
Objective 1.2.2– Create new Graduate programs that meet current market demand or
projected market need
Objective 1.2.3– Create infrastructures and support systems for new programs
Objective 1.2.4– Increase accessibility of highest-enrolled programs and courses as
identified by Provost
Objective 1.2.5– Develop University and College recruitment plans
Objective 1.2.6– Establish additional personnel to support enrollment increases

Goal Priority 1.3 New Non-Credit Program Creation and Enrollment Growth
Objective 1.3.1– Create new non-credit programs that meet current market demand
or projected market need (e.g. Center of Executive Education, Certificate of
Sustainability Practices)
Objective 1.3.2– Create infrastructures and support systems for new non-credit programs
Objective 1.3.3– Develop non-credit program recruitment plans
Objective 1.3.4– Establish additional personnel to support non-credit enrollment increases

Goal Priority 1.4 Support the Tennessee Drive to 55 through Enrollment Growth
Objective 1.4.1– Support THEC/TBR degree enrollment and programs
Objective 1.4.2– Support the enrollment of identified THEC focus populations
Objective 1.4.3– Continually assess and adjust enrollment strategies throughout the life
cycle of the plan

Goal Priority 1.5 Identify Enrollment Focus Groups (EFG) for Growth Planning
Objective 1.5.1– Identify the Point Person for each of the unique enrollment groups. The point
person and groups are as follows:
- *Traditional Freshmen – Associate Provost for Enrollment*
- *Dual-Enrollment Students – Executive Director of Distance and Extended*
Education
- *International Graduate Students – Associate Provost for Research and Dean*
of Graduate Studies
- *International Undergraduate Students - Executive Director of Distance and*
Extended Education
- *Online Students - Executive Director of Distance and Extended Education*
- *Transfer Students – Associate Provost for Enrollment*
- *Military-Related Students – Executive Director, School of Technology and*
Public Management
Objective 1.5.2– Establish Strategic Planning charge and reporting structure for each EFG
Objective 1.5.3– Establish support structure and resources for each EFG
Objective 1.5.4– Continually assess and adjust strategies throughout life cycle of the plan

Focus Populations

Target Population	Current HC	2020 HC	2025 HC
Traditional Freshmen	*1591 FTHC UG*	*2182 FTHC UG*	*2350 FTHC UG*
Dual Enrollment Students	*222 FTHC UG*	*1033 FTHC UG*	*1033 FTHC UG*
Graduate Students	*915 FTHC G*	*1475 FTHC G*	*2376 FTHC G*
International Graduate Students	*4 FTHC G*	*315 FTHC G*	*785 FTHC G*
International Undergraduate Students	*31 FTHC UG*	*105 FTHC UG*	*262 FTHC UG*
Online Students	*Maintain 25% FTE (Currently by location on IRE Website) Includes W sections and R sections 29088SCH/15=1939 FTE*	*Maintain 25% FTE (Currently by location on IRE Website) 2931 FTE*	*Maintain 25% FTE (Currently by location on IRE Website) 3316 FTE*
Transfer Students	*878 FTHC*	*1121 FTHC*	*1237 FTHC*
Military Related Students	*.25 increase from current base number over 10 years Current 2664 HC*	*2997 HC*	*3330 HC*
UG Non-Traditional (Adult) Students *	*.40 full FTHC (Actual current UG Non-Trad is 2982 or 30% with noted downward trend from 2010)*	*.40 of FTHC of UG 2020 4689 FTHC UG*	*.40 of FTHC of UG 2025 5176 FTHC UG*
High Performance >26 ACT (Current average of All new Traditional Freshmen Enrolled ACT is 22.52 in Rough #s from Corlew)	*10% of entering Traditional Freshmen 150 Reported by Honors which is 9% of new Freshmen*	*218 FTHC UG*	*235 FTHC UG*

UG=Undergraduate
G=Graduate
FTHC=Full Time Head Count
FTE=Full Time Equivalent
HC=Total Head Count (Includes Full-Time UG and G with Part-Time UG and G
*Drive to 55/TBR

Enrollment Growth Strategy Goals

Draft APSU Enrollment Growth Strategy	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Annual Goal %
Undergraduate Headcount	9246	9186	9645	10128	10634	11166	11724	12017	12318	12626	12941	13265	5.00% First 5 Years
Est. Continuing Students	6929	6717	6973	7235	7500	7949	8422	8660	8904	9155	9413	9678	2.50% Second 5 Years
Freshmen Total Enrolled (New Populations)	1494	1591	1750	1925	2118	2149	2182	2214	2248	2281	2315	2350	10.0% First 3 Years / 1.50% Next 7 Years
Transfer (2014 Data) (New Populations)	823	878	922	968	1016	1067	1121	1143	1166	1189	1213	1237	5.0% First 5 Years / 2% Second 5 Years
Dual Enrollment	200	222	302	411	558	759	1033	1033	1033	1033	1033	1033	36% First 5 Years / 0% Second 5 years
		22	80	109	148	201	273	0	0	0	0	0	
Undergraduate Full Time Est.	6798	6751	8234	8577	8927	9289	9659	9745	9819	9876	9917	9939	
Undergraduate Part-Time Est.	2448	2443	2508	2633	2765	2903	3048	3124	3203	3283	3365	3449	
Undergraduate FTE	7786	7737	9246	9640	10043	10460	10889	11006	11112	11201	11275	11331	
Graduate	865	916	1008	1108	1219	1341	1475	1623	1785	1964	2160	2376	10.0% Annually
Gradual increase to = 20% of a 15,000 Headcount or appx 3000 students		0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	
International	43	44	104	156	234	350	526	631	757	908	1090	1308	136.0% First Year
Graduate Full Time Estimate	299	255	323	355	390	429	472	519	571	628	691	760	
Graduate Part-Time Estimate	566	660	685	753	829	912	1003	1104	1214	1336	1469	1616	
Graduate FTE	504	494	571	627	690	759	835	918	1010	1111	1222	1345	
Graduate (60% of International Population)	3	4	62	93	140	210	315	378	454	545	654	785	50.0% Next 4 years
Undergraduate (20% of International Population)	34	31	21	31	47	70	105	126	151	182	218	262	20% Second 5 years
Non-Degree/Exchange (20% of International Population)	6	9	21	31	47	70	105	126	151	182	218	262	
Annual Growth Goal %		0.5	0.5	0.5	0.5	0.5	0.5	0.37	0.37	0.37	0.37	0.37	
Total	10111	10102	10653	11236	11853	12507	13199	13640	14103	14590	15101	15641	
Total Undergraduate	9246	9186	9645	10128	10634	11166	11724	12017	12318	12626	12941	13265	
Total Graduate	865	916	1008	1108	1219	1341	1475	1623	1785	1964	2160	2376	
University Goal						Goal 13000						Goal 15000	
Persistance Goal													
Grow to 75% Undergraduate Persistance		6565	6568	6944	7393	7763	8207	8617	8893	9115	9406	9706	
		71.00%	71.50%	72.00%	73.00%	73.00%	73.50%	73.50%	74.00%	74.00%	74.50%	75.00%	
Grow to 75% Graduate Persistance		614	655	726	809	890	986	1084	1201	1321	1463	1620	
Total With Attrition Accounted For and addition of NEW Populations Undergrad/Graduate		9648	9975	10672	11336	11869	12495	13059	13507	13850	14398	14914	
	71.00%	71.00%	71.50%	72.00%	73.00%	73.00%	73.50%	73.50%	74.00%	74.00%	74.50%	75.00%	

** Supports TBR Goal of Access

Data from 2014 Fall/Fall I from IRE/CEDE/International/COGS/APC

Goal 2:   Student Success: Retention, Completion and Workforce Preparedness
The University culture will foster and supports student success and engagement and the Drive to 55 goal of increasing the number of Tennesseans with degrees. Persistence and achievement interventions with non-traditional, minority and low-income students will support both Tennessee Board of Regents and Tennessee Higher Education Commission goals and objectives.

Goal Priority 2.1   Create and Expand Quality Learning Opportunities
> *Objective 2.1.1– Expand quality program development and curriculum options for students*
> *Objective 2.1.2– Enhance quality research experiences for undergraduate and graduate students*
> *Objective 2.1.3– Create engaging and high-impact learning experiences for undergraduate students that support retention and student growth and development*
> *Objective 2.1.4– Explore innovative methods to increase student success*
> *Objective 2.1.5– Assess and enhance online instruction delivery and programming to increase student success*

Goal Priority 2.2   Promote Vibrant and Engaging Student Life Experiences
> *Objective 2.2.1– Expand physical health and mental health services to support student success*
> *Objective 2.2.2– Increase options for on-campus dining and living with new facilities to support target populations and enrollment growth*
> *Objective 2.2.3– Increase recreation offerings to support enrollment growth and target populations*
> *Objective 2.2.4– Increase and tailor student programming options for engagement and retention of students*

Goal Priority 2.3   Workforce Preparedness and Career Planning
> *Objective 2.3.1– Enhance student outreach and communication of Career Services programs*
> *Objective 2.3.2– Expand experiential learning opportunities for undergraduate students to explore career options, gain experience and network professionally*
> *Objective 2.3.3– Create, support and assess interventions that increase workforce preparedness and placement for graduates*
> *Objective 2.3.4– Promote internship opportunities to students and campus constituents*
> *Objective 2.3.5– Support employer recruitment efforts, provide resources to facilitate employment*

Goal Priority 2.4 Support and Assess Student Success Interventions and Initiatives
> *Objective 2.4.1– Charge a Student Success committee with making recommendations to the university community to promote a comprehensive Student Success Agenda*
> *Objective 2.4.2– Study student success, retention and completion data of APSU students, including student perceptions of their experiences*
> *Objective 2.4.3– Conduct an inventory of current student success initiatives and programs, and review university and department processes/policies that impact student success*
> *Objective 2.4.4– Study best practices and examine other university models*
> *Objective 2.4.5– Make recommendations to create, and/or expand and assess student success interventions and initiatives*

Goal Priority 2.5 Support Faculty and Staff Engagement in Student Success Initiatives and Programs

Objective 2.5.1– Provide professional development for faculty and staff to increase student success through teaching and learning and support services

Objective 2.5.2– Create processes and robust communication plans to share supported interventions with faculty and staff through professional development

Objective 2.5.3– Support and promote retention of highly qualified faculty and staff

Goal Priority 2.6 Support THEC and the Tennessee Drive to 55 and TBR Degree Completion Goals

Objective 2.6.1– Participate in THEC and TBR Completion initiatives

Objective 2.6.2– Increase under graduate degree completion by 40 percent over 10 years

Objective 2.6.3– Increase graduate degree completion

Objective 2.6.3– Increase students accumulating 30 hrs

Objective 2.6.4– Increase students accumulating 40 hrs

Objective 2.6.5– Increase students accumulating 60 hrs

Goal 3: Sustainability
Sustainability of current operations and planning structures are essential for successful growth and are supported by a commitment of the University to resourcefulness and efficiency.

Goal Priority 3.1 Enhance Compensation Planning for Quality, Growth and Longevity
> *Objective 3.1.1– Update the University Compensation Plan based on market-based data*
> *Objective 3.1.2– Utilize the new compensation plan to increase median faculty and staff salaries, eventually aligning the University salary median with the market median*

Goal Priority 3.2 Increase Campus Expansion to Support Institutional Growth
> *Objective 3.2.1– Plan facilities improvements to align with enrollment growth and expanded program offerings*
> *Objective 3.2.2– Support expansion and institutional growth through local, regional and state and private partnerships through collaborative work with Advancement*
> *Objective 3.2.3– Update the Campus Master Plan to align with the academic plan and other institutional priorities*
> *Objective 3.2.4– Establish Space Optimization Plan*

Goal Priority 3.3 Enhance Management Planning for Compliance and Emergency Preparedness
> *Objective 3.3.1– Establish and/or enhance annual training to ensure compliance with state and federal regulations*
> *Objective 3.3.2– Establish a review and reporting cycle for compliance and emergency preparedness*
> *Objective 3.3.3– Develop a comprehensive emergency management program*

Goal Priority 3.4 Enhance Strategic Resource Allocation Systems
> *Objective 3.4.1– Review and assess best practices for resource allocation models to engage campus-wide communication for effective resource allocation*
> *Objective 3.4.2– Maintain and enhance the university's financial health*

Goal Priority 3.5 Increase Information Technology Infrastructure for Innovation and Growth Planning
> *Objective 3.5.1– Review and enhance the Campus Technology Plan to support enrollment growth and student success*
> *Objective 3.5.2– Establish formal oversight and evaluation cycle for the Campus Technology Plan*
> *Objective 3.5.3– Align Technology Fee use to support planning for growth and expansion and to optimize teaching and learning*
> *Objective 3.5.4– Establish and align procedure for technology needs that creates a clear tie of requests to needs that support the strategic plan of APSU*
> *Objective 3.5.5– Assess and enhance information technology resources and infrastructure to support an increase in online enrollment and online student success*

Goal Priority 3.6 Increase Resourcefulness and Efficiency

> *Objective 3.6.1– Evaluate and analyze the current condition, utilization and energy consumption of physical facilities for increased efficiencies*
>
> *Objective 3.6.2– Increase alternative sources of revenue to support the University's mission*
>
> *Objective 3.6.3– Evaluate, analyze and implement opportunities for administrative process reengineering*

Goal Priority 3.7 Enrich the Institutional Effectiveness Planning Process

> *Objective 3.7.1– Develop, implement and assess training and best practices to create campus-wide engagement in the institutional effectiveness process*
>
> *Objective 3.7.2– Assess and enhance the institutional effectiveness reporting process*

Strategic Goal 4: Diversity

Diversity, an embedded piece of our mission and vision, will gain renewed focus in the Strategic Plan as the institution seeks to build a climate of inclusion that will facilitate access and foster enrollment growth and student success.

Goal Priority 4.1   Recruit and Retain a Diverse Student Population

Objective 4.1.1– Evaluate and analyze baseline demographic information for underrepresented students in order to determine future benchmarks and assess progress related to enrollment, progression and graduation

Objective 4.1.2– Conduct and review research regarding campus climate and perceptions related to diversity and inclusion in order to incorporate findings into future objectives for this goal priority annually

Objective 4.1.3– Increase the participation by 5 percent of underrepresented students in high-impact practices such as internships, study abroad, service-learning, undergraduate research, etc.

Goal Priority 4.2   Recruit and Retain a Diverse Faculty and Staff

Objective 4.2.1– Evaluate and analyze baseline demographic information for underrepresented faculty and staff in order to determine future benchmarks and assess progress related to hiring and promotion in order to incorporate findings into future objectives. For this goal priority, it is important that units work in collaboration with each other, i.e. Human Resources, Chief Diversity Officer, etc.

Objective 4.2.2– Develop and implement a diversity component as part of the performance evaluation process through focused diversity education and professional development training opportunities

Objective 4.2.3– Develop and maintain plan to ensure position announcements are advertised in publications targeted to reach underrepresented populations

Goal Priority 4.3   Foster a Campus Community of Inclusivity and Diversity

Objective 4.3.1– Increase cultural awareness and knowledge by engaging faculty, staff and students through communication that is intentional and consistent in regards to diverse perspectives

Objective 4.3.2– Increase frequency of culturally diverse events by 5 percent annually through ongoing educational programs and training for faculty, staff and students

Objective 4.3.3– Develop and implement diversity content in all orientation programs for new students, faculty and staff

Goal Priority 4.4   Provide the Infrastructure to Support Diversity.

Objective 4.4.1– Review, affirm and/or revise the campus definition of diversity that transmits shared responsibility and individual accountability through the establishment of an office or position

Objective 4.4.2– Review, assess and document existing resources including personnel, budget and programs currently supporting diversity initiatives and underserved populations

Objective 4.4.3– Assess and identify critical gaps and unmet needs in order to enhance and support campus diversity opportunities

Goal Priority 4.5 Develop a Campus-Wide Diversity Plan

Objective 4.5.1– Establish annual action items and measureable outcomes to support the University's strategic goals and objectives

Objective 4.5.2– Develop a communication strategy to widely share the Diversity Plan and progress toward identified goals and objectives

Objective 4.5.3– Incorporate diversity goals from Institutional Effectiveness Plans developed by campus departments into the Diversity Plan as appropriate

Goal 5: Communication, Branding and Strategic Planning

APSU will unify its communication and branding to tell the APSU story of innovation in student success and achievement as it seeks to broaden the University's position in the region, state and nation and international markets through strategic planning and stakeholder engagement for enrollment growth and expansion.

Goal Priority 5.1   Create a Comprehensive University Marketing and Communication Strategy

Objective 5.1.1– Build strong sub-marketing and brand strategies for areas in the University that are highly visible and/or positively support brand position and enrollment growth strategies

Objective 5.1.2– Develop a clearly defined and effectively communicated brand position that appeals to local, regional, state, national and international markets

Objective 5.1.3– Develop strong state and regional media strategies to enhance telling the stories of Austin Peay and its outstanding faculty, staff, students, alum and supporters for brand visibility and recruitment efforts

Goal Priority 5.2   Enhance Alumni Engagement and Communication Strategies

Objective 5.2.1– Increase total number of alumni participating in annual alumni activities and initiatives that establish lifelong relationships and association with Austin Peay

Objective 5.2.2– Increase alumni relationship and engagement opportunities with APSU's Career Services department

Objective 5.2.3– Increase recruitment and branding efforts (of APSU) amongst the alumni population

Objective 5.2.4– Increase alumni giving to benefit student success (through scholarships, facility renovation/additions, etc.)

Objective 5.2.5– Increase alumni relationships with APSU faculty, staff and academic colleges

Objective 5.2.6– Increase alumni networking relationships with current APSU students.

Goal Priority 5.3   Increase Total Number of Donors and Total Giving to APSU and the Foundation

Objective 5.3.1– Increase by 100 percent the total number of donors that give annually to the university at each level of giving

Objective 5.3.2– Increase by 100 percent the size of the APSU/Foundation endowment

Objective 5.3.3– Increase average annual dollars raised by 50 percent

Objective 5.3.4– Create and communicate a strong fundraising vision and structure for the University and its internal and external stakeholders.

Goal Priority 5.4   Lead and Communicate a Strong Strategic Focus for Planning

Objective 5.4.1– Increase the visibility of the strategic planning process

Objective 5.4.2– Create inclusive planning environment with transparent processes

Objective 5.4.3– Provide annual opportunities for internal and external planning input

Objective 5.4.4– Provide in-depth feedback to internal and external stakeholders throughout the life of the strategic plan

Objective 5.5.5– Coordinate the development and maintenance of a University Strategic Plan Metric Dashboard

Goal Priority 5.5 **Lead Campus Collaboration for Entrepreneurship in Conjunction with Grants and Sponsored Research**

Objective 5.5.1– Create and facilitate relationships internally and externally for opportunities that will provide external funding for campus expansion efforts and education innovation (e.g. Grants and Sponsored Research, Advancement, Academic Departments)

Objective 5.5.2– Support the establishment of a Center for Entrepreneurship

Objective 5.5.3– Facilitate collaborations internally and externally that result in patents for faculty, staff and the University

Objective 5.5.4– Reach $5 million in grants and sponsored research by 2020 then increase incrementally each year to $10 million in grants and sponsored research by 2025

Goal Priority 5.6 **Build Strong Local and Regional Partnerships with Government, Military, Non-Profit, Educational, Business and Other Entities that Enhance the Mission of Austin Peay State University**

Objective 5.6.1– Build strong relationships within Nashville Metropolitan Statistical Area (MSA)

Objective 5.6.2– Build strong relationships with the city of Clarksville and Montgomery County governments

Objective 5.6.3– Expand relationships with Fort Campbell agencies and with services that support Fort Campbell in our community

Objective 5.6.4– Build strong relationships with non-profit and educational entities in Montgomery County

Objective 5.6.5– Build strong relationships with local and regional businesses

Goal Priority 5.7 **Maintain a Successful Division I Athletics Program**

Objective 5.7.1– Develop a culture of achievement and accountability to support highest levels of rules compliance, inclusion, transparency, fiscal responsibility and personal growth for student-athletes, coaches and administration

Objective 5.7.2– Develop comprehensive athletic academic programs that provide our student-athletes the necessary resources and tools for success in academics and beyond

Objective 5.7.3– Develop a quality culture of performance excellence that creates high level athletic performance and achievement to increase championship wins and eligibility for postseason competitions

Objective 5.7.4– Develop a comprehensive external engagement plan to increase self-generated funding, exposure and awareness

Strategic Plan Assessment

The Strategic Planning team will establish an Assessment Team or subcommittee to inform the creation of the University Strategic Plan Dashboard. The Assessment Team will also serve as the reviewing body for goal priority and objective achievement at the three, five, seven and 10 year assessment points for the strategic plan. A structure has been established that supports the Strategic Plan through alignment of the annual Institutional Effectiveness Process (IEP) with the annual budget process.

Creating Accountability and Oversight

The success of any Strategic Plan is dependent on the process of implementation and the commitment of the institution to achieving the goals of the plan. The Strategic Planning Team has created a structure in which each goal has a senior leadership team member that has chosen to be responsible for coordinating the creation of action plans for achievement of objectives, goal priorities and goals and the implementation of the action plans with various internal and external groups. These Goal Champions are essential in the structure for accountability and oversight. Their leadership will support collaboration and innovation across academic departments and non-academic divisions building relationships and leveraging resources and opportunities for effective implementation of the plan.

Goal Champions

Goal 1 Enrollment	Dr. Rex Gandy (Provost/Vice President, Academic Affairs)
Goal 2 Student Success: Retention, Completion and Work Force Preparedness	Dr. Lynne Crosby (Assistant Provost/Assistant Vice President, Academic Affairs) and Dean Gregory Singleton (Associate Vice President/Dean of Students, Student Affairs)
Goal 3 Sustainability	Mitch Robinson (Vice President, Finance and Administration)
Goal 4 Diversity	Dr. Sherryl Byrd (Vice President, Student Affairs)
Goal 5 Communication, Branding and Strategic Planning	Derek van der Merwe (Vice President, Advancement, Communication and Strategic Initiatives)

One of the most important institutional priorities in the implementation process of the strategic plan is to maintain Austin Peay's unique culture of high-touch and high-impact practices that support student success. We seek to maintain our quality culture of engagement by assigning each goal to a Goal Champion(s) charged with the assignment of responsibility, coordination, planning and implementation of the goal priorities and objectives for the assigned goal. These Goal Champions connect leadership directly with the success of the plan and give the campus an advocate and mentor for challenges that may be encountered during the implementation of the strategic plan. The Goal Champion(s) will collaborate with academic and non-academic units and divisions to accomplish the goal priorities and objectives of their goal area.

The Goal Champions will work with faculty, staff, student representatives, alumni and community members to create action plans. These action plans will be more detailed and require measurements for success that the Goal Champion and team can use to gauge the achievement of a goal priority and ultimately the goal. Objectives in the plan will be assessed incrementally in years three, five seven and 10, and may be changed if a Goal Champion and team gather evidence or observe factors that indicate a new objective may be more effective to accomplish the goal priority or goal.

Committee Structure and Charge

The Strategic Planning Team and Goal Champions, as part of the planning process, identified Standing Committees whose charge aligns with a particular goal or goal priority. The Goal Champion will work with their identified groups to coordinate feedback, research and assistance with accomplishing objectives, goal priorities and goals. The inclusion of the committee structure is another point of community inclusion in the oversight and assessment of the Strategic Plan. See Appendix B for a draft proposal of Standing Committees, Ad Hoc Committees and Task Forces.

Task Force Creation and Charge

During the creation of the goals, the Strategic Planning Team and the Goal Champions identified areas that did not have a Standing Committee or a community point of inclusion. Ad Hoc Committees or Task Forces are proposed to support the objectives, goal priorities and goals that did not have a body for feedback, research and assistance. The Goal Champion(s) are responsible for assembling and including the Ad Hoc Committees and Task Forces into the Strategic Planning process. See Appendix B for a draft proposal of Standing Committees, Ad Hoc Committees and Task Forces.

The Institutional Effectiveness Process

The strategic planning process is supported, in part, by the annual Institutional Effectiveness Process. The IEP is focused on assessment of outcomes selected by, and relevant to, departments and units. The process involves the collection and analysis of relevant data, specific to departments and units, in order to make improvements to department and unit functions and services, as well as to improve student learning and success. It is expected that the department and unit outcomes align with one or more of the Austin Peay State University Strategic Plan goals. In addition, the annual IEP provides an opportunity for departments and units to submit budget requests that will enhance the department or unit's ability to make improvements to its functions and services, and/or to student learning and the student learning environment.

The Budget Advisory Task Force

The alignment of the budget process with the IEP is managed by the Budget Advisory Task Force. The Budget Advisory Task Force will support the budgeting process that examines the submission of budget requests with the goals of the Strategic Plan in mind. The annual outcomes submitted by units and departments in the IEP support the award of funds. The budget process is included in the annual entry of outcomes for IEP by each academic department and non-academic division.

Dashboard Metrics

A priority for the University is the creation of a dashboard that will indicate our progress towards accomplishing our goals. The dashboard will be composed of multiple data fields that depict a broad view of our organization as well as the key indicators of success for our goals and goal priorities. The Strategic Planning Team, Assessment Team and Goal Champions will work with various community members to determine the best key performance indictors (KPI) to display and share via our Strategic Initiatives website. The dashboard will be a visible source for the community to see our progress in accomplishing University goals and those of THEC, the *Drive to 55* and the Tennessee Board of Regents strategic plan. See Appendix D: Dashboard Metrics for examples of possible KPI.

Action Plans and Tracking

The key to success for our Strategic Plan is concrete actionable objectives that are supported by a structure of accountability and oversight. The final piece of our process, after approval of the Strategic Plan by the various community and governing bodies, is the creation of action plans by the Goal Champions. The action plans require feedback, research and support from our community. They will be comprised of the goals, goal priorities and objectives with detailed breakdowns of steps required to achieve the objectives.

Rough action plans were created as part of the Level 2 Workbooks for Strategic Planning in Fall 2015 for some goal priorities and objectives by the academic and non-academic units and divisions. These workbooks will be a resource for the planning teams as we seek to focus our series of steps for accomplishing the stated objectives of the Strategic Plan. See Appendix E: Action Plan Template for an example of the template for the initial action plans.

Leading Through Excellence: The Next Ten Years

The Austin Peay State University Strategic Plan is a living document. Changes in goal priorities and objectives are anticipated as part of the 10 year life of the plan. Unanticipated economic and environmental factors arise that may require the adjustment of goal priorities and objectives, however, substantial or constant change are not anticipated. Scheduled plan review years are when most adjustments should be made, but should a need arise from internal or external factors, the University will address the need for change.

At the planned review points, changes may be proposed through leadership to the Goal Champions and the Goal Champions will bring those changes to the Strategic Planning Team to accept, amend or deny the changes based on the case presented. The Strategic Planning Team with the Assessment Team will also examine data to determine if an objective or goal priority has been accomplished and should be removed, or if new objectives or goal priorities should be solicited based on current trends and needs of the University.

Austin Peay is a proactive leader in quality education. Our *Leading Through Excellence Strategic Plan* for 2015-2025 is the document that details how we will achieve our desired enrollment growth and expansion. Our continued collaboration and participation in the process and our continued commitment to being a vibrant and visible institution of higher learning in our region, nation and world through leadership in Student Success is a hallmark of our excellence in all we do and are, and defines what it means to *Be A Gov*.

Appendix A: THEC Master Plan for Tennessee Postsecondary Education 2015-2025
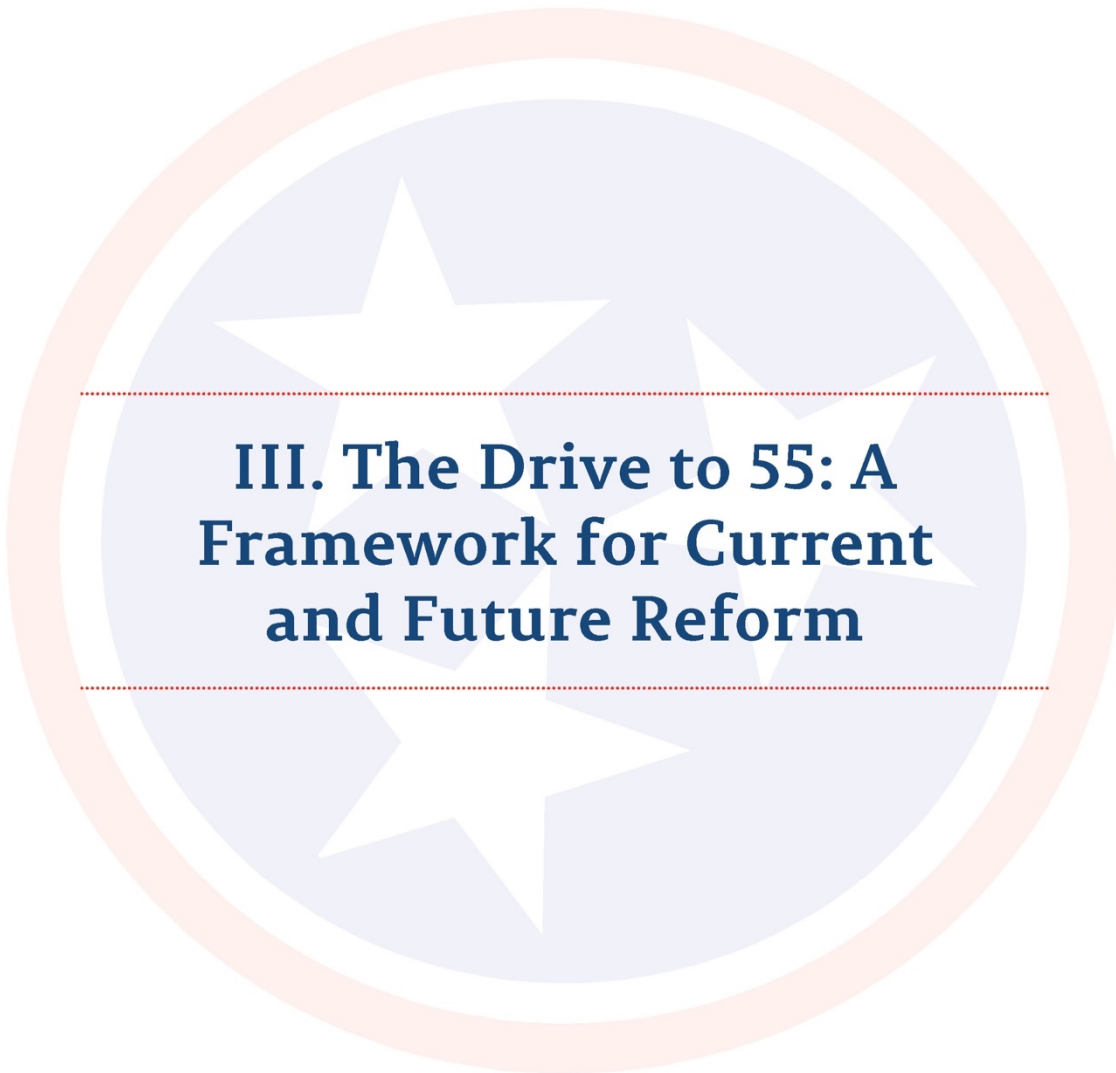
III. The Drive to 55: A Framework for Current and Future Reform

At its core, the Drive to 55 is informed by two primary components: 1) arriving at a target number of postsecondary degrees and certificates to achieve the Drive to 55 goal by the year 2025; and 2) distributing those awards in such a way that is responsive to the needs of the statewide, regional, and local economies.

Adequacy of Awards: How Many Credentials Are Needed?

The Drive to 55 campaign intends to raise the proportion of the state's working-age population (age 25-64) with a college credential to 55 percent by the year 2025. The 2015-2025 Master Plan outlines the glide path toward this goal. This section describes the working assumptions that informed that analysis; describes the process for projecting future levels of undergraduate degree and credential production; and estimates the gap between current award production and that which will be required in the future.

Drive to 55's core components are to arrive at a target number of postsecondary degrees and certificates by the year 2025 and to distribute those awards to meet the needs of statewide, regional, and local economies.

Background and Working Assumptions

This section provides the background and the working assumptions of the methodology used.

1. The first working assumption is that the focus should be on the undergraduate credentials — pre-baccalaureate certificates, associate's degrees, and bachelor's degrees. The rationale for this decision is that graduate degrees require a prior bachelor's degree and do not affect conventional estimates of educational attainment as defined for Drive to 55 purposes.

2. A related assumption is that college *completers* should be counted, as opposed to postsecondary *awards* from Tennessee institutions. Focusing on award recipients and counting only the highest level of attainment avoids double-counting individuals who have received more than one credential. Therefore, duplicate observations of students were removed prior to making projections.

3. The third assumption accounts for various factors affecting the production of college credentials. The choice of predictors of postsecondary award production is driven by prior research, theory, and data availability. Undergraduate award projections and award production gap estimates are also dependent on secondary data projecting high school graduates and statewide population growth.

4. Finally, historical data on undergraduate degree completers over multiple years and across all institutional sectors are used to create reliable projections for the next ten years. Additionally, overall projections by award type lend themselves to projections for each of Tennessee's postsecondary sectors (e.g., community colleges, independent four-year, etc.). The latter may serve as a basis for the estimation of institutional shares in projected undergraduate award production by the appropriate governing or coordinating board.

Undergraduate Award Projections: 2015-2025

Credential production projections were calculated by award level (pre-baccalaureate certificates, associate's, and bachelor's degrees) and institutional sector. This section describes the methods and data used for these award projections.

Projecting future undergraduate awards required several steps:

1. First, historical data were collected across all institutional sectors from 2006 to 2014. Availability of reliable data for all institutional sectors determined the time period. The institutional sectors include Tennessee public universities; community colleges; Tennessee Colleges of Applied Technology (TCATs); TICUA member institutions and other independent non-profit postsecondary schools; and private non-profit, for-profit, and out-of-state institutions under the purview of THEC's Division of Postsecondary Authorization (DPSA).

2. Multivariate linear regression was used as the primary method to project postsecondary awards over the next ten years. The key advantage of this method is its ability to predict future values of the outcome variables (number of credential recipients) based on a combination of independent variables used in the model. Another advantage of this approach is that it allows for by-sector estimates to precisely match the overall estimates. This characteristic of the linear model is important due to the need to project award production by credential and sector and keep these predictions within the constraints of the overall projections for Tennessee postsecondary education.

3. Projections of natural growth in credential production were estimated by award type and institutional sector, and by sector with all awards combined. Projections by award or sector add up to match the overall projections.

These award projections serve as the foundation for estimating the gap between natural growth and the growth needed to meet the Drive to 55 goal.

Estimating the Gap in Credential Production

Estimating the gap between current award production and that which will be required in the future is a multi-step process, based on data from various sources and several key assumptions.

Tennessee's goal for 2025 is to have 1,978,283 residents with a postsecondary certificate, associate's degree, or bachelor's degree.

1. To estimate the gap, two factors must be taken into account: a) the number of credentialed working-age individuals at the starting and finishing points of the projection period and b) the natural growth in award production.

2. To calculate the number of credentialed individuals needed to meet the Drive to 55 goal, one must first project the number of 25-64 years olds who will live in Tennessee in 2025 (see Table 1 on the following page). These data are available from population projections developed by the Center for Business and Economic Research (CBER) at UT Knoxville. Based on these projections, Tennessee will require **1,978,283** residents with a postsecondary certificate, associate's degree, or bachelor's degree to boast 55 percent of working age adults with postsecondary credentials in 2025.

3. The gap estimation relies on the 2013 American Community Survey (ACS), which provides data on educational attainment. The ACS does not include certificate holders; thus, based on the findings of a CBER study, we assume that four percent of Tennesseans hold a certificate from a postsecondary institution. Tennessee's postsecondary educational attainment rate (certificates or higher) in 2013, therefore, was **37.8 percent**, which translates into **1,294,249** individuals (Table 1).

### Table 1. Number of Credentialed Tennesseans Needed to Meet the Drive to 55 Goal

2013 [1]	
Working-age adults (25-64 years old)	3,419,845
Number of adults with an associate's degree or higher (33.8%)	1,157,455
Number of certificate holders (4%) [2]	136,794
Total number of working-age adults with college credentials	**1,294,249**
Percent of working-age adults with college credentials	37.8%
2025 [3]	
Projected number of working-age adults (25-64 years old)	3,596,879
Drive to 55 goal	55%
Number of credentialed individuals to meet Drive to 55 goal	**1,978,283**

4. To use 2013 as a starting point, it is necessary to include only Tennesseans who were 54 or younger in that year. The rationale for this is that this group will not "age out" of the workforce before 2025, and will be included in educational attainment estimates in 2025. Applying the same finding that four percent of residents will hold a postsecondary certificate, and adding this number to the ACS-estimated number of people with at least an associate's degree totals **1,037,157** credentialed Tennesseans who will not age out of the workforce by 2025 (see Table 2).

5. The gap estimation also requires assumptions about interstate migration by educational attainment and natural mortality. Based on prior findings that Tennessee has a positive net migration at *every* level of educational attainment (including individuals with no college experience or credential), we assume the net migration of credentialed individuals to be zero. In other words, it was conservatively assumed that over the next ten years, the proportion of Tennessee residents with college credentials, as a result of migration patterns, will remain unchanged. For the purposes of these estimations, due to data limitation, mortality was also assumed to be zero.

Baseline number (2013) of working age adults with college credentials:
1,294,249 or 37.8% *of working-age adults in Tennessee.*

Number of working age adults with a college credential needed to reach the 2025 Drive to 55 goal:
1,978,283 or 55% *of working-age adults in Tennessee.*

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[1] Source: American Community Survey — 2013, One-year estimates.
[2] Based on estimates in Carruthers, C. K., & Fox, W. F. (2013). *The 2011 stock of postsecondary certificate holders in Tennessee*. The University of Tennessee, Knoxville, Center for Business and Economic Research.
[3] Source: Center for Business and Economic Research, Population projections: 2014-2064.
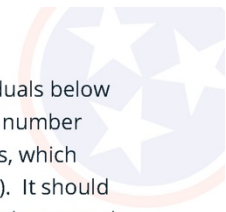
The difference between the number of credentialed individuals in 2025 and credentialed individuals below the age of 54 in 2013 minus the number of graduates in 2014 (**69,817 awards**) gives the overall number of credentials needed to meet the Drive to 55 goal. This number is estimated at **871,309** awards, which translates into **79,210** total credentials needed annually between 2015 and 2025 (Table 2 below). It should be noted that this number includes both the natural growth over the next ten years and the gap between the natural growth and the needed growth.

Table 2. Number of Degrees Needed to Meet the Drive to 55 Goal

Number of credentialed residents in 2013 who will not age out by 2025	1,037,157
Holders of an associate's degree or higher	*940,650*
Certificate holders (4%)	*96,507*
Needed number of credentialed individuals in 2025	1,978,283
Number of credentials awarded in 2014	69,817
Number of credentials needed to meet the Drive to 55 goal	**871,309**
Annual needed growth to meet the Drive to 55 goal	**79,210**

Table 3 below demonstrates two possible future scenarios: (1) the gap between the needed growth and the projected natural growth in award production for the period from 2015 to 2025; and (2) the gap between the needed growth and award production at the current (2014) level. The latter assumes zero natural annual growth, meaning that each year Tennessee would continue to produce awards at the level of 2014 (69,817 credentials). Believing the first scenario to be more realistic, we estimated that Tennessee needs to produce **77,646** *additional* degrees—that is, above the natural growth trajectory—to meet the Drive to 55 goals by 2025.

Table 3. Overall Gap between Credential Growth Needed for Drive to 55 and Projected Natural Growth in Credential Production

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Needed growth	79,210	158,420	237,630	316,840	396,050	475,260	554,469	633,679	712,889	792,099	871,309
Natural growth	70,226	138,975	209,466	280,460	351,832	422,456	493,167	564,567	638,467	715,007	793,663
Best-case scenario	72,581	143,498	217,189	291,540	366,399	439,809	513,227	587,737	666,759	750,685	838,581
Worst-case scenario	67,870	134,452	201,743	269,380	337,266	405,103	473,106	541,397	610,174	679,328	748,744
Gap in awards	8,984	19,445	28,164	36,380	44,218	52,804	61,302	69,112	74,422	77,092	77,646
Cont'd production at 2014 level	69,817	139,634	209,451	279,268	**349,085**	418,902	488,719	558,536	628,353	698,170	767,987

871,309 credentials need to be produced between 2015 and 2025 to meet the Drive to 55 goals. This translates to *79,210* credentials produced annually.

Tennessee needs to produce *77,646* additional degrees—that is, above the natural growth trajectory—to meet the Drive to 55 goals by 2025.

Figure 1 provides a graphic representation of the information in Table 3.

Figure 1. Overall Gap between Credential Growth Needed for Drive to 55 and Projected Natural Growth in Credential Production
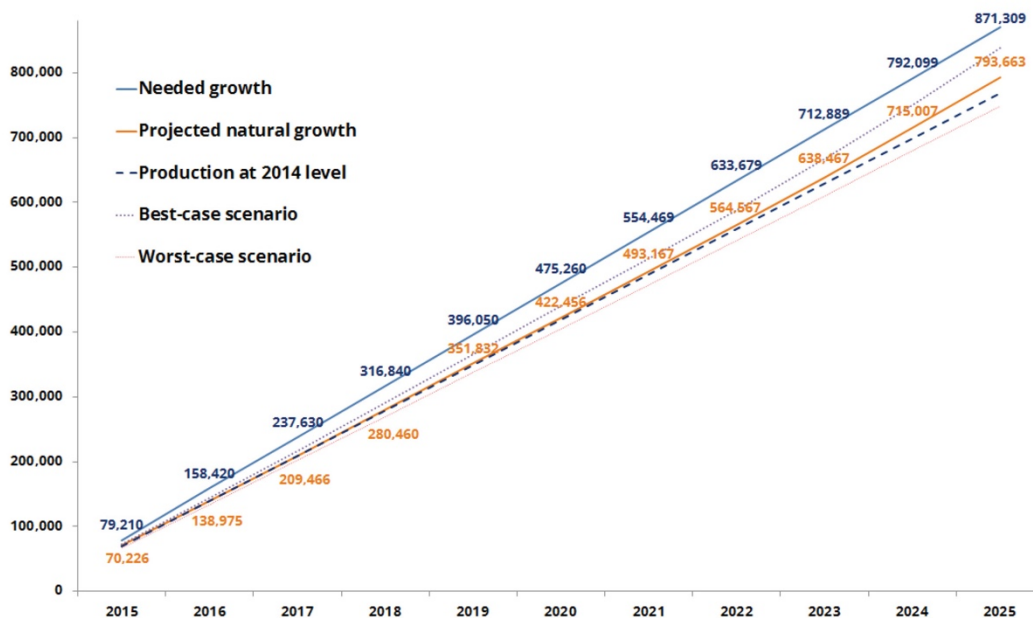
Figure 2 breaks down total award production, past and future, by institutional sector. It includes historical data and projections, combining all certificates/diplomas and undergraduate degrees for each sector. Public universities are represented with separate counts for TBR and UT institutions. Taken together, university production over time rivals that of the proprietary institutions. The remaining sectors comprise community colleges, TCATs, and Tennessee non-profit institutions.
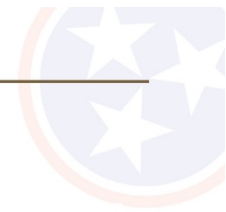
Figure 2. Total Award Production by Postsecondary Sector, Historical and Projected
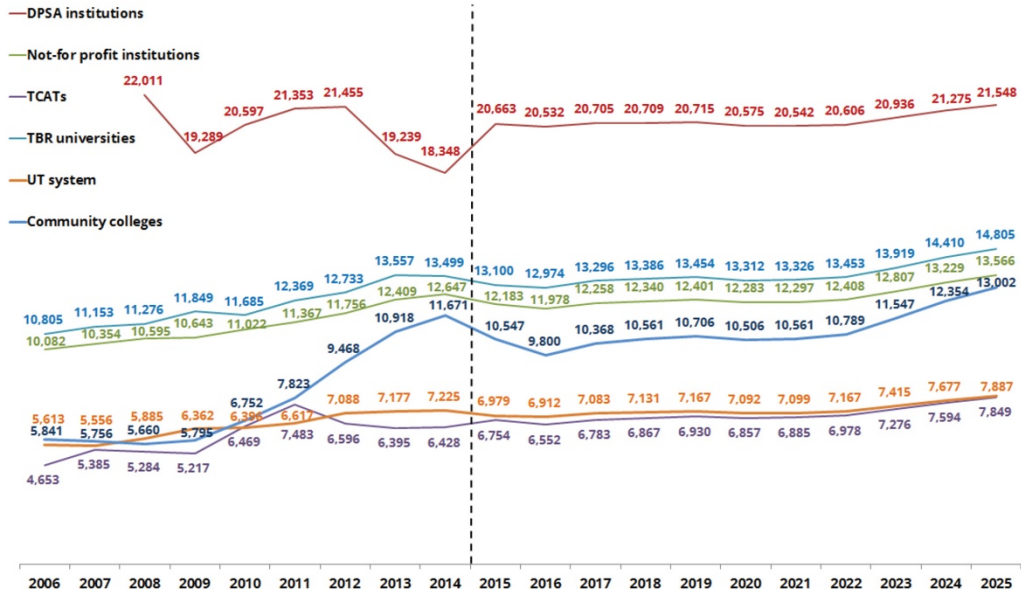
To be most useful to academic system planners, the overall gap between the natural growth and needed growth estimated above must be broken down by institutional sector. This approach turns the projected gap into a useful tool guiding sectors and institutions in their academic and resource planning.

Table 4 presents the accumulating gap in award production by five main institutional sectors anticipated between the present and the year 2025. The second column (Past Share) shows historical share of each sector based on available data from 2006 to 2014. Based on assumed changes in these historical shares due to 1) fluctuations observed in past data and 2) recent policy reforms and initiatives in Tennessee, the Future Share column presents the anticipated institutional shares over the next ten years. Applying these shares to the cumulative gap for the period 2015 to 2025 produces the necessary number of *additional* credentials needed from each sector. The last column in Table 4 (2025) represents the fully accumulated number of additional credentials for each institutional sector for the entire planning period.

Table 4. Cumulative Gap in Total Credential Production as Dictated by Drive to 55 Compared to Estimated Natural Growth 2015-2025, by Postsecondary Sector

Sector	Past Share	Future Share	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Universities	28.9%	28.9%	2,595	5,616	8,135	10,508	12,772	15,252	17,707	19,963	21,496	22,268	22,427
Community colleges	12.1%	15.1%	1,353	2,929	4,243	5,480	6,661	7,954	9,235	10,411	11,211	11,613	11,696
TCATs	9.3%	10.3%	928	2,009	2,910	3,759	4,569	5,456	6,334	7,141	7,690	7,966	8,023
Not-for-profit schools	17.5%	17.5%	1,569	3,396	4,918	6,353	7,722	9,221	10,706	12,070	12,997	13,463	13,560
DPSA schools	32.3%	28.3%	2,538	5,494	7,958	10,279	12,494	14,920	17,321	19,528	21,028	21,782	21,939
Total, all sectors	100.0%	100.0%	8,984	19,445	28,164	36,380	44,218	52,804	61,302	69,112	74,422	77,092	77,646

Alignment of Awards: What Kinds of Credentials Are Needed?

For all its complexity, addressing the question of *how many* college degrees and other postsecondary credentials are necessary over the next decade to meet the educational attainment demands of the Drive to 55 is more straightforward than addressing the question of the manner in which those credentialed individuals *should be distributed* across the state. Several agencies or policy entities regularly undertake studies or maintain lists of the occupational fields that will have the most openings requiring a level of postsecondary education over some future period, or occupations having the highest (or lowest) supply-to-demand ratio, providing an indication of how competitive (or not) the Tennessee labor market appears to be for certain occupations.

While such studies and lists are prevalent, the inconvenient fact remains that some rather stunning examples of occupational over- and under-supply still exist, and they have for some time. Education and training programs for most of Tennessee's most critically undersupplied occupational areas are offered by some public or independent educational provider in this state, however, the problem is that insufficient numbers (as indicated by labor market analyses) enroll in them.

Surely, at least part of the reason for this mismatch between postsecondary outputs and the labor market demands of the state economy resides in a lack of awareness on the part of certain postsecondary consumers. Just as surely, however, the uneven supply to the state's workforce across critical need occupations must say something about our lack of ability to dictate, control, or persuade, through state policy, the preferences and choices of students who are often in their late teens or early twenties.

What are the industries in which knowledge workers are and will be needed? In what particular occupations will those industries most need employees? In what regions of the state? At what award level?

Making progress toward better alignment of postsecondary education and training programs and graduates with the oft-changing demands of workforce and economic (or workplace) development involves answering a set of inter-related research questions such as, "What are the industries in which knowledge workers are and will be needed? In what particular occupations will those industries most need employees? In what regions of the state? At what award level?"

Also problematic is the widely-recognized but difficult question of linking education and training programs with the occupations to which they might lead. The answer is quite straightforward in certain disciplines or occupational fields. In others, a connection is less direct if it exists at all.

Given the aforementioned challenges in aligning postsecondary supply with labor market demand, the following policy thoughts are offered in hopes of casting light on the path forward:

1. Begin by focusing on the most glaring skills gaps that exist in the Tennessee economy rather than focusing on targeting a one-to-one supply-to-demand ratio in all occupational and training areas;

2. From the skills gaps identified, work backward to groups of related occupations (or "meta-occupations") requiring similar sets of skills;

3. Take inventory of all education and training programs in Tennessee, public and independent, that are related on the basis of the skills they provide to graduates (one might think of these as "meta-majors");

4. Create a cross-walk of meta-majors to meta-occupations; and

5. Map visually the above relationships: meta-occupations, meta-majors, the institutions in which these programs reside, and the labor markets they serve.

IV. Focus Populations: The Key to Drive to 55 Success
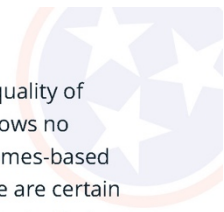
The Drive to 55 is an attainment agenda for all Tennesseans. An individual's desire for a better quality of life, upward mobility, and economic competitiveness in the rapidly changing global economy knows no demographic or socioeconomic bound. Yet, as with the 2010-2015 Plan and its associated outcomes-based funding formula and Quality Assurance Funding (formerly Performance Funding) program, there are certain student populations that warrant special focus by the state and its postsecondary institutions due to their history of underrepresentation at the postsecondary level. Additionally, students who enroll from these populations may find they face unique risks and challenges in college, as do the institutions that serve them. Producing a credentialed completer from a focus population may mean greater cost, more time, and some inherent risk for the student and the institution. Yet, due to these students' critical importance to the economic future of the state, their full participation in the Drive to 55 is essential.

This Plan identifies three groups of individuals as focus populations for the outcomes-based formula, the Quality Assurance Funding program, and other targeted initiatives. Adult learners and low income students received special consideration in the 2011-2015 formula, via a 40 percent funding "premium," and this Plan recommends continuing that premium for students from those populations. Additionally, academically underprepared students, which were not targeted in the 2011-2015 formula, are recommended for special consideration in the 2016-2020 formula, also at the 40 percent level.

Furthermore, the outcomes-based formula should recognize and reward the singular challenge taken on by institutions serving students who appear in two or more focus populations.

Adult Learners (page 19)

The Drive to 55 is not achievable by just focusing on college enrollment among recent high school graduates. 900,000 adult Tennesseans with some college but no degree represent the "sleeping giant" that must be an active part of the Drive to 55. The Master Plan recommends making adult learners a continuing focus of the outcomes-based funding formula, the Quality Assurance Funding program, and other targeted college completion initiatives.

Low Income Students (page 20)

Historically, low income students have been at special risk of both not enrolling in college or, if they do enroll, not completing college. At particular risk are low income students who start but don't finish a degree and are at risk of eventual loan default. Enrollment and completion rates are increasing, though, and the number associate's and bachelor's degrees earned has increased every year since the implementation of the outcomes-based funding formula.

Academically Underprepared Students (page 21)

Students who enter college academically underprepared have often been relegated to remedial or developmental courses. The more remedial and developmental courses a student takes, the less likely he or she is to complete a degree or graduate within the recommended length of time. Recent programs, such as SAILS, have begun to take a proactive approach to early interventions for academically underprepared students.
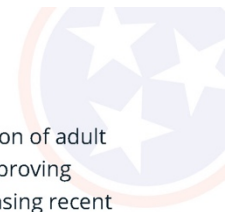
Adult Learners

The 55 percent postsecondary attainment goal is not possible without the successful participation of adult learners in Tennessee postsecondary education. The Drive to 55 is not achievable merely by improving Tennessee public high school graduation rates (already among the highest in the nation), increasing recent high school graduates' participation in postsecondary education, or improving their college progression and graduation rates. While some improvement is possible and desirable across all these dimensions, the some 900,000 adult Tennesseans having some college but no degree represent the "sleeping giant" that must awakened in order for the Drive to 55 to be realized. It is for this reason that this Plan recommends making adult learners a continuing focus of the outcomes-based formula, the Quality Assurance Funding program, and other targeted college completion initiatives.

As shown in Figure 3 below, the number of degrees and certificates earned by adult learners increased noticeably in the early years following implementation of the 2011-15 formula but turned back down from 2012-13 to 2013-14.

Figure 3. Public Postsecondary Awards for Adult Students, 2009-10 through 2013-14
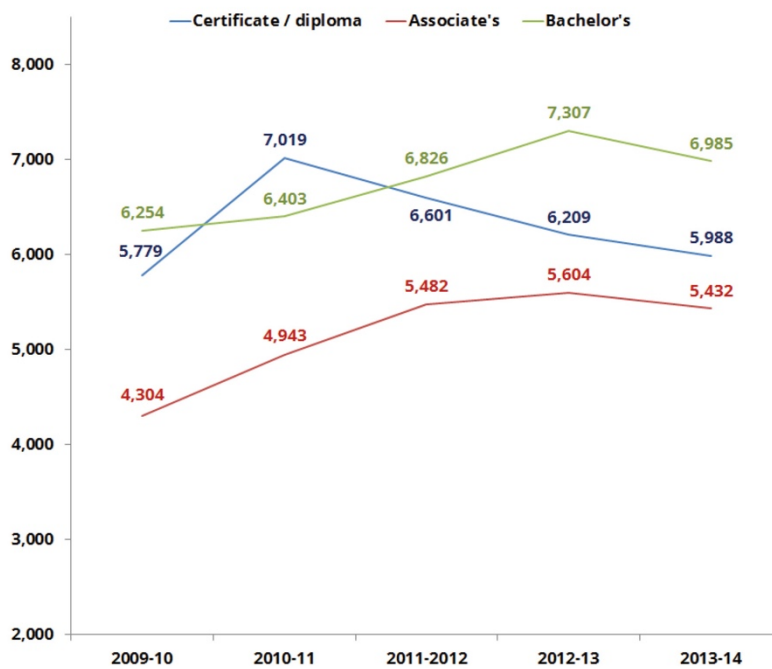
Notes: Adult students are defined as those aged 25 or above at the time of the award. Definitional issues surrounding certificates in the early years of the new outcomes-based funding formula led to over-reporting of these students at the certificate level in academic years 2010-11 and 2011-12.
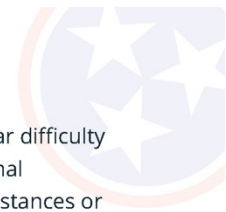
Low Income Students

Low income students are not only at special risk for college completion; they may have particular difficulty coming to a decision to enroll in the first place. Low income students may work or have additional responsibilities at home, putting them on an economic edge where any change in family circumstances or makeup may upset the student's financial picture and necessitate putting college on the back burner. When that happens, students may decide to stop out and eventually dropout. Low-income students may be averse to taking out student loans for college attendance for fear of graduating with a load of debt beyond their ability to repay. At particular risk are students who borrow and *do not finish* their postsecondary program — such students are at particular risk for eventual loan default.

As shown in Figure 4 below, the number of postsecondary awards earned by low income students has increased every year at the associate's and bachelor's degree level since implementation of the outcomes-based funding formula; and, save for a definitional issue in the formula relative to certificates early in the funding cycle, have increased or held steady at the certificate level.

Figure 4. Public Postsecondary Awards for Low Income Students, 2009-10 through 2013-14

Notes: Low income students are defined as those who were eligible for the need-based federal Pell Grant at any time during their college careers. Definitional issues surrounding certificates in the early years of the new outcomes-based funding formula led to over-reporting of these students at the certificate level in academic years 2010-11 and 2011-12.
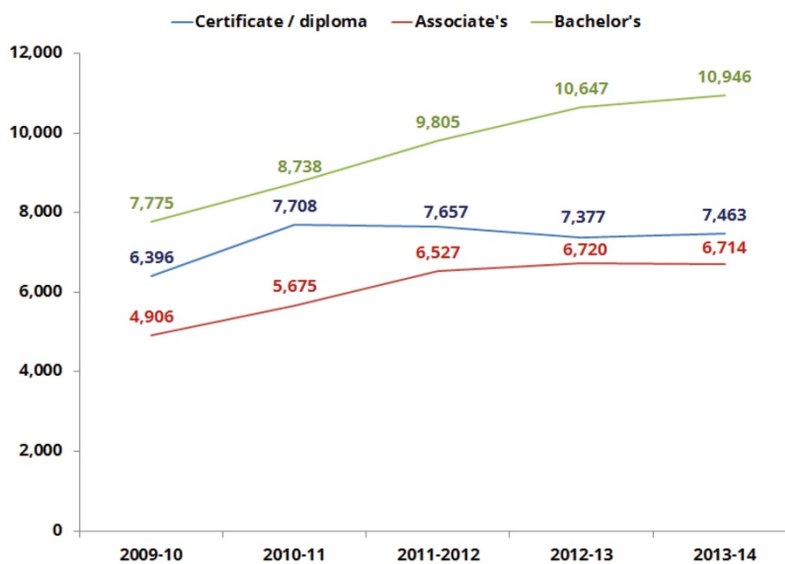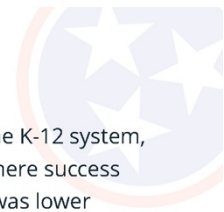
Academically Underprepared Students

In years past, academically underprepared students were seen largely as the responsibility of the K-12 system, or they were relegated to taking one or more non-credit remedial or developmental courses, where success rates in individual courses were low, and completion of all assigned developmental sequences was lower still. This frustrating scenario represented increased costs to students, institutions, and the state, which "paid twice" for offering the same instruction to affected students more than once, and in some cases several times. It also lowered the likelihood of degree completion for remedial and developmental students; and for those students who did graduate, it lengthened their time to degree.

Fortunately, in recent years, Tennessee has taken a more enlightened and proactive approach, first by offering Bridge Math during the senior year of high school via the Seamless Alignment and Integrated Learning Support (SAILS) program, which began at Chattanooga State Community College and is now being scaled up statewide. Students who successfully complete the program are ready to take a credit-bearing college math course, saving them time and money while accelerating their path to graduation.

At the postsecondary level, roughly 60 percent of students entering Tennessee Board of Regents (TBR) institutions have math, reading, or writing skills that are insufficient to enable them to successfully complete their degree. The traditional approach for these students has been to have them begin their studies in a pre-college class to prepare them for the credit-bearing classes to come later. Under the former approach, success rates in individual courses were low, and student completion of an entire required sequence of remedial and developmental course sequence was rarer still.

Recent work in TBR and elsewhere has shown that students are able to have far greater success in these critical areas if they begin in an appropriate credit-bearing class, and are required to attend supplementary instruction. This "co-requisite" model of instruction is specifically designed to aid students' understanding of the material and help them succeed in the credit-bearing class. Tennessee Board of Regents institutions plan to move to this structure of pedagogy.

As Figure 5 indicates, degree growth among academically underprepared students has been modest to date. However, the recent developments described above point to greater potential for students who enter postsecondary education underprepared to complete their programs of study. For this reason, this Master Plan adds underprepared students (defined as students entering with an ACT composite score of 18 or lower) to the list of focus populations critical to achievement of the Drive to 55.

Figure 5. Public Postsecondary Awards for Academically Underprepared Students, 2009-10 through 2013-14
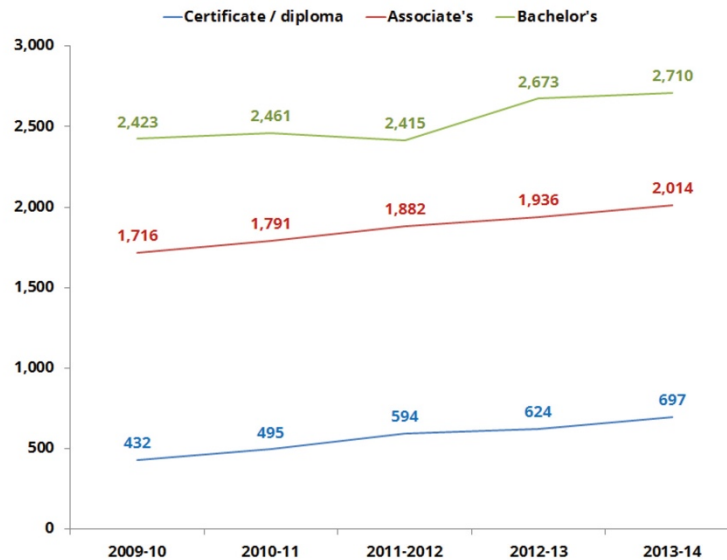
Notes: *Academically underprepared students are defined as those students with an ACT composite score of 18 or below. Definitional issues surrounding certificates in the early years of the new outcomes-based funding formula led to over-reporting of these students at the certificate level in academic years 2010-11 and 2011-12.*

Taken together, the focus populations identified above — adult learners, low income students, and academically underprepared students — represent the lion's share of degree and credential growth that must occur in order for Tennessee to succeed in reaching the postsecondary educational attainment goal articulated by the Drive to 55. Table 4, on the following page, demonstrates that growth in the numbers of certificates and degrees earned by students in all three focus populations has been encouraging, but it represents a base that the Tennessee postsecondary community will need to build and expand on in the years ahead. Data are shown from the last five years for which data were available.

Table 4. Public Postsecondary Awards for Students in Focus Populations, 2009-10 through 2013-14

Pell-eligible students

Award level	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Certificate	6,396	7,708	7,657	7,377	7,463	36,601
Associate's	4,906	5,675	6,527	6,720	6,714	30,542
Bachelor's	7,775	8,738	9,805	10,647	10,946	47,911
Total	19,077	22,121	23,989	24,744	25,123	

Sector	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Comm. college	5,917	6,991	8,230	8,309	8,373	37,820
University	7,912	8,936	10,039	10,919	11,190	48,996
TCAT	5,248	6,194	5,720	5,516	5,560	28,238
Total	19,077	22,121	23,989	24,744	25,123	

Adult students

Award level	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Certificate	5,779	7,019	6,601	6,209	5,988	31,596
Associate's	4,304	4,943	5,482	5,604	5,432	25,765
Bachelor's	6,254	6,403	6,826	7,307	6,985	33,775
Total	16,337	18,365	18,909	19,120	18,405	

Sector	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Comm. college	5,501	6,462	7,324	7,478	7,155	33,920
University	6,446	6,677	7,120	7,644	7,248	35,135
TCAT	4,390	5,226	4,465	3,998	4,002	22,081
Total	16,337	18,365	18,909	19,120	18,405	

Low ACT scoring students

Award level	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Certificate	432	495	594	624	697	2,842
Associate's	1,716	1,791	1,882	1,936	2,014	9,339
Bachelor's	2,423	2,461	2,415	2,673	2,710	12,682
Total	4,571	4,747	4,891	5,233	5,421	

Sector	2009-10	2010-11	2011-12	2012-13	2013-14	Total
Comm. college	2,107	2,239	2,434	2,513	2,656	11,949
University	2,464	2,508	2,457	2,720	2,765	12,914
TCAT	NA	NA	NA	NA	NA	0
Total	4,571	4,747	4,891	5,233	5,421	
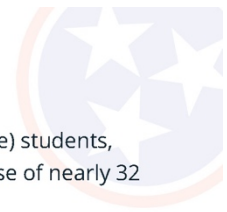
The key takeaways from Table 4 are as follows:

1. Credential growth has been greatest in the population of Pell-eligible (i.e., low income) students, both in terms of raw numbers (about 6,000 students) and percent change (an increase of nearly 32 percent).

2. Among Pell-eligible students, relative growth was greatest among the community colleges and universities (up 41 percent for each) and lowest among the TCATs (up 5.9 percent).

3. Credential production among adult learners increased 12.6 percent for the period.

    a. Broken down by award level, credential growth for adult learners was highest for associate's degrees (26.2 percent).

    b. Adult learners' credential production was concentrated in the community colleges, where their degree-earning activity increased by 30.1 percent. Credentials earned by adult learners grew more modestly at public universities (up 12.4 percent) and actually decreased among TCATs (down 8.8 percent).

4. Assessing credential growth by academically underprepared students, defined as students who entered college with an ACT composite score of 18 or lower, is difficult due to the number of students who enter Tennessee postsecondary education without having taken the ACT. Available data indicate that recent growth in program completion is concentrated in the community colleges, where the percent change in credentials earned by low ACT students is 26 percent, about double the growth among public universities.

Appendix B: Standing Committees, Ad Hoc Committees and Task Forces

GOAL 1: ENROLLMENT						
Committee or Task Force	**Exists (Yes/No)**	**Goal**	**Goal Priority**	**Strategic Plan Commission**	**Standing Committee Charge**	**Chair/Taskforce Lead**
Enrollment Task Force	Y	1	1.1, 1.5	**Identify point person and work with each unique enrollment group to support and monitor goal success**		**Provost/Vice President Academic Affairs**
International Student Recruitment and Admissions Task Force	N	1	1.1, 1.5	**Increase international recruitment and retention through planning and coordinating with other necessary units for success.**		**Associate Provost of Research and Dean of the College of Graduate Studies**
Dual Enrollment Task Force	N	1	1.1, 1.5	**Increase Dual enrollments and offerings through planning and coordination with other units.**		**Executive Director of Extended and Distance Education**
Online Course Committee	Y	1	1.1, 1.2, 1.5	**Increase online enrollments and offerings through planning and coordination with other units.**	**The committee is responsible for developing and revising strategic objectives for online courses, degrees, certificates, and enrollment targets. The committee is also responsible for developing and implementing quality assurance plans to include (but not limited to) a review of online course content and structure PRIOR to the first time the course is offered online, testing requirements and procedures, review of student evaluations with comparisons to campus-based sections of the same classes when possible, special evaluations of online courses (in addition to student evaluations of instruction), adequacy and effectiveness of online services, monitoring to determine if withdrawals from online classes are excessive compared to withdrawals for campus-based classes.**	**Chair of Committee**

Military Enrollment Task Force	N	1	1.1,1.5	Plan for and increase enrollments in Military students		Executive Director Center at Fort Campbell
SGA	Y	1		Advise and share student perspective for each area of the goal.		SGA President
Adult Learner Task Force	N	1	1.1, 1.5	Advise and share student information, needs and perspective for each area of the goals.		Director Adult Learning Center/Director Teaching and Learning

GOAL 2: STUDENT SUCCESS					
Committee or Task Force	**Exists (Yes/No)**	**Goal**	**Goal Priority**	**Strategic Plan Commission**	**Chair/Taskforce Lead**
Student Success Task Force	Y	2	All	Create sub-committee structures with support goals and monitor those structures to increase student retention.	Dr. Lynne Crosby and Dean Greg Singleton
SGA	Y	2	All	Advise and share student perspective for each area of the goal.	SGA President
*** This will need to break out more once the SSTF has had time to meet and begin identifying sub-committee support structures.*					

GOAL 3: SUSTAINABILITY						
Committee or Task Force	**Exists (Yes/No)**	**Goal**	**Goal Priority**	**Strategic Plan Commission**	**Standing Committee Charge**	**Chair/Taskforce Lead**
Emergency Management Committee	Y	3	3.3	**Advise and support campus Risk Management Plan**	**The committee has the responsibility to analyze emergency management initiatives and evaluate their effectiveness for emergency preparedness, response, recovery and mitigation. The committee will review emergency plans and make recommendations for revisions or changes to the Director of Public Safety. The purview of the committee shall be limited to emergency management and business continuity planning.**	**Director Public Safety**
Institutional Effectiveness Committee	Y	3	3.4	**Establish assessment measures for strategic plan with Strategic Planning Team. Lead and manage Institutional Effectiveness Process**	**The committee assists University officials in recommending, reviewing, and monitoring all manner of assessment and evaluation activities**	**Chair of Committee**

				annually tied to strategic plan and budget cycle.	consistent with maintaining University-wide accreditation. Particular emphasis is placed on activities surrounding the development and assessment of University-level student learning outcomes and the implementation of specific quality initiatives connected to University-wide accreditation. The committee periodically reviews and updates the University IEP and assesses the University strategic plan. This committee's work does not supplant the work of existing committees with a targeted role in assessment (e.g., General Education committee) or the work of discipline-specific accreditation or program review/academic audit committees.	
Parking Committee	Y	3	3.2	**Advise and support accommodating growth for Goal 1 to create sustainable models for Parking Planning**	**The committee has the responsibility to review campus parking regulations and zoning, and compiling requests/ recommendations from the campus community. The committee will provide recommendations to the director of public safety and the director of the physical plant for efficient parking operations. The purview of the committee shall be limited to matters of parking, traffic flow, roads, and lighting.**	**Chair of Committee**
Space Allocation Committee	Y	3	3.2	**Advise and support Campus Master Plan as well as implementation of Campus Master Plan**	**All university buildings and land belong to the University as a whole and are subject to assignment and reassignment to meet the institution's overall priorities and needs. The committee is charged with the responsibility and authority for reviewing all space requests and making space assignments. The committee is chaired by the Vice President for Finance and Administration. Decisions of the committee are subject to review by the**	**Vice President of Finance and Administration**

					President. The implementations of the approved request are made after careful review of all relevant factors including: adherence to the master plan, compatibility with existing use of space, university strategic priority and cost. The committee will assure that all avenues to solve a space request within the college/division have been explored before making decisions. Once the decision has been made it will be posted on the Space Allocation Committee website.	
Technology Committee	**Y**	**3**	**3.5**	**Support and plan for infrastructure and growth of technology with increased programs, enrollments and campus expansion**	**The Technology Committee of Austin Peay State University serves as the institution's primary focus for the dissemination of information about technology and for the distribution and implementation of the means for technologically enhanced teaching and learning. The committee has the responsibility for prioritizing technology equipment requests for funding consideration and makes recommendation to the President regarding the use of the technology access fees (TAF) that are consistent with the Three-Year Technology and Five-Year Strategic plans for the University. The committee monitors TAF expenditures to ensure compliance with Tennessee Board of Regents TAF Guidelines. The committee also has responsibility for reviewing, establishing and maintaining the technology goals, objectives, strategies, and activities in the Austin Peay Five-Year Strategic Plan so that, collectively, they will lead the University to a place of technological excellence and accessibility.**	**Chair of Committee**

Sustainable Campus Fee Committee	Y	3	3.4	**Advise and assist goal structure with evaluation, creation and support for sustainable initiatives.**	**The committee has the responsibility for advising the president relative to the development of sustainability initiatives on all campuses in accordance with the Tennessee Board of Regents Sustainable Campus Fee Program Guidelines. The committee shall meet at the discretion of the committee chair to recommend projects and funds distribution to the president. In addition, the committee shall prepare a status report for publication at the end of each fiscal year for all program activities.**	**Chair of Committee**
Sexual Assault Response Team	Y	3	3.3	**Advise and support Campus Risk Management Plan**	**The committee has the responsibility to assist in the coordination of sexual misconduct and sexual assault prevention initiatives. The committee is a collaboration that includes campus leaders who have formal responsibilities for various prevention and reporting initiatives, and those who have expressed an interest in these initiatives.**	**Dean of Students**
SGA	Y	3	All	**Advise and share student perspective for each area of the goal.**		**SGA President**
Budget Advisory Task Force	Y	3	3.4	**Recommend resource allocation and how it is aligned with the strategic plan**		**Budget Director**
Compensation Ad Hoc	Y	3	3.1	**Recommend strategies for compensation plan creation and implementation**		**Ad Hoc Co-Chairs**
Master Planning Team	N	3	3.2	**Review and update Master Planning Document**		**Chair**
Accessibility Committee	Y	3	3.3	**Advise and share student information, needs and perspective for each area of the goals.**	**The committee has the responsibility for developing policies related to the services and activities for disabled students, faculty and staff on campus. In addition, the committee should monitor questions relative to procedures and access, and make**	**Director of Disability Services**

				recommendations directly to the president concerning these matters.	

GOAL 4: DIVERSITY					
Committee or Task Force	**Exists (Yes/No)**	**Goal**	**Goal Priority**	**Strategic Plan Commission**	**Standing Committee Charge**	**Chair/Taskforce Lead**
Diversity Committee	**Y**	**4**	**ALL**	**Lead creation of the diversity goals and assessment structure with advisement of sub-committee groups. Establish yearly goals/objectives for Diversity with reporting structure.**	**The committee is responsible for developing strategies to attract and retain a diverse student body and to recruit, retain, advance, recognize, and promote a diverse faculty and staff. The committee recommends diversity related programs and initiatives, and reviews and assesses data. The committee should also develop strategies to encourage interaction among the university's diverse groups to enrich the educational experience and to prepare leaders to live and work in a competitive global community. Finally, the committee should seek to provide guidance to the university community regarding ways of incorporating diversity in substantive and significant ways into teaching, learning and research.**	**Committee Chair Chief Diversity Officer**
Sub-Committees						
Accessibility Committee	**Y**	**4**		**Advise and share student information, needs and perspective for each area of the goals.**	**The committee has the responsibility for developing policies related to the services and activities for disabled students, faculty and staff on campus. In addition, the committee should monitor questions relative to procedures and access, and make recommendations directly to the president concerning these matters.**	**Director of Disability Services**

African American Cultural Center Advisory Committee	**Y**	**4**		**Advise and share student information, needs and perspective for each area of the goals.**	**1. advising the director of the center on the development of student retention activities. 2. developing guidelines for programs in consultation with the director. 3. recommending speakers for the African American Cultural Center events. 4. other ideas, programs and activities relative to creating an environment conducive to the educational needs of African American students as well as the entire student body. 5. advising the director of the center on outreach efforts and other projects that will increase university-wide awareness and appreciation of African American culture and heritage.**	**Dean of Students Director of Wilber N. Daniel African-American Cultural Center**
Hispanic Cultural Center Advisory Committee	**Y**	**4**		**Advise and share student information, needs and perspective for each area of the goals.**	**1. recommending the development of student retention activities 2. developing guidelines for programs 3. recommending speakers for the Hispanic Cultural Center events 4. other ideas, programs and activities relative to creating an environment conducive to the educational needs of Hispanic students as well as the entire student body 5. directing outreach efforts and other projects that will increase university-wide awareness and appreciation of Hispanic culture and heritage**	**Advisory Committee Chair and Director Hispanic Cultural Center**
Gender Equity (Athletics)	**N**	**4**		**Advise and share student information, needs and perspective for each area of the goals.**		**Associate Athletics Director**
Military Task Force	**N**	**4**		**Advise and share student information, needs and perspective for each area of the goals.**		**Coordinator Military Student Center/Director of Community and Business Relations**

Committee or Task Force	Exists (Yes/No)	Goal	Goal Priority	Strategic Plan Commission	Standing Committee Charge	Chair/Taskforce Lead
Adult Learner Task Force	N	4		Advise and share student information, needs and perspective for each area of the goals.		Director Adult Learning Center/Director Teaching and Learning
E^3/QEP Taskforce	N	4		Advise and share progress updates.		Assistant Provost/Assistant Vice President Academic Affairs/Director QEP
SGA	Y	4		Advise and share student information, needs and perspective for each area of the goals.		SGA President and Dean Greg Singleton
*** This will need to break out more once the Diversity Committee creates Diversity Plan and begins process for implementation						

GOAL 5: COMMUNICATION						
Committee or Task Force	**Exists (Yes/No)**	**Goal**	**Goal Priority**	**Strategic Plan Commission**	**Standing Committee Charge**	**Chair/Taskforce Lead**
University Calendar Committee (Repurpose)	Y	5	5.1, 5.2, 5.3	Advise new marketing plan with important dates and begin the creation of a master calendar for the university. Master Calendar supports events that create opportunity	The committee has responsibility for making recommendations to the president regarding key academic and other major university dates. These include spring break, fall break and holidays not already designated by the Tennessee Board of Regents. TBR Guideline: A-019, Academic Calendars and Student Registration, will provide the framework for the calendar with flexibility as noted for individual campuses.	Executive Director Center at Fort Campbell
Strategic Communication Team (Created)	Y	5	5.1, 5.2, 5.3, 5.4, 5.5	Advise and support communication structure and opportunities for the strategic plan goals and initiatives as well as the recruitment and marketing plans for the university.		Vice President Advancement, Communication and Strategic Initiatives
SGA	Y	5	All	Advise and share student perspective for each area of the goal.		SGA President

Strategic Plan Steering Team	Y	5	5.4	Oversight and management of the creation of the strategic plan and the continued coordination of activity related to achieving the plan with responsibility for assessment and reporting on the plan. Responsible for updates to the plan and communication of the plan and changes.		**Vice President Advancement, Communication and Strategic Initiatives**
Strategic Plan Assessment Team	N	5	5.4	Subcommittee of the Strategic Plan Steering Team for assessing the achievement of the Strategic Plan Goal Priorities and Objectives		**Strategic Planning Team and Vice President Advancement, Communication and Strategic Initiatives**
Community Activities Committee	Y	5		Work with Advancement and PR/Marketing to promote and create community connection and partnerships for Growth and Expansion	The committee has the responsibility for planning activities that will bring the university community together in a common effort beneficial to the community in which we live. The committee shall encourage participation from staff, faculty and students. Recommendations regarding community service activities should be directed to the committee chair.	**Director of Community and Business Relations**

Appendix C: Goal and Objective Oversight
(Representative Example)

	Goal 3: Sustainability	Responsible Division or College	Responsible Dept. or Unit	Cross Collaboration Opportunities	Committee/Task Force Inclusion
GP 3.1	**Enhance Compensation Planning for Quality, Growth and Longevity**				
OBJ 3.1.1	*Update the University Compensation Plan based on market-based data*	Finance and Administration	Human Resources	Campus-wide	Compensation Committee
OBJ 3.1.2	*Utilize the new compensation plan to increase median faculty and staff salaries, eventually aligning the University salary median with the market median*	Academic Affairs; Finance and Administration; Student Affairs; Advancement, Communication and Strategic Initiatives	All but primarily Budget and Financial Planning	Campus-wide	Budget Advisory Taskforce
GP 3.2	**Increase Campus Expansion to Support Institutional Growth**				
OBJ 3.2.1	*Plan facilities improvements to align with enrollment growth and expanded program offerings*	Finance and Administration	University Design and Construction plus Physical Plant	Campus-wide	Space Allocation Committee
OBJ 3.2.2	*Support expansion and institutional growth through local, regional, state and private partnerships through collaborative work with Advancement*	Advancement Communications and Strategic Initiatives	Advancement	Grants and Sponsored Programs	TBD
OBJ 3.2.3	*Update the Campus Master Plan to align with the academic plan and other institutional priorities*	Finance and Administration	University Design and Construction plus Physical Plant	Academic Affairs	Space Allocation Committee
OBJ 3.2.4	*Establish Space Optimization Plan*	Finance and Administration	University Design and Construction plus Physical Plant	Campus-wide	Space Allocation Committee
GP 3.3	**Enhance Management Planning for Policy, Compliance and Emergency Preparedness**				

OBJ 3.3.1	*Establish and/or enhance annual training to ensure compliance with state and federal regulations*	Finance and Administration along with Academic Affairs	Various -- including Human Resource, Finance, IT, Affirmative Action, Registrar, Financial Aid, Campus Police, Environmental Health and Safety	Human Resource, Finance, IT, Affirmative Action, Registrar, Financial Aid, Campus Police, Environmental Health and Safety	TBD
OBJ 3.3.2	*Establish a review and reporting cycle for compliance and emergency preparedness*	Finance and Administration	Campus Police		Emergency Management Committee
OBJ 3.3.3	*Develop a comprehensive emergency management program*	Finance and Administration	Campus Police		Emergency Management Committee
GP 3.4	**Enhance Strategic Resource Allocation Systems**				
OBJ 3.4.1	*Review and assess best practices for resource allocation models to engage campus-wide communication for effective resource allocation*	Finance and Administration	Budget and Financial Planning	Academic Affairs, Student Affairs and Advancement, Communication and Strategic Initiatives.	Budget Advisory Taskforce
OBJ 3.4.2	*Maintain and enhance the university's financial health*	Finance and Administration	Finance	Budget and Financial Planning	Budget Advisory Taskforce
GP 3.5	**Increase Information Technology Infrastructure for Innovation and Growth Planning**				
OBJ 3.5.1	*Establish a robust Technology Plan for campus that supports enrollment growth and student success*	Finance and Administration	Information Technology	Academic Affairs	Technology Committee
OBJ 3.5.2	*Establish formal oversight and evaluation cycle for the Technology Plan*	Finance and Administration	Information Technology		Technology Committee
OBJ 3.5.3	*Align Technology fee use to support planning for growth and expansion and to optimize teaching and learning*	Finance and Administration along with Academic Affairs	Information Technology	Academic Affairs	Technology Committee

OBJ 3.5.4	*Establish published procedure for technology purchases that seek to create efficiency and remove overlap of software/services and hardware on campus*	Finance and Administration	Information Technology	Public Relations and Marketing	Technology Committee
OBJ 3.5.5	*Establish and align procedure for technology needs that creates a clear tie of requests to needs that support the strategic plan of APSU*	Finance and Administration	Information Technology	Budget and Financial Planning, Institutional Effectiveness, and Strategic Initiatives	Budget Advisory Taskforce and the Institutional Effectiveness Process
OBJ 3.5.6	*Assess and enhance information technology resources and infrastructure to support an increase in online enrollment and online student success*	Finance and Administration and Academic Affairs	Information Technology and Extended and Distance Education	Teaching and Learning Center	
GP 3.6	**Increase Resourcefulness and Efficiency**				
OBJ 3.6.1	*Evaluate and analyze the current condition, utilization, and energy consumption of physical facilities for increased efficiencies*	Finance and Administration	Physical Plant	University Design and Construction	
OBJ 3.6.2	*Increase alternative sources of revenue to support the University's mission*	Campus-wide	Advancement, Grants and Sponsored Programs, Athletics and Alumni	Budget and Financial Planning	Budget Advisory Taskforce
OBJ 3.6.3	*Evaluate, analyze and implement opportunities for administrative process reengineering*	Campus-wide	Campus-wide	Information Technology	
GP 3.7	**Enrich the Institutional Effectiveness Planning Process**				
OBJ 3.7.1	*Develop, implement and assess training and best practices to create campus wide engagement in the institutional effectiveness process*	Academic Affairs	Institutional Research	Strategic initiatives, Public Relations and Marketing, Information Technology and Budget and Financial Planning	IEP Committee

OBJ 3.7.2	*Assess and enhance the institutional effectiveness reporting process*	Academic Affairs	Institutional Research	Strategic initiatives, Public Relations and Marketing, Information Technology and Budget and Financial Planning	IEP Committee

Appendix D: Dashboard Metrics

(Representative examples)

Goal 1:

- Total Enrollment
- UG Headcount
- UG FTE
- G Headcount
- G FTE
- Target Population Break Out
    o Traditional Freshmen
    o Dual Enrollment
    o International UG and G
    o Online
    o Transfers
    o Military Related
    o UG Adult Learners (THEC/TBR)
    o High Performance
    o Low Income Students (THEC/TBR)
    o Conditional Admits
- SCH New Degree Programs
- CEU's New Non-Credit Programs

Goal 2:
- Students completing (THEC/TBR)
    o 30 hrs
    o 60 hrs
    o 90 hrs
- Degrees Granted Fall/Spring (THEC/TBR)
- Student Support Service Use (Define services that will be tracked e.g. Academic Alert, Writing Center, Tutoring etc.)
- Gateway Course Success
- # students participating in E^3 Activities
    o Internships
    o Study Abroad
    o Service Learning
    o Undergraduate Research

Goal 3:
- Compensation Plan Metrics (% at target and % not at target)
- Space Allocation (Seek Best Practice Measure of Space Allocation)
- Parking Pass # and Available Spaces
- Budget
    o Defined by Finance
- Enterprise system outage percentages
- Average time to perform enrollment/payment activities in Banner

Goal 4:
- Sense of Inclusion (NSSE/DLE)
- Sense of Engagement (NSSE/DLE)
- Other Climate Factors to be Defined
- Faculty, Professional, and Support Staff Composition (establish baseline + track all vacant positions/searches/hires)
- Student Composition (overall and by target populations used for Goal 1)
- Number and types of programs/services offered and attendance
- Budget allocated to support diversity programming, staff, training, etc.
- Diversity of students participating in HIP/E^3 activities (from Goal 2)
- Annual report and updates to campus-wide plan developed by Diversity Committee

Goal 5:
- Amount of Alumni giving
- Amount of Foundation giving
- Amount of Marketing published/reported back by applicants as seen
- Amount of Community engagement
- Recognition of APSU Name external to 100 mile radius in target markets
- Campus perception of APSU brand
- Service perception by Alumni and Donors
- Strategic Plan Metrics

Appendix E: Action Plan Template

Area of GAP	Action	Ownership	Due Date
Example: No connection with curriculum in other departments	Need to create relationships with dept. X to align curriculum	Chair	1/25/16
Example: Quality Adjunct pool does not exist	Work with Human Resources to advertise in regional markets during spring and summer	Chair/Human Resources Director	2/28/16
Example: No data on Student Achievement for gateway courses	Create common assessment with team for gateway courses to deliver in Fall	Chair/Faculty Team	8/15/16

***Note that the final Action Plans will be more complex and assign specific steps to individuals. This is a representation of the preliminary process.**

East Tennessee State University

Interim Strategic Plan, 2015-25

Approved by the University Planning Committee
TBD

Strategic Priorities and Major Objectives

Access

ETSU will increase access to and participation in its educational programs while providing the human, financial and infrastructure resources needed to support these programs. By 2025, ETSU will receive 12,000 freshmen applications each year, and have an enrollment of 18,000 students

Student Success

ETSU will increase persistence to graduation and the number of graduates while maintaining high academic standards, with a goal of an 85% year-to-year retention rate and a 60% graduation rate.

Scholarship

ETSU will support and enhance scholarship through research, service, and creative activity, with a goal of having $100 million in externally sponsored research annually by 2025.

Stewardship

Through a reputation for responsible stewardship of resources, the delivery of excellent, regionally-relevant programs, and constructive engagement with donors, ETSU will received $25 million in annual giving and a 15% participation rate by alumni by 2025.

Diversity and Inclusion

ETSU will foster a university community that enhances and supports diversity of people, thought and culture. ETSU will increase progression to graduation among minority students by 25% by 2025.

Community Engagement

ETSU will expand engagement in the arts and culture among students, faculty, staff, and the community. Community participation in on-campus arts programs will increase by 25% by 2025.

Sustainability

ETSU will create a university community that is aware of, engaged in, and committed to advancing sustainability. ETSU will maintain a Composite Financial Index score of at least 3.0, calculated using a three year average, per TBR policy 4:01:00:02 *Institutional Financial Performance Review.*

Commented [WR1]: I think that we need a measurable goal to be consistent with the other headings.

Commented [WR2]: This seems out of place. "Arts and Culture" are one vehicle for Community Engagement, and I would suggest changing the title to reflect this.

Commented [WR3]: As above

Commented [WR4]: I have no idea what this means, but it comes from later in the plan.

Objectives Supporting Priorities
Click an objective to go to it.

ACCESS

ETSU will increase access to and participation in its educational programs while providing the human, financial, and infrastructure resources needed to support these programs; with a 2025 goal of generating 12,000 freshmen applications and an enrollment of 18,000 students enrolled on-campus, on-line, or at remote locations.

1.1   Expand the recruitment area for ETSU

With a significant portion of its mission committed to serving central Appalachia, ETSU will work with a direct marketing firm to customize a recruitment pool of potential applicants beyond the current catchment area, with a goal of increasing the annual number of applications from first-time freshman to 12,000 by 2025.

1.2   Restructure undergraduate and graduate scholarships

ETSU will endeavor to improve access to higher education by revising its merit-based scholarships. ETSU will expand scholarship offerings to out-of-state students within a 250-mile radius of the main campus. ETSU will also increase graduate-student stipends to allow for more competitive recruitment and retention of graduate students.

1.3   Increase distance education enrollment

ETSU has a long and successful history of offering on-line and other distance education opportunities. ETSU will focus on specific marketing efforts to increase the number of new students engaged in on-line and other distance education programming.

Commented [WR5]: Historically, the emphasis on "other campuses" has waxed and waned. I think that this option is adequately covered in the goal, above as "other distance education programming."

STUDENT SUCCESS

ETSU will increase persistence to graduation and the number of graduates while maintaining high academic standards, with a 2025 goal of an 85% year-to-year retention rate and a 60% 6-year graduation rate.

2.1   Provide students with a "first year experience" course appropriate to their academic background and interests

In order to ensure that students are provided the best possible start, ETSU will progressively develop first year experience opportunities that serve the maximum number of freshmen.

> **Commented [WR6]:** There has been some discussion about whether ALL students would benefit from 1020, or whether OTHER courses might be appropriate for certain students.

2.2   Use technology to aid early identification and support of at-risk students

ETSU will use technology to identify and provide vigorous follow-up assistance to at-risk students. ETSU will expand existing programs and explore other programs to support student success.

2.3   Use Intercollegiate Athletics to engage current and prospective students

College students who are engaged in the university community are more likely to stay in school and graduate. Because of the high visibility of intercollegiate athletics on campus, in the community, and in the media, ETSU athletics can strengthen students' identification with the university, bring attention to student success, and increase community, regional and national awareness of the university's excellence. The Department of Intercollegiate Athletics will partner with Enrollment Services, Student Affairs, and ETSU's academic colleges and departments to promote and recognize student success in all areas of university life.

2.4   Improve students' ability to track their progress toward graduation

Degree Works and Transfer Works are a set of online academic planning tools used to identify courses and requirements that native and transfer students need to complete in order to graduate. Degree Works provides degree progress advising worksheets, degree completion audits, student education plans, academic curriculum planning analytics, and "what if?" scenarios. These tools allow both native and transfer students to experiment with changing majors and degree plans. Consistent with Tennessee Promise, deployment of these tools support statewide efforts to improve student progression and degree production by helping ETSU students and advisors track their progress toward graduation and make informed decisions about how to meet remaining curricular requirements. These graduation success tools have to date been embraced by campus broadly.

2.5   Increase participation in student activities, organizations and leadership opportunities

ETSU has over 200 student organizations and a diverse program of student activities. ETSU leadership will explore a range of approaches to encourage active student involvement in these clubs and organizations.

2.6   Increase participation in living-learning communities

Over two-thirds of ETSU's on-campus residents are first- or second-year students, many of whom would benefit from participating in living-learning communities. Growing more living-learning programs in partnership with academic colleges and other university departments will provide opportunities to enrich student experience outside of the classroom. Establishing living-learning programs will allow residents to engage with fellow students and explore their academic fields. The plan will also promote opportunities for mentoring, tutoring, job-shadowing, and interaction with faculty and staff.

2.7   Expand participation in campus recreation programs

ETSU's highly popular Campus Recreation programs will expand commensurately with student enrollment growth. Therefore, ETSU will create additional programming and actively promote students' use of the expanded facilities and participation in recreational programming.

2.8   Reduce systemic obstacles to students' timely progress toward degrees

To navigate their college careers efficiently and make timely progress toward their degrees, students must (a) understand their degree requirements, (b) know which courses to take each term to meet these requirements, (c) be able to register for the courses they need when they need them, and (d) identify their chosen academic path as early as possible during their time in College. Skillful academic advisement is essential to this process. ETSU will explore and implement a range of options to identify and remove any systemic obstacles to timely progress toward graduation.

2.9   Promote student success and the overall student experience

In addition to the specific programs and strategies through which ETSU will seek to increase degree completion over the next strategic planning cycle, it is important to create a university culture that reinforces student success and enhances the overall student experience. ETSU will explore a range of options that will promote student success and enhance the student's overall experience. There will be a focus on increased use of traditional and social media messages, enhanced on-campus communication, and a commitment by ETSU leadership—at all levels—to develop a student-first culture.

2.10   Strengthen ETSU identity of students, faculty, staff and alumni

ETSU will continue to explore and implement a range of activities that will promote ETSU pride and identification with the university. These emotional components of the college experience play a key role in students' decisions to choose ETSU and to stay in school and graduate. These students and, ultimately, these alumni, are essential for future recruitment, fund-raising and engagement activities.

SCHOLARSHIP

ETSU will support and enhance scholarship through research, service, and creative activity.

3.1   Expand and enhance research productivity

ETSU will develop and implement a comprehensive strategic plan that will increase research productivity, enhance funding for research activities and build both internal and external partnerships to support a research enterprise.

3.2   Expand and enhance community service-related activities

To increase community service-related activities ETSU will establish extramural service priorities consistent with college, department, and unit missions; provide assistance and mentoring for faculty submitting proposals for community service; recruit faculty with interest in extramurally funded service activities; provide awards for excellence; encourage student participation in extramurally funded service projects; and develop strategic partnerships that expand service activity.

3.3   Expand and enhance creative and scholarly activities

ETSU will use several strategies to support scholarship in research, service, and creative activity. These will include establishing priorities for creative or scholarly activities consistent with college, department, and unit missions; providing assistance and mentoring for faculty submitting proposals for extramural support; supporting travel to conferences, exhibitions, and other events; aiding access to technology, facilities, tools, and materials; providing awards for excellence in creative and scholarly activities; encouraging student participation in exhibitions and performances; and enhancing both internal and external partnerships.

3.4   Promote and Award the Teaching Mission of ETSU

ETSU has established an ad hoc work group that will provide direction for defining and improving aspects of teaching and other activities within the classroom.

DIVERSITY and INCLUSION

ETSU will foster a university community that enhances and supports
diversity of people, thought, and culture.

4.1   Integrate and coordinate efforts to support diversity

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To support cohesive efforts to enhance diversity at ETSU, the university will seek ways to improve the integration and coordination of diversity-related activities. Specific efforts will focus on enhancing on-campus diversity through strategic recruitment and targeted retention activities.

4.2   Explore how best to use the multicultural center to enhance the on-campus experience of current students.

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The university will explore how best to utilize the recently created Multicultural Center to enhance the on-campus experience of students from diverse backgrounds.

4.3   Expand opportunities for education, dialogue, and reflection on diversity and inclusion

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To provide greater opportunities for education, dialogue, and reflection about diversity, the university will charge a Diversity Programming Committee with increasing diversity-related partnerships, programming, and activities. ETSU will also continue to provide support for its Student Diversity Educators Program.

4.4   Support global awareness and appreciation of diversity of thought and culture in curricula

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The university will charge each college and operating unit to explore how to enhance cultural awareness, open-mindedness, diversity, and inclusion in both class-room and non-class-room-based activities.

4.5   Increase enrollment, retention, and graduation of traditionally underrepresented students

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ETSU recognizes that students from underrepresented groups come not only from traditionally underserved racial and ethnic heritages, but also from other less recognized backgrounds, including religious and gender minorities. Additionally, ETSU recognizes that diversity-based enrollment patterns vary by program of study (for example, women are underrepresented in STEM disciplines and overrepresented in many health professions). ETSU will explore and implement evidence-based approaches to recruit and retain students from underrepresented groups across all programs of study.

4.6   Recruit and retain diverse faculty, administrators, and staff

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ETSU is committed to recruiting and retaining faculty, staff, and administrators who reflect diverse racial, ethnic, gender, and other cultural perspectives. The first step in attaining this objective is the creation of a plan for recruiting and retaining diverse faculty, staff, and administrators. To this end, ETSU will form a university committee charged with establishing annual or biennial diversity progress targets.

4.7   Build partnerships with communities, businesses, civic, and community organizations

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ETSU's community extends beyond the campus, and ETSU will endeavor to work with community partners to support programs that address the needs of diverse populations across the region. For example, the 2010 census noted that the Hispanic population in northeast Tennessee doubled over the previous ten years and was the fastest growing segment of the population. To address ongoing changes in the diverse demographic makeup of the its community, ETSU will establish a coordinated workgroup to identify and grow existing partnerships, as well as to establish and nurture new ones.

STEWARDSHIP

ETSU will advance a culture of stewardship that promotes the wise use of resources.

5.1   Exploit capacity for program growth

ETSU will identify programs which can accommodate enrollment growth without additional commitment of resources; programs in which enrollment growth will require no more than 20% of revenue to be derived from that growth; and programs for which demand would support growth, but insufficient capacity would require more than 20% of revenue the institution to be derived. Following identification of these opportunities ETSU will analyze the costs and benefits of the actions needed to expand each program, then invest in programs to be expanded.

5.2   Achieve efficiencies in administrative and academic support required by enrollment growth

ETSU will seek to grow enrollment responsibly during the strategic planning cycle. To this end, the university will endeavor to provide instructional and academic support, as well as administrative services, that meet academic standards while remaining cost effective. Academic colleges, departments, and other units will develop and monitor the pursuit of staffing plans reflecting these criteria.

5.3   Maximize use of classrooms and other campus facilities

ETSU will use its Physical Facilities Inventory to assess, monitor, and maximize the use of university space. ETSU will implement data-driven space management practices to aid decisions about the use of space so as to maximize the use of facilities, and will refine the strategic space request process to assure ease of use, accuracy of information, and timely responsiveness.

5.4   Attract, develop, and retain a highly qualified and committed cadre of faculty and staff

ETSU will refine faculty and staff compensation plans to address issues of equity and salary compression/inversion. Other quality-promoting efforts could include more targeted national recruitment, and addressing "barrier" issues that sometimes arise with spousal employment and prejudicial impressions of the region.

5.5   Maintain a fiscally sound institution

ETSU will strive to maintain a Composite Financial Index score of at least 3.0, calculated using a three-year average, per TBR policy 4:01:00:02 Institutional Financial Performance Review. Scores at this level indicate that sufficient liquid resources are available to meet unforeseen circumstances, that net operating revenues are adequate, that expendable net assets exceed the level of debt, and that the return on net assets is reasonable. Scores of 1.0 or less call into question the university's ability to carry out existing programs.

COMMUNITY ENGAGEMENT

ETSU will expand engagement in the arts and culture among students,
faculty, staff, and the community.

6.1 Increase public display of the arts on campus, including interior and exterior locations

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The arts enhance the overall quality of life by beautifying public spaces, promoting exploration and discovery, and stimulating dialogue. Permanent and temporary displays of the arts in public places will broaden the educational experience for ETSU students, faculty, staff, and the general community.

6.2 Engage the community in discussions about how the Performing Arts Center can enhance the region's quality of life

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ETSU will actively engage the community in discussions about how the new Performing Arts Center can enhance the region's overall quality of life.

6.3 Increase the number of faculty, staff, and students involved in community-based activities

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ETSU will actively explore mechanisms to increase the extent to which its faculty, staff, and students are involved—both as volunteers and as part of academic programs—in activities that enhance the quality of life for the region.

6.4 Continue to explore ways to build effective partnerships between the university's health science programs and regional health providers

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ETSU will actively explore mechanisms to increase the extent to which its health science programs are integrated with the wide range of healthcare providers in the region. At the same time, ETSU will explore how to use its educational resources to enhance and advance the quality of healthcare services provided in the region.

SUSTAINABILITY

ETSU will create a university community that is aware of, engaged in and
committed to advancing sustainability.

7.1   Attain a silver rating in the Sustainability Tracking Assessment and Rating System

ETSU will participate in the Sustainability Tracking Assessment and Rating System (STARS) with a goal
of advancing to silver rating by 2020.

MIDDLE TENNESSEE STATE UNIVERSITY

Strategic Plan
2015-2025

Middle Tennessee State University

Mission

Middle Tennessee State University is a comprehensive university that embraces its role as the destination of choice for Tennessee undergraduates while expanding its reach nationally and internationally through signature programs and select master's and doctoral programs. The University generates, preserves, and disseminates knowledge and innovation and uses scholarship to enhance teaching and public service. The University is committed to preparing students to thrive in their chosen professions and a changing global society.

A major public institution of higher learning, MTSU is a member of the State University and Community College System of Tennessee.

Purpose

To fulfill its mission, Middle Tennessee State University:
- fosters a student-centered environment conducive to lifelong learning, personal development, and success;
- offers a broad array of high quality, affordable academic programs grounded in a common core of arts and sciences;
- enhances access and academic opportunity for a diverse student population, including distance learning and other special services and programs for first generation, non-traditional, high-achieving, and transfer students;
- challenges students through diverse teaching methods and media including educational technology, experiential learning, undergraduate and graduate research, and co-curricular and extra- curricular activities;
- recruits exceptional faculty and develops resources to support excellence in instruction, research, creative activity, and public and professional service;
- develops and sustains academic partnerships, entrepreneurial activities, outreach and public service that support instruction and research and that meet the needs of communities throughout the region; and
- serves as an emerging center for international study, understanding, and exchange.

Vision

Middle Tennessee State University will be a vibrant hub for educating accomplished students who are civically engaged and globally responsible citizens; a seedbed for research and entrepreneurship; and an engine of cultural and economic development.

Statement of Values

MTSU is committed to developing and nurturing a community devoted to learning, growth and service. Each person who joins or affiliates with the community does so freely and accepts and practices the following core values and expectations:

Honesty and Integrity. The notions of personal and academic honesty and integrity are central to the existence of the MTSU community. All members of the community will strive to achieve and maintain the highest standards of academic achievement in the classroom and personal and social responsibility on- and off-campus.

Respect for Diversity. The MTSU community is composed of individuals representing different races, ethnicities, sexual orientations, cultures, and ways of thinking. We respect individual differences and unique perspectives and acknowledge our commonalities.

Engagement in the Community. All members of the community are encouraged to participate in educationally purposeful activities that support and enhance the MTSU experience. Active involvement and personal investment in the classroom and throughout the community are hallmarks of an engaged citizen.

KEY PRIORITY: ACCESS

KEY PRIORITY: ACCESS

" To fulfill its mission of service and outreach to all Tennesseans, the Tennessee Board of Regents (TBR) 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. " *

Distance Education Enrollment (Fall only)			
	Baseline	Enrollment Target	Actual
Total Distance Ed. Enrollment**	**(Fall 2014) 6,188**	**(Fall 2015) 6,399**	
Online Learning	5,787	6,073	
Other Distance Education***	789	589	
Total Distance Ed. Enrollment**		**(Fall 2016) 6,950**	
Online Learning		6,350	
Other Distance Education***		600	
Total Distance Ed. Enrollment**		**(Fall 2017) 7,235**	
Online Learning		6,635	
Other Distance Education***		600	
Total Distance Ed. Enrollment**		**(Fall 2018) 7,525**	
Online Learning		6,925	
Other Distance Education***		600	
Total Distance Ed. Enrollment**		**(Fall 2019) 7,820**	
Online Learning		7,220	
Other Distance Education***		600	
Participation by Underserved Populations			
Institution Diversity Plan		The plan, approved by TBR spring 2011, is available on the MTSU Academic Affairs web site: http://www.mtsu.edu/provost/docs/Institutional%20diversity%20plan%202011-2015-Rev%209-14.pdf	

 * Tennessee Board of Regents Strategic Plan 2015-25

** Unduplicated total may not equal online learning plus other distance education.

***Includes hybrid, video conference, and email correspondence courses

KEY PRIORITY: ACCESS			
Pell-eligible Enrollment (Fall only)			
	Baseline	Annual Target	Actual
Percent Pell-eligible	**(Fall 2014) 47.4%**	**(Fall 2015) 45.4%**	
All Undergrad (Degree-seeking)	19,928	19,446	
Pell-eligible	9,450	8,833	
Percent Pell-eligible		**(Fall 2016) 45.9%**	
All Undergrad (Degree-seeking)			
Pell-eligible			
Percent Pell-eligible		**(Fall 2017) 46.4%**	
All Undergrad (Degree-seeking)			
Pell-eligible			
Percent Pell-eligible		**(Fall 2018) 46.9%**	
All Undergrad (Degree-seeking)			
Pell-eligible			
Percent Pell-eligible		**(Fall 2019) 47.5%**	
All Undergrad (Degree-seeking)			
Pell-eligible			

* Tennessee Board of Regents Strategic Plan 2015-25

KEY PRIORITY: STUDENT SUCCESS

KEY PRIORITY: 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. "*

Persistence

	Baseline	Annual Target		Actual
Persistence Rate (Fall to Spring)	**89.7%**	**(Fall 2015 to Spring 2016)**	**89.4%**	
Fall Enrollment	19,928	19,446		
Fall Awards	1,387	1,426		
Spring Enrollment	16,512	15,990		
Persistence Rate (Fall to Spring)		**(Fall 2016 to Spring 2017)**	**89.5%**	
Fall Enrollment				
Fall Awards				
Spring Enrollment				
Persistence Rate (Fall to Spring)		**(Fall 2017 to Spring 2018)**	**89.6%**	
Fall Enrollment				
Fall Awards				
Spring Enrollment				
Persistence Rate (Fall to Spring)		**(Fall 2018 to Spring 2019)**	**89.7%**	
Fall Enrollment				
Fall Awards				
Spring Enrollment				
Persistence Rate (Fall to Spring)		**(Fall 2019 to Spring 2020)**	**89.8%**	
Fall Enrollment				
Fall Awards				
Spring Enrollment				

* The Tennessee Board of Regents Strategic Plan 2015-25

KEY PRIORITY: STUDENT SUCCESS			
Retention			
	Baseline	Annual Target	Actual
Retention Rate (Fall to Fall)	**(Fall 2013 to Fall 2014)**	**(Fall 2014 to Fall 2015)**	
First-time Freshmen-Cohort	3,179		
% Retained	70.2%	**73.2%**	
All Undergrad (Degree-seeking)-Cohort	20,914		
% Retained	79.7%	**81.1%**	
Retention Rate (Fall to Fall)		**(Fall 2015 to Fall 2016)**	
First-time Freshmen-Cohort			
% Retained		**75.0%**	
All Undergrad (Degree-seeking)-Cohort			
% Retained		**82.5%**	
Retention Rate (Fall to Fall)		**(Fall 2016 to Fall 2017)**	
First-time Freshmen-Cohort			
% Retained		**77.0%**	
All Undergrad (Degree-seeking)-Cohort			
% Retained		**84.0%**	
Retention Rate (Fall to Fall)		**(Fall 2017 to Fall 2018)**	
First-time Freshmen-Cohort			
% Retained		**79.0%**	
All Undergrad (Degree-seeking)-Cohort			
% Retained		**85.5%**	
Retention Rate (Fall to Fall)		**(Fall 2018 to Fall 2019)**	
First-time Freshmen-Cohort			
% Retained		**81.0%**	
All Undergrad (Degree-seeking)-Cohort			
% Retained		**87.0%**	

STUDENT SUCCESS			
Students Completing Post-secondary Credentials			
	Baseline	Annual Target	Actual
Total Degrees and Certificates	**(AY 2013-14) 4,916**	**(AY 2014-15) 4,950**	
Bachelor	4,012	4,051	
Undergraduate Certificate	0	13	
Master	795	791	
Educ. Specialist/Graduate Cert.	77	65	
Doctoral/Law/Medical	32	30	
Total Degrees and Certificates		**(AY 2015-16) 4,987**	
Bachelor		4,080	
Undergraduate Certificate		15	
Master		795	
Educ. Specialist/Graduate Cert.		65	
Doctoral/Law/Medical		32	
Total Degrees and Certificates		**(AY 2016-17) 5,025**	
Bachelor		4,110	
Undergraduate Certificate		15	
Master		800	
Educ. Specialist/Graduate Cert.		65	
Doctoral/Law/Medical		35	
Total Degrees and Certificates		**(AY 2017-18) 5,075**	
Bachelor		4,145	
Undergraduate Certificate		15	
Master		810	
Educ. Specialist/Graduate Cert.		65	
Doctoral/Law/Medical		40	
Total Degrees and Certificates		**(AY 2018-19) 5,125**	
Bachelor		4,180	
Undergraduate Certificate		15	
Master		820	
Educ. Specialist/Graduate Cert.		65	
Doctoral/Law/Medical		45	

KEY PRIORITY: QUALITY

KEY PRIORITY: 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. "*

Licensure and Certification Pass Rates

	Baseline	Annual Target	Actual
	(2014-15)	**2015-16:**	
Nursing Exam Pass Rates	80%	81%	
Teaching Exam Pass Rates	92%	93%	
		2016-17:	
Nursing Exam Pass Rates		82%	
Teaching Exam Pass Rates		93%	
		2017-18:	
Nursing Exam Pass Rates		83%	
Teaching Exam Pass Rates		94%	
		2018-19:	
Nursing Exam Pass Rates		84%	
Teaching Exam Pass Rates		94%	
		2019-20:	
Nursing Exam Pass Rates		85%	
Teaching Exam Pass Rates		95%	

* The Tennessee Board of Regents Strategic Plan 2015-25

KEY PRIORITY: RESOURCEFULNESS & EFFICIENCY

KEY PRIORITY: 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 TNPromise 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.*

MTSU definition: Total amount of funds raised through unrestricted Education and General sources other than state appropriations and student tuition and fees.

Revenue other than State Appropriations and Tuition

	Baseline	Annual Target
Outside Revenue	**2014-15**	**2015-16**
Unrestricted Grants and Contracts	$1,414,697.00	$1,442,991.00
Sales and Services	$16,918,527.00	$17,256,898.00
Outside Revenue		**2016-17**
Unrestricted Grants and Contracts		$1,471,851.00
Sales and Services		$18,206,898.00
Outside Revenue		**2017-18**
Unrestricted Grants and Contracts		$1,501,289.00
Sales and Services		$18,571,036.00
Outside Revenue		**2018-19**
Unrestricted Grants and Contracts		$1,531,315.00
Sales and Services		$18,942,457.00
Outside Revenue		**2019-20**
Unrestricted Grants and Contracts		$1,561,940.00
Sales and Services		$19,321,306.00
Efficient Use of Resources		
Institution Efficiency Plan		http://www.mtsu.edu/facserv/docs/SOSAnnualReport-2014-15.pdf

TENNESSEE STATE UNIVERSITY

"Think. Work. Serve."

Office of the Vice President
for Academic Affairs
3500 John A. Merritt Boulevard
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3/19/16

Dr. Tristan Denley
Vice Chancellor for Academic Affairs
Tennessee Board of Regents
Nashville, TN

Dr. Denley,

The President Glenda Glover has appointed me and Mr. Kevin William, alum and former VP of General Motors, as co-chairs of Tennessee State University's strategic planning process. This letter affirms that Tennessee State is committed to producing its portion of the Board of Regent's goal to award 43,202 undergraduate credentials in the 2024-2025 academic year as outlined in the Board's ten-year strategic plan. We are in the initial stage of revising our 2010-2015 strategic plan that will focus on the Board's four key priorities: Access, Student Success, Quality, and Resourcefulness and Efficiency. During the revision of plan, we will involve TSU's internal and external stakeholders to refine the goals and objectives required to achieve the priorities stated above. We are confident that once complete, our strategic plan will not only allow Tennessee State University to achieve its institutional priorities, it will also assist the Board in meeting the Drive to 55 target for the state of Tennessee.

Sincerely,

Mark G. Hardy

Mark G. Hardy, Ph.D.
Vice President

Flight Plan Overview

Fall, 2013

DRAFT – 8/2/2013

Outline

TENNESSEE TECH UNIVERSITY

? WHAT IS FLIGHT PLAN?

Objectives

TENNESSEE TECH
UNIVERSITY

Flight Plan serves as a blueprint that guides Tennessee Tech's path forward.

- Develop a process that engages stakeholders in the development of a long-term plan

- Complete a fact-driven review of Tennessee Tech's current state

    - Use data to compare Tennessee Tech to selected peers

    - Gather stakeholder perspectives through engagement and interviews

    - Identify the implications of external factors impacting TTU, including the Complete College Tennessee Act

- Determine strategic directions to position the University for continued success in the future

- Establish a process to turn directions into action

Outcome - Flight Plan will identify specific actions that advance Tennessee Tech. It will support a vision that builds on Tech's unique differentiators and enhances its value to the residents of the State of Tennessee.

Timeline

TTU TENNESSEE TECH UNIVERSITY

The Flight Plan first evaluated TTU's current situation and identify strategic priorities. Supporting action plans were developed for priority actions to support implementation in Fall 2013.

Complete	Current Focus	Next Step	Begin
October - December 2012	March - June 2013	June – July 2013	Fall 2013

Step 1:
FLIGHT PLAN

Where Are We Today and Where Are We Going?

Current Situation/ Gap Analysis
Strategic Priorities

➤

Step 2:
ACTION PLAN

How Do We Get There?

Action Plan Prioritization

➤

Step 3:
RESOURCES

How Will We Resource the Plan?

Funding

➤

Step 4:
IMPLEMENTATION

Action and Results

Implementation Accountability

Stakeholder Engagement

TENNESSEE TECH UNIVERSITY

Faculty, staff and students were engaged in the *Flight Plan* process through multiple focus groups and feedback points. The following individuals comprised the original *Flight Plan* Steering Committee.

Member	Position
Dr. Susan Elkins	Vice President for Extended Programs and Regional Development
Mr. Lee Gatts	Student Government Association President
Dr. Melissa Geist	Associate Professor, Nursing
Dr. Robert Hodum	Associate Vice President for Enrollment Management and Student Success
Dr. Glenn James	Director of Institutional Research
Dr. David Larimore	Professor, Research Methods in Education
Ms. Karen Lykins	Associate Vice President for Communications & Marketing
Dr. Brian O'Connor	Faculty Senate President; Associate Professor, Mathematics
Dr. Carl Owens	Professor, Curriculum and Instruction
Dr. Joseph Rencis	Dean of Engineering, Clay N. Hixson Chair for Engineering Leadership, and Professor of Mechanical Engineering
Dr. Mark Stephens	Interim Provost, Vice President for Academic Affairs
Dr. Claire Stinson	Vice President for Business and Planning
Mr. Mark Wilson	Athletics Director

Action Plan Engagement

Nearly 50 faculty, staff and students are now actively engaged in the action plan process. Co-leaders representing academic and administrative areas have been assigned to lead each Flight Plan focus area.

Flight Plan Executive Team
President Oldham, Dr. Stephens, Dr. Stinson, Ms. Karen Lykins

- EAC
- Dean's Council
- Faculty Advisory Group

Focus #1: Undergraduate	**Focus #2: Technology**	**Focus #3: Distinctiveness**	**Focus #4: Infrastructure and Resources**
Dr. Bobby Hodum	Mr. Reid Christenberry	Dr. Mark Stephens	Dr. Claire Stinson
Dr. Scott Northrup	Dr. Carl Owens	Dr. Holly Stretz	Dr. Ken Wiant
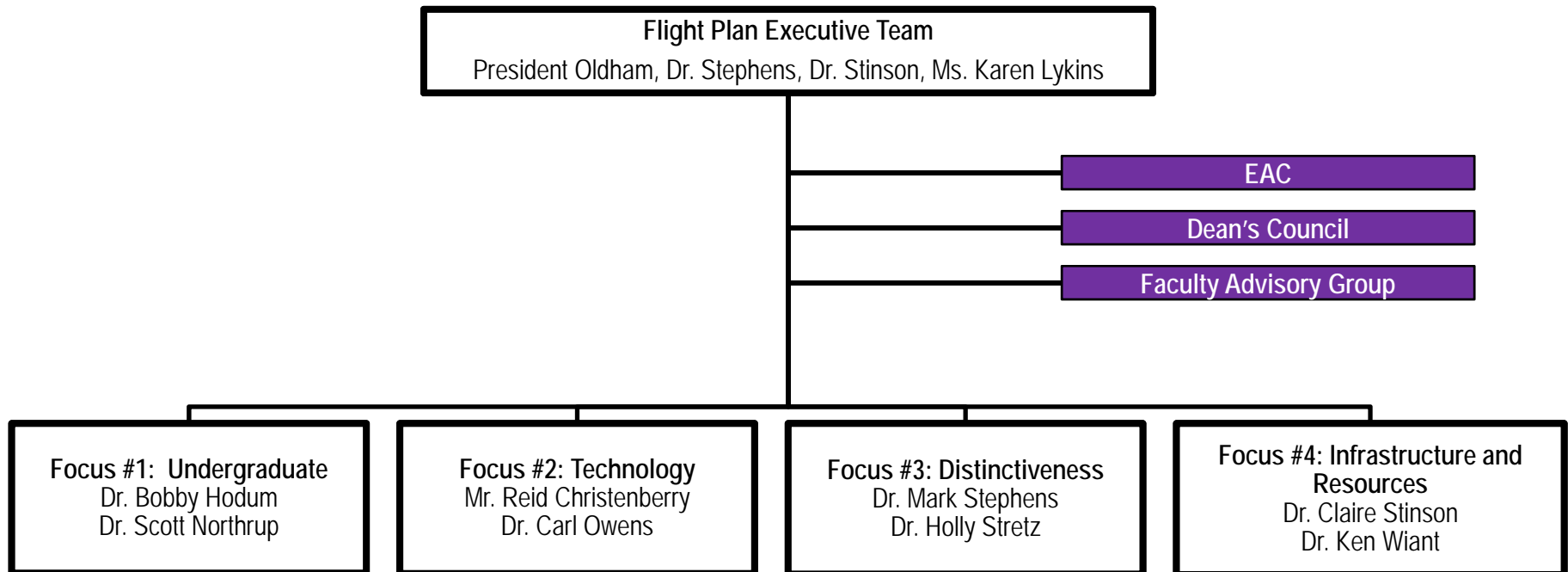
TTU TODAY:
WHERE ARE OUR GAPS?

Gap Analysis – Metrics

ᴛᴛᴜ TENNESSEE TECH UNIVERSITY

The Steering Committee identified 10 executive-level accountability metrics to include in a peer comparative analysis ("Gap analysis").   Six of the ten metrics align with Complete College Tennessee Act objectives.

Areas of Focus	Rationale	Metrics
Undergraduate Education	• Core focus area aligned with mission • Aligns with state completion agenda	• ACT Score Range • FTE Enrollment • *Bachelor's Degrees Conferred** • *Retention Rate (1st to 2nd Year)** • *Six-Year Graduation Rate**
Graduate Education	• Continues to push Tech toward new directions	• *Doctoral Degrees Conferred** • *Master's Degrees Conferred**
Research	• Opportunities to enhance connection to industry and innovate	• *Total Research Expenditures/Full-time Tenured Faculty**
Financial Resources	• Requirement to enable any strategic direction	• Operating Expenditures per Student FTE • Endowment per Student FTE

* *Related or Similar to Complete College Tennessee Act Metrics*

Gap Analysis – Peer Selection

TTU TENNESSEE TECH
UNIVERSITY

The Committee agreed upon a set of selection of criteria to select peers for the gap analysis, while also allowing for additions to be made based on round-table discussions.

Initial Selection Criteria
■ Enrollment size ■ STEM focus ■ Carnegie Classification ■ Undergraduate to Graduate Student Ratio ■ Academic / degree profile ■ Level of urbanization ■ Geographic Region ■ Comprehensive university ■ Public Institution

Selection Metrics (Used to Identify Candidate Peers)
■ Comparable Undergraduate Enrollment (5,000 – 15,000 ■ Comparable Graduate Enrollment (500 – 5,000) ■ % of Bachelor's Degrees in STEM Fields/Top Engineering Schools ■ Carnegie Classification (Master's Large, Research High, Research Very High) ■ Comparable Degree of Urbanization ■ Southern Geography

Final Selection Round: Exceptions Based on Previous History

In addition to selecting *Flight Plan* peers, the other eight public universities in Tennessee were vetted for consideration; the Committee selected four of the eight to be included in a separate Gap Analysis.

Gap Analysis – Peer List

TIU TENNESSEE TECH UNIVERSITY

TTU established three peer groups for provide the ability to assess comparative performance on different levels. Gap analyses were prepared for the "National" and "Tennessee" peers.

Aspirational *Aspirational Examples/ Case Studies*	National Peers *National Gap Analysis*	Tennessee Peers *Tennessee Gap Analysis*
▪ All Metrics – Clemson University ▪ Undergraduate – Miami University (Ohio) – James Madison ▪ Graduate and Research – SUNY-Binghamton – Univ. of New Hampshire	▪ Louisiana Tech ▪ South Dakota State ▪ Murray State ▪ New Mexico State ▪ Univ. of Alabama-Huntsville ▪ Univ. of Idaho ▪ Univ. of Maine ▪ Appalachian State	▪ Univ. of Memphis ▪ East Tennessee State ▪ Middle Tennessee State ▪ Univ. of Tennessee-Chattanooga

Gap Analysis – National Peers

TTU TENNESSEE TECH UNIVERSITY

Areas of Focus	Metrics	TTU	Comparative Group	TTU vs. Comparative Group
Undergraduate Education	ACT Score Range (75th/25th Percentile)	26/20	26/20	Equal
	FTE Enrollment	9,266	9,329	-63
	Bachelor's Degrees Conferred[1]	1,704	1,800	-96
	Retention Rate (1st to 2nd Year)	73%	77%	-4 Pts.
	Six-Year Graduation Rate	50%	54%	-4 Pts.
Graduate Education	Doctoral Degrees Conferred	18	41	-23
	Master's Degrees Conferred	347	552	-205
Research	Total Research Expenditures per Full-time Tenured Faculty Member	$55K	$156K	-$101K
Financial Resources	Operating Expenditures per Student FTE[2]	$11,402	$15,222	-$3,820
	Endowment per Student FTE[3]	$5,844	$8,057	-$2,213

1. Bachelor's Degrees Conferred is not published on TTU's Common Data Set. TTU's figure comes from Office of Institutional Research
2. Operating expenditures includes instruction, academic support, student services, institutional support, operation of plant, and scholarships and fellowships
3. US News Endowment Data

Data Source: Common Data Set 2011 - 2012, NSF Research Survey 2010, IPEDS Data Center, US News, Audited Financial Statements

Gap Analysis – Tennessee Peers

TTU | TENNESSEE TECH UNIVERSITY

Areas of Focus	Metrics	TTU	Comparative Group	TTU vs. Tennessee Group
Undergraduate Education	ACT Score Range (75th/25th Percentile)	26/20	25/20	+1/0
	FTE Enrollment	9,266	14,041	-4,775
	Bachelor's Degrees Conferred	1,696	2,574	-878
	Retention Rate (1st to 2nd Year)[1]	81%	79%	+2 Pts.
	Six-Year Graduation Rate[2]	56%	49%	+7 Pts.
Graduate Education	Doctoral Degrees Conferred	18	73	-55
	Master's Degrees Conferred	347	725	-378
Research	Research and Service per Full-time Tenured Faculty Member (THEC Definition)	$31K	$60K	-$29K
Financial Resources	Operating Expenditures per Student FTE[3]	$11,402	$15,098	-$3,696
	Endowment per Student FTE[4]	$5,844	$7,571	-$1,727

1. Retention rate reflects the THEC definition and includes those students that were enrolled at either the admitting institution or another Tennessee public institution the following year.
2. Six-year graduation rate reflects the THEC definition and includes those students who graduated from the admitting institution and/or another Tennessee Public university.
3. Operating expenditures includes instruction, academic support, student services, institutional support, operation of plant, and scholarships and fellowships. UT- Chattanooga is not included in the average of the comparative group. FY2010 Data used as FY2011 was not available for all institutions.
4. FY2011 US News endowment data and 2011 THEC Factbook enrollment data used.

Data Source: THEC Factbook 2012-13, Common Data Set 2011 - 2012, Business and Fiscal Affairs, IPEDS Data Center, US News, Audited Financial Statements

Undergraduate Education
CURRENT POSITION

- Students expressed the advising model, registration/scheduling system, and bottleneck classes as opportunities for improvement.

- Academic advising is inconsistent with some, but not all, colleges providing strong advising services to their students.

- Retention and graduation rates have remained strong relative to Tennessee peers, but continues to lag behind *Flight Plan* and aspirational peers.

Technology
CURRENT POSITION

TU TENNESSEE TECH
UNIVERSITY

- The demand for better services has been driven by the exponential increase in use of technology, including the number of mobile devices students bring to campus.

- Students have also detailed their desire to receive information via digital channels and perform university business processes through more convenient methods.

- Faculty and staff have acknowledged there is very little funding for ongoing experimentation or pilot projects in adopting leading-edge technology.

- *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on technology-forward experience into curriculum and the need for technology infrastructure to support research computing.

Distinctiveness
CURRENT POSITION

- *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on real-world problem solving into undergraduate curriculum by concentrating on co-curricular activities (study abroad, co-op learning, service learning, and undergraduate research).

- Faculty teams expressed a need for resources to incubate high-potential, interdisciplinary research ideas to ready opportunities for external funding.

- Overall graduate degrees offerings and research dollars are below expectations for the "Technological" institution of the state of Tennessee. Faculty wish to grow degree offerings in areas of market need and to better align with CCTA expectations.

- A focus on use of technology is needed to bring TTU closer to its position as the technological university in the State of Tennessee. This also includes new technology-based and innovative academic offerings and teaching methods.

Resources and Infrastructure
CURRENT POSITION

TENNESSEE TECH
UNIVERSITY

- TTU requires a new enrollment model to realize Flight Plan objectives. This includes the development of a data-driven enrollment model and improved use of scholarships to increase student yield.

- Stakeholders expressed a desire for a more developed infrastructure to support the needs of students, faculty, and the community. For example, stakeholders frequently cited need for increased green space, more commuter parking spots, enhanced student facilities, and greater dining capacity.

- Many of TTU's current business processes are out-of-date and inefficient, specifically the hiring and procurement processes.

Flight Plan Focus Areas

ΠU TENNESSEE TECH
UNIVERSITY

Based on a full internal assessment of TTU's current state, including the gap analysis, four strategic improvement directions emerged as *Flight Plan* focus areas.

1. Improve Undergraduate Student Experience
▪ Enhance quality of undergraduate student experience ▪ Improve academic advising ▪ Increase degrees conferred and retention; reduce time-to-degree ▪ Focus on incoming student quality and diversity ▪ Improve student recruitment and use of scholarships

2. Transform Technology
▪ Enhance technology capabilities ▪ Improve technology infrastructure systems, and support services ▪ Support faculty in the application of technology in the classroom

3. Create Distinctive Programs and Invigorate Faculty
▪ Expand research and faculty scholarly activity ▪ Support faculty collaboration and development ▪ Evaluate structure where appropriate to promote cross-disciplinary and integrated programs and scholarship ▪ Improve graduate recruitment, incoming student quality, enrollment and degrees conferred ▪ Provide undergraduate research opportunities

4. Expand Financial Resources and Modernize Infrastructure
▪ Identify new revenue streams ▪ Grow endowment and private funding levels ▪ Develop campus and modernize physical infrastructure

ACTION AND IMPLEMENTATION

Flight Plan Summary

TTU VISION

4
FOCUS AREAS

UNDERGRADUATE EDUCATION

TECHNOLOGY

DISTINCTIVENESS

INFRASTRUCTURE AND RESOURCES

12
PRIORITY ACTIONS

1. FRESHMEN FLIGHT PATH
2. ACADEMIC ADVISING
3. HIGH-DEMAND COURSE CAPACITY
4. TECHNOLOGY SERVICE TO STUDENTS
5. TECHNOLOGY INFRASTRUCTURE AND INNOVATION
6. UNDERGRADUATE CO-CURRICULAR PROGRAM
7. MULTIDISCIPLINARY RESEARCH INNOVATION
8. NEW GRADUATE PROGRAMS
9. TECHNOLOGY IN TEACHING
10. ENROLLMENT, TUTITION AND SCHOLARSHIPS
11. PHYSICAL INFRASTRUCTURE PRIORITIES
12. EFFICIENCY AND EFFECTIVENESS

10
METRICS

UNDERGRADUATE
1. ACT SCORE RANGE
2. FTE ENROLLMENT
3. BACHELOR'S DEGREES
4. RETENTION RATE
5. SIX-YEAR GRADUATION RATE

GRADUATE AND RESEARCH
6. DOCTORAL DEGREES
7. MASTER'S DEGREES
8. RESEARCH EXPENDITURES PER FACULTY

FINANCIAL
9. OPERATING EXPENDITURES PER STUDENT
10. ENDOWMENT PER STUDENT

Objectives

TENNESSEE TECH UNIVERSITY

The action and implementation plan process engaged stakeholder to identify high-impact actions aligned with Flight Plan and develop high-level implementation plans.

- Address gaps in the four areas of focus: undergraduate education, technology, distinctiveness, and infrastructure/resources

- Engage academic and administrative leaders to identify and prioritize opportunities for both immediate and long-term improvement

- Identify the necessary investments needed

- Establish an expectation for accountability, assessment, and continuous improvement

- Surface opportunities for operational effectiveness

Process

T̄U TENNESSEE TECH UNIVERSITY

The *Flight Plan* focus areas serve as the foundation for the action plan process. The objective of this process is to surface university-level priorities for the 2013 to 2014 academic year.

IMPLEMENTATION PLANS

- Resource, milestones and accountability plans to support priority actions

PRIORITY ACTIONS

- Actions designated as high-impact; university-level priorities for the 2013 to 2014 academic year

ACTIONS

- Specific actions to support commitments, includes both short-term and long-term actions

COMMITMENTS

- Major improvement directions categories for each focus area

FLIGHT PLAN FOCUS AREAS
UNDERGRADUATE EDUCATION
TECHNOLOGY
DISTINCTIVENESS
INFRASTRUCTURE AND RESOURCES

Implementation Plans

For Flight Plan priority actions, implementation plans were developed to provide a data-driven view of the context, rationale, and resources required for each proposed action.

Illustrative Example

Context for Action

Description, Objectives, & Metrics

Resources & Accountability

Milestones

Action Steps

Priority Actions

TTU TENNESSEE TECH UNIVERSITY

Flight Plan is supported by 12 priority action plans related to Undergraduate Education, Technology, Distinctiveness, and Infrastructure and Resources.

Team	Supporting Action Plan Profiles
Undergraduate Education	3
Technology	2
Distinctiveness	4
Infrastructure and Resources	3

Priority Actions

TTU TENNESSEE TECH UNIVERSITY

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
1 Freshmen Flight Path	Implement an early intervention first-year retention program for freshmen focusing on class attendance	Improve retention through early, proactive intervention
2 Academic Advising	Establish a consistent approach to academic advising that expands the number of professional advisors and enhances the faculty-student mentorship role	Increase retention and graduation rates by ensuring consistency and focusing on success in the freshmen year
3 High-Demand Course Capacity	Identify high-demand courses and add additional capacity through hiring faculty and effectively using classroom space	Increase graduation rates by providing students access to courses needed to graduate on time
4 Technology Service to Students	Improve technology service to students by meeting student need for connectivity and support	Support a technology-forward student experience

Priority Actions

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
5 IT Infrastructure and Innovation	Create an IT strategic plan to strengthen technology capabilities in infrastructure and services; establish a fund to promote innovation	Build technology capabilities representative of a premier technological university
6 Co-curricular Undergraduate Program	Redesign TTU's undergraduate programs to emphasize co-curricular activity in order to better prepare students to solve real-world problems	Increase graduation rates by proving students with a distinctive and relevant undergraduate experience
7 Multidisciplinary Research Innovation	Establish Innovation for Distinctiveness in Education and Applied Sciences, an incubator to cultivate promising and distinctive research opportunities	Expand funded research by surfacing prospects for new, distinctive research opportunities
8 New Graduate Programs	Offer new graduate degree programs in high-demand, distinctive areas	Increase Master's and PhD degrees conferred to align with CCTA objectives

Priority Actions

Implementation plans have been developed for 12 Flight Plan priority actions.

PRIORITY	ACTION	OBJECTIVE
9 Technology in Teaching	Provide faculty advanced support to increase adoption of digital learning practices and technology innovation in the classroom	Increase graduation rates and student success; support faculty innovation in teaching
10 Enrollment, Tuition, and Scholarships	Evaluate undergraduate and graduate enrollment and tuition; improve use of scholarships	Broaden financial resources through sustained growth; strengthen TTU's ability to recruit excellent students
11 Physical Infrastructure Priorities	Enrich and modernize university physical infrastructure	Improve the experience of students, faculty and staff
12 Efficiency and Effectiveness	Streamline administrative requirements by simplifying business processes and leveraging technology to improve effectiveness	Ensure effective stewardship of financial resources by increasing administrative efficiency

Undergraduate Action Plan

Tᴜ TENNESSEE TECH UNIVERSITY

FOCUS #1 – UNDERGRADUATE EDUCATION
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Improve student success through early intervention
❑ Freshmen Flight Path

Commitment Two: Establish a dual approach to academic advising, both improving support for class registration and strengthening student-faculty mentorship
❑ Academic Advising

Commitment Three: Reduce time-to-degree
❑ High-Demand Course Capacity

Commitment Four: Improve the undergraduate experience
❑ Technology Service to Students
❑ Athletics Flight Plan Supplemental

Commitment Five: Advance enrollment practices
❑ Enrollment, Tuition and Scholarships

Technology Action Plan

FOCUS #2 – TECHNOLOGY
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Improve Technology Service
  ❑ Technology Service to Students

Commitment Two: Strengthen Technology Infrastructure and Promote Innovation
  ❑ IT Infrastructure and Innovation

Distinctiveness Action Plan

TTU TENNESSEE TECH UNIVERSITY

FOCUS #3 – DISTINCTIVENESS
COMMITMENTS AND PRIORITY ACTIONS

Commitment One: Redesign TTU's Undergraduate Programs to Better Prepare Students to Solve Real-World Problems

❑ Co-Curricular Undergraduate Program

Commitment Two: Establish New Distinctive, Collaborative Programs

❑ Multidisciplinary Research Innovation

Commitment Three: Offer New Graduate Degrees

❑ New Graduate Degrees

Commitment Four: Invigorate and Support Faculty

❑ Technology in Teaching

Resources and Infrastructure Action Plan

TENNESSEE TECH
UNIVERSITY

FOCUS #4 – RESOURCES AND INFRASTRUCTURE
DRAFT ACTION PLAN

Commitment One: Cultivate a Sustainable Financial Model

❑ Enrollment, Tuition, and Scholarships

❑ Maximize Complete College Tennessee Act Allocated Dollars

Commitment Two: Enrich Physical Infrastructure to Enhance the Student Experience and Support the Academic Mission

❑ Physical Infrastructure Priorities

Commitment Three: Improve Efficiency and Effectiveness

❑ Efficiency and Effectiveness

Commitment Four: Generate New External Resources

❑ TTU Foundation

❑ Increase External Grant Funding and Commercialization

RESOURCES

Overview

Resources required to support the Priority Action implementation plans were organized into two categories.

Near-term Investments

- Resource estimates and requests that will fund priority action plans during the 2013-14 year.

- Funding incorporated in 2013-14 plan

Longer-term Investments

- Resource estimates and requests that will fund priority action plans during the 2014-2015 year and beyond.

- Resource plans will need to be developed in the 2013-14 year

Summary of Resources

TTU TENNESSEE TECH UNIVERSITY

Priority Action	2013-14 Resource Committed	Resource Plan To Be Developed 2013-14
1. Freshmen Flight Path Program	●	
2. Academic Advising	●	
3. Relieve High-Demand Courses	●	
4. Technology Service to Students	●	
5. Technology Infrastructure and Innovation	● (Partial)	●
6. Co-curricular Undergraduate Program	● (Partial)	●
7. Multi-Disciplinary Research		●
8. New Graduate Programs		●
9. Technology in Teaching		●
10. Enrollment, Tuition, and Scholarships	●	
11. Physical Infrastructure Priorities		●
12. Efficiency and Effectiveness	●	

Sources of Funds

TENNESSEE TECH
UNIVERSITY

The following funding strategies have been employed at public universities which have made performance advancements and can be applied to *Flight Plan*.

Source	Examples
Operational Effectiveness	▪ Strong focus on operational effectiveness measures to "reinvest" in the academic enterprise
Enrollment and Tuition Balance	▪ TTU has conveyed its desire to increase both in-state and out-of-state undergraduate enrollment, in addition to graduate enrollment
Retention	▪ Many of *Flight Plan*'s Undergraduate Education priority actions are designed to increase retention and graduation, keeping student tuition dollars on campus and increasing overall success in the CCTA funding formula.
Gifts and Endowment Support	▪ Development of strategic campaigns to reinforce broad university priorities

IMPLEMENTATION AND ACCOUNTABILITY

Overview

Those responsible for overseeing the Priority Action implementation plans will be held accountable for reporting to the *Flight Plan* executive team as well as measure success against operational and *Flight* Plan metrics.

Accountability

- Priority Action leaders will appointed for each of the 12 priority actions and have an implementation team made up of representatives from applicable departments.

Reporting

- The Priority Action leaders will report directly to their individual focus group leaders, who will be responsible for regular reporting on progress to the *Flight Plan executive team.*

Communication

- Regular communications to campus stakeholder groups

Metrics

- The *Flight Plan* Gap analysis metrics will be updated on an annual basis under the direction of the *Flight Plan* executive team.
- Operational metrics included in individual plans will supplement this reporting with more frequent updates.

Structure

The following structure illustrates a suggested structure to implementation.

Progress Reporting

The lines of communication will depend on regular updates and accountability for progress reporting.

Executive Metrics

TTU TENNESSEE TECH
UNIVERSITY
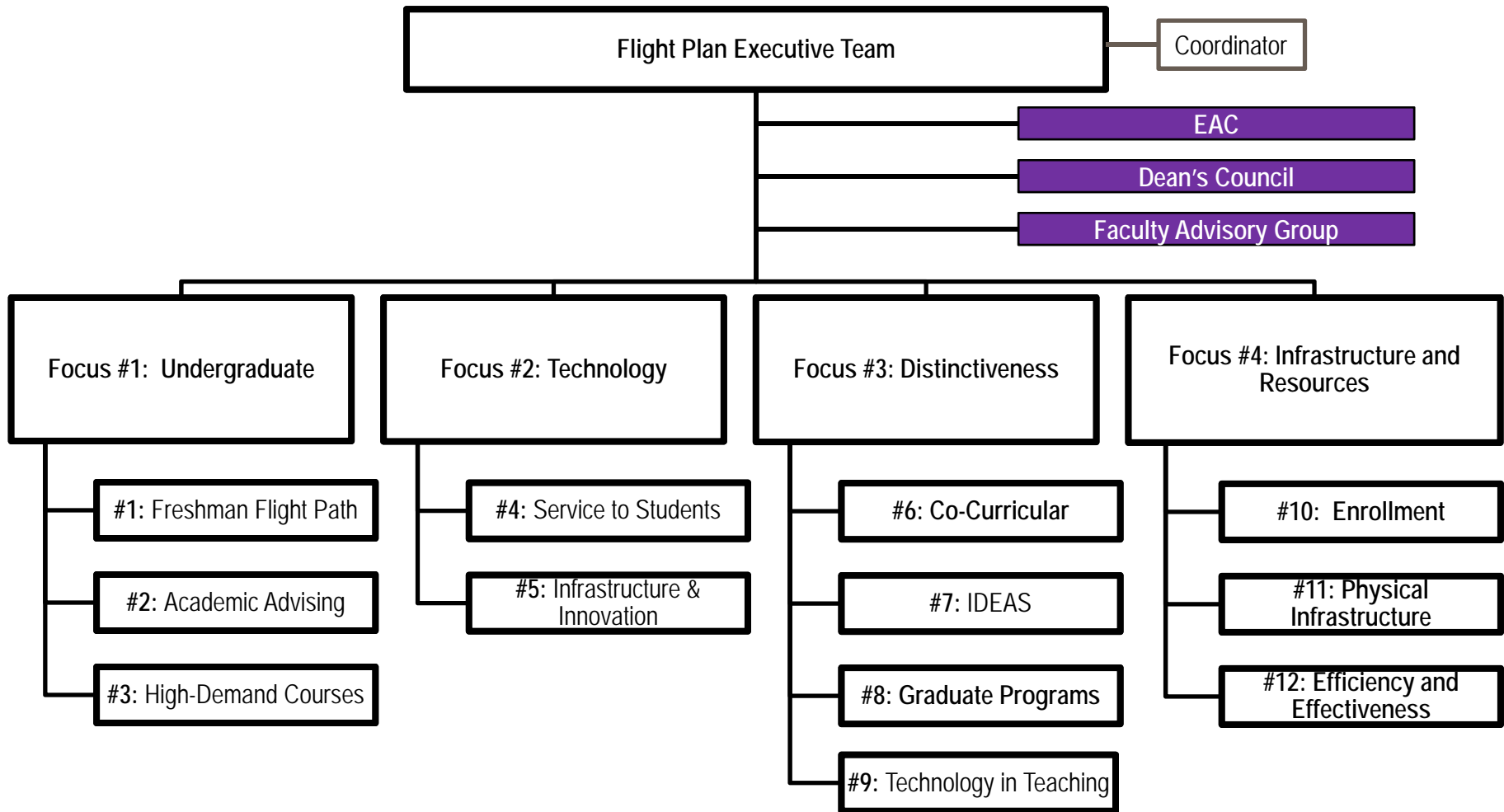
The ten executive-level metrics included in the *Flight Plan* Gap Analysis will be refreshed concurrently.

	Metrics	FLIGHT PLAN FOCUS AREAS			
		Undergraduate	Technology	Distinctiveness	Infrastructure & Resources
Undergraduate Education	ACT Score Range (75th/25th Percentile)	●			
	FTE Enrollment	●			
	Bachelor's Degrees Conferred[1]	●	●	●	
	Retention Rate (1st to 2nd Year)	●	●	●	
	Six-Year Graduation Rate	●	●	●	
Graduate Education	Doctoral Degrees Conferred		●	●	
	Master's Degrees Conferred		●	●	
Research	Total Research Expenditures per Full-time Tenured Faculty Member		●	●	
Financial Resources	Operating Expenditures per Student FTE				●
	Endowment per Student FTE				●

While operational metrics will be tracked at smaller intervals, formal reports on *Flight Plan* metrics should be delivered by the *Flight Plan* executive team to the President on an **annual** basis.

Operational Metrics

TTU TENNESSEE TECH UNIVERSITY

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
Flight Path	Undergraduate / Technology	Fall-to-spring retention rate	Annually
		# of student intervention visits per semester	Semester
		% of freshmen with 2.0 GPA or higher per semester	Semester
Academic Advising	Undergraduate	# of students eligible to return that register on-time	Semester
		# of withdrawals	Semester
		Professional Advisor-to-student ratio in the colleges	Semester
High-Demand Courses	Undergraduate	Seat and classroom utilization ratios (EMS)	Semester
		Number of students needing courses vs. capacity (DW)	Semester
Technology Service to Students	Technology	# of Wi-Fi "Dark Spots"	Monthly
		# of Tech Service Desk Visits	Monthly
		# of Switches/Access Points Across campus	Monthly

Operational Metrics

Tennessee Tech University

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
Technology Innovation	Technology / Resources & Infrastructure	Central IT Operating Expenditures/ Student FTE	Annually
		# of Users Per Central IT Staff FTE	Annually
Co-Curricular Undergraduate	Distinctiveness	# of students participating in undergraduate research	Semester
		# of students receiving credit for study abroad coursework	Semester
		# of students receiving co-op positions (particularly in engineering)	Semester
		# of students in service learning programs	Semester
Multidisciplinary Research	Distinctiveness	# of cross-appointments for faculty members	Annually
		# of projects funded through the innovation incubator	Annually

Operational Metrics

TTU TENNESSEE TECH UNIVERSITY

PRIORITY	TEAMS	OPERATIONAL METRIC	REPORTING FREQUENCY
New Graduate Programs	Distinctiveness	# of Graduate Degrees offered	Semester
		# of graduate students enrolled	Semester
		# of Ph.D. students enrolled	Semester
Technology in Teaching	Distinctiveness / Technology	# of faculty participating in course redesigns	Semester
		# of redesigned courses	Semester
Enrollment, Tuition, and Scholarships	Resources & Infrastructure / Undergraduate	Net tuition revenue	Semester
		In-state vs. out-of-state mix	Annually
Physical Infrastructure Priorities	Resources & Infrastructure	Progress towards development and completion of the landscaping master plan	Annually
		# of parking spaces	Annually
		# of descriptive signs posted outside of campus buildings	Annually
Efficiency and Effectiveness	Resources & Infrastructure / Technology	Time to complete a new hire process	Semester
		Number of suppliers in an individual product category; % spend on contract	Annually

Stakeholder Communication

TU TENNESSEE TECH UNIVERSITY

TTU will be responsible for communicating updates on the priority actions to four primary stakeholder groups.

Stakeholder

Faculty

- Faculty Advisory Group
- Dean's Council
- Faculty Senate

Staff

- Staff Updates

Administrators

- EAC
- Dean's Council

Students/Parents

- Existing and Future Students
- Parents

External Stakeholders

Sources of Potential Funding
- TBR
- TN Legislature
- Foundation
- Alumni and Friends
- Corporations

Other Partners
- Community
- Potential Employers

Stakeholder Communication

TTU TENNESSEE TECH UNIVERSITY
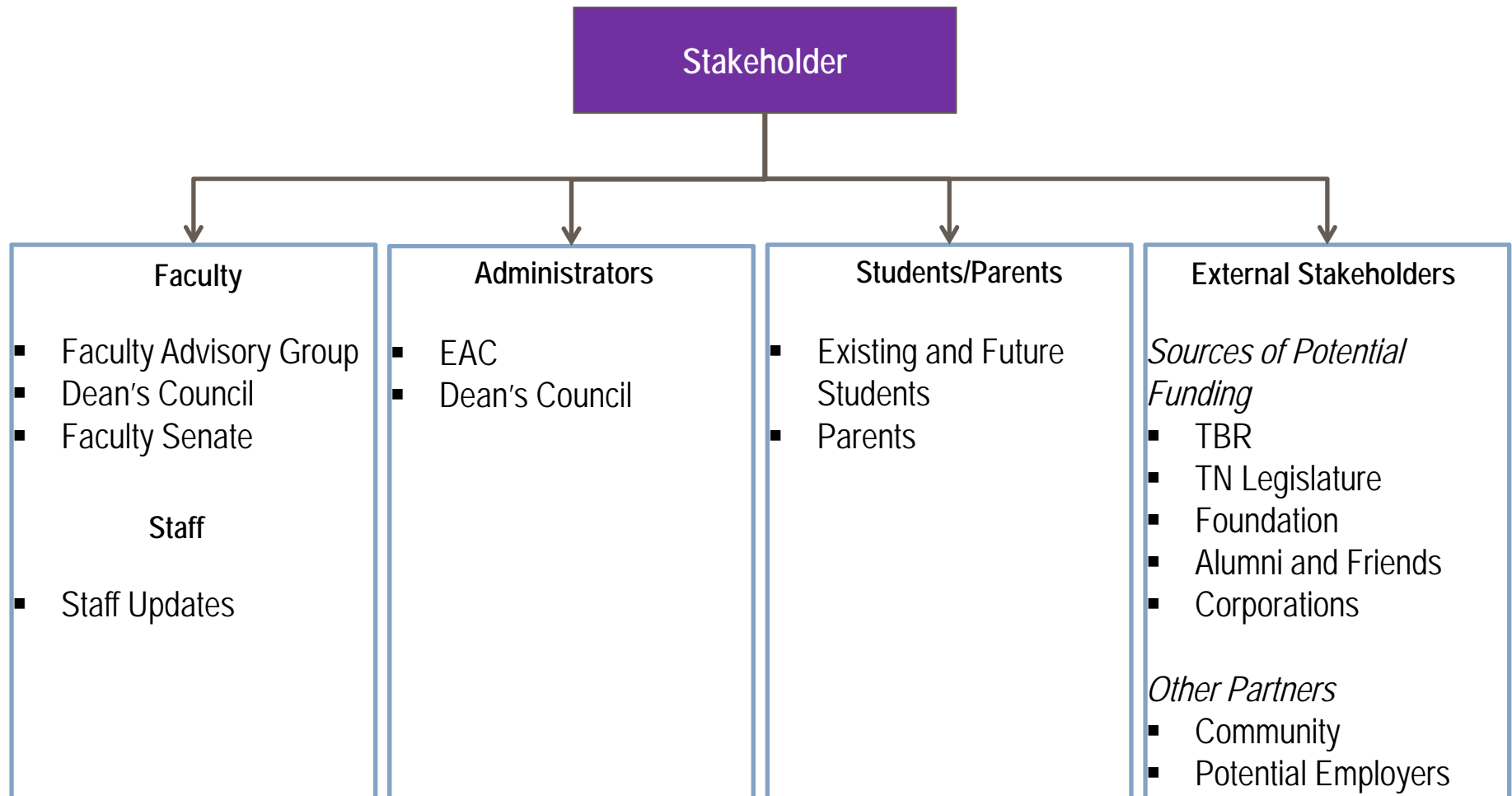
The following chart outlines communication types and timing Flight Plan launch.

Stakeholder Group	Description	Mode of Delivery	Timing
University Stakeholders	▪ Faculty ▪ Administrators ▪ Staff ▪ Students	▪ Articles ▪ Printed Materials ▪ Website ▪ Meetings	▪ *Fall*– Vision, Flight Plan launch ▪ *Spring* – Implementation updates, "wins", stakeholder feedback
TBR	▪ Tennessee Board of Regents	▪ Executive Meeting ▪ Printed Materials	▪ *Fall* – Executive briefing w/ TBR ▪ *Spring* – Executive-level metrics update, status update
Other Stakeholders	▪ Alumni ▪ Parents ▪ Regional Partners ▪ State Legislative Advocates ▪ Community	▪ Articles/Alumni Magazine ▪ Printed Materials ▪ Website	▪ *Fall*– Vision, Flight Plan launch, select meetings ▪ *Spring* – "Wins"

Implementation Plan Timeline and Milestones

TTU TENNESSEE TECH UNIVERSITY

Near-term priority actions will be completed throughout the 2013-2014 school year while long-term priority actions will commence in fall, 2014.

Milestone	2013						2014								
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Finalize Draft Plans	■														
Near-term Resource Estimates Confirmed and Funded		■													
Implementation Teams Commence Near-Term Projects			■	■	■	■	■	■	■	■	■				
Discuss Long-term Funding Options							■	■	■	■	■				
Complete Near-Term Implementation Plans												■	■		
Secure Long-term Funding														■	
Launch Long-term Implementation Plans															■

△ Quarterly Update to Campus Community

NEXT STEPS

Action Plan
MILESTONES

TENNESSEE TECH UNIVERSITY

We are currently in the implementation plan finalization and community roll out phase for *Flight Plan* priorities.

Timeline	Milestones	Status
February 2013	▪ Leaders and teams appointed ▪ Kick-off discussion held ▪ Timetable established	✓
March 2013	▪ Action plan structure complete – Improvement directions and candidate actions	✓

April/May 2013	▪ Prioritization and sequencing of actions complete
	  – Designate Flight Plan priorities
	  – Identify unit-level improvement directions
	  – High-level timetables and sequencing
		✓

May 2013	▪ Supporting implementation plans for Flight Plan priorities complete
	  – Context, actions and milestones
	  – Resource estimates
	  – Accountability plan
		✓

June 2013	▪ Finalize priorities and implementation plans ▪ Budget review and commitments complete	✓
July 2013	▪ Implementation begins	Current Focus
August 2013	▪ Roll out to the community	Current Focus

APPENDIX A:
COMPLETE IMPLEMENTATION PLANS

Implementation Plans

TENNESSEE TECH UNIVERSITY

Implementation plans were developed to identify specific near-term actions for improvement, promote communication among stakeholders, and support implementation.

- Implementation plan profiles include:
    - Rationale and strategic objectives
    - Near-term action steps
    - Resource requirements
    - Implementation considerations
    - Accountability plan
    - Key success metrics for measuring progress

- Plans were used as a method of communicating and gathering feedback:
    - Shared with key stakeholders for early feedback and buy-in
    - Used to clarify resource needs

- Plans were also designed to promote accountability for implementation

Contents

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6. Co-curricular Undergraduate Program	p. 83
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#1 – Freshmen Flight Path

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

Freshmen Flight Plath is an early intervention system intended to improve first-to-second year retention.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Implement the newly-created *Freshman Flight Path,* an early intervention system (EIS), and first-year retention program for freshmen • Provide faculty members with an accurate, easy-to-use, and technology-enabled class roll system	**Objective** • Improve 1st-to-2nd year retention among freshmen through early intervention for students who exhibit high-risk characteristics for drop out (poor class attendance) **Link to *Flight Plan*** • Retention ties in to most aspects of the undergraduate experience and supports CCTA goals • Retention also enhances financial resources by minimizing students lost after the first year	***Flight Plan* Metrics** • 1st to 2nd year retention rate • Six-Year Graduation Rate **Operational Metrics** • Fall-to-spring retention rate • # of student intervention visits per semester • % of freshmen with 2.0 GPA or higher per semester

#1 – Freshmen Flight Path
CONTEXT FOR ACTION

TU TENNESSEE TECH
UNIVERSITY

Freshmen Flight Path supports an early intervention strategy, which is consistent with current trends in higher education.

Context	Peers/ Trends in Higher Education
• TTU has seen flat levels of 1st-to-2nd year retention among first-time, full-time freshmen • Retention has remained strong relative to Tennessee peers, but continues to lag behind *Flight Plan* and aspirational peers • By targeting the attendance record of struggling students, TTU can provide an alternative path for success by intervening early in the process and potentially keeping the student on the proper course towards a degree	<u>Peers</u> • Mississippi State University uses its "Pathfinders Program" to assist incoming freshmen in getting easily transitioned to college life – Professors and instructors are encouraged to report student absences so that Pathfinders staff can offer assistance to those who are having trouble • UT-Chattanooga has its "Freshmen Academic Success Tracking Initiative" which tracks freshmen class attendance <u>Trends in Higher Education</u> • Implementing an EIS must successfully bring together the student, an academic advising system, and the Office of Enrollment Management / Academic Retention • As many states continue to explore outcomes-based funding models, ideas that strengthen undergraduate retention will continue to thrive

#1 – Freshmen Flight Path
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on structuring the program, rolling out a pilot program, and selecting attendance tracking software.

Action Steps
Near-Term (1 to 6 Months)
❑ Structure Freshmen Flight Path program; define role of faculty, staff and RAs
❑ Establish faculty buy-in on program and direction of system
❑ Train staff and RA's on how to successfully intervene with students missing classes
❑ Roll-out pilot program in Fall, 2013
❑ Define requirements for attendance software that can link into Banner or another TTU database via mobile units or ID cards
❑ Select system and begin implementation
Mid-Term (6 to 12 Months)
❑ Engage pilot faculty and advisors for real-time feedback on issues/successes of system
❑ Conduct student focus groups
❑ Train faculty on technology-based roll system
Long-Term (12+ Month)
❑ Launch program to all freshman (to include attendance)
❑ Gage success of program by monitoring both *Flight Plan* and operational metrics
❑ Determine any applicable revisions to program (expand variables to track)
❑ Issue communication to community on successes of new system

#1 – Freshmen Flight Path
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Flight Path Structure	■	■																
Technology Systems Requirements	■	■																
Train Staff and RAs		■	■															
Soft Launch of Pilot Program		■	■	■	■													
Technology Evaluation					■	■												
Vendor Selection, Systems Training and Implementation							■	■	■	■								
Engage Pilot Faculty Feedback								■	■	■								
Engage Student Feedback								■	■	■								
Metric Evaluation											■	■	■	■	■			
Revise Program													■	■	■			
Launch All-Freshmen Program														■	■	■		

#1 – Freshmen Flight Path
RESOURCES

TENNESSEE TECH
UNIVERSITY

Freshmen Flight Path will require an estimated $75K in recurring resources to complete the actions outlined; additional one-time funds will be required for the attendance system (TBD).

Resource Estimates

Category	Recurring	One-Time
Labor	$55,000	$0
Non-Labor	$20,000	TBD – Attendance System
Total	$75,000	$0

Detailed Description of Resource Needs

- **Labor**
  - Hire a Director of Retention Service ($55,000 Base)
  - Payments to Residential Advisors and other Interventionists
- **Non-Labor**
  - Purchase technology-enabled attendance system (Cost TBD)
  - Travel to stay up-to-date with latest research and best practices

#1 – Freshmen Flight Path

ACCOUNTABILITY

TTU TENNESSEE TECH UNIVERSITY

A cross-functional team will need to be assembled to lead implementation.

Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team
Project Leader – Director of Retention Services

Suggested Representation
- Enrollment Management
- Residence Life
- Faculty
- Technology

Accountability Plan
Flight Plan Leaders ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup

Implementation Team
▪ Project Leader – Director of Retention Services
▪ Project team to include representation from:
   – Enrollment Management
   – Residence Life
   – Faculty Rep
   – Technology

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#2 – Academic Advising
IMPLEMENTATION PLAN

TENNESSEE TECH UNIVERSITY

The academic advising plan establishes a two-prong system of advising by expanding the number of professional advisors to support the registration process and refining the faculty role as mentor.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Develop a professional advising system to improve class registration counseling • Expand the role of the "professional advisor" to ensure a student's registration process is aligned with the forecasted degree path and time-to-degree • Build up the student-faculty relationship where the faculty member mentors the student on career and course recommendations	<u>Objective</u> • Provide a consistent experience in academic advising • Improve effective use of faculty time in advising • Develop a simpler process for freshmen registration <u>Link to *Flight Plan*</u> • Targeting the complete advising process from freshman registration through commencement improves the student experience and demonstrates commitment to increasing the number of four-year graduates	<u>*Flight Plan* Metrics</u> • Bachelor's Degrees Conferred • 1st to 2nd year retention rate • Six-Year Graduation Rate <u>Operational Metrics</u> • # of students eligible to return that register on-time • # of withdrawals • Professional Advisor-to-student ratio in the colleges

#2 – Academic Advising
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

The plan addresses student feedback on access and consistency of advising; similar academic advising systems are in place at undergraduate aspirational peers.

Context	Peers/ Trends in Higher Education
• During the *Flight Plan* process, students communicated inconsistent advising experiences • Certain colleges were able to provide exemplary advising services while others struggled to graduate students in four years due to inaccurate advice • Students do not have a self-service method for verifying their progress towards degree requirements	**Peers** • Aspirational peers James Madison University and Miami University assign all Freshman a professional advisor to assist with academic planning, the registration process, and exploring academic programs and careers **Trends in Higher Education** • Scholars have sought to prove that there is an undeniable link between academic advising and student retention • Many universities include advising as a critical component of a faculty member's yearly evaluation • Colleges have attempted to automate the advising process as much as possible by offering "self-service" solutions before students meet with in-person advisors

#2 – Academic Advising
ACTION STEPS

Near-term actions will focus on hiring and allocating professional advisors into colleges.

Action Steps
Near-Term (1 to 6 Months)
❏ Hire a Director of Advisement Services
❏ Develop plan for professional advisor integration into colleges
❏ Secure additional funding for professional advisors
❏ Designate physical space for professional advisors to take appointments in the colleges (if necessary)
❏ Interview and hire advisors; distribute new hires among the colleges
❏ Establish consistent professional development programs for faculty and professional advisors
❏ Engage faculty on the new process and their enhanced role in mentorship
❏ Train advisors on Degree Works / Visual Flow Charts and TTU systems
❏ Issue communication to student and parent community on advising changes
Mid-Term (6 to 12 Months)
❏ Introduce DegreeWorks and appointment scheduling to students
❏ Structure and pilot faculty mentorship program
Long-Term (12+ Month)
❏ Implement any changes to the system based off of constituent feedback
❏ Roll out professional advising and faculty mentorship program to campus

#2 – Academic Advising
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hire a Director of Advisement Services	■	■																
Professional Advising Integration and Resource Plan	■	■	■															
Physical Space and Support Systems Plan			■	■														
Professional Development Plan			■	■														
Faculty Communications and Feedback				■	■													
New Staff Hiring and Training					■	■	■											
Student and Parent Communications						■	■											
Structure Faculty Mentorship Program						■	■											
Launch Pilots							■	■										
Student Feedback/ Focus Groups									■	■								
Improvements to System/ Add Advisors as Needed											■	■	■	■				
Roll Out to Campus														■	■			

#2 – Academic Advising
RESOURCES

Freshmen Flight Path will require an estimated $785K in recurring resources to hire a Director of Advisement Services and additional professional advisors.

Resource Estimates

Category	Recurring	One-Time
Labor	$775,000	$0
Non-Labor	$10,000	$0
Total	$785,000	$0

Detailed Description of Resource Needs

- **Labor**
    - Hire Director of Advisement Services ($70,000)
    - Hiring of 15 Professional Advisors ($705,000)

- **Non-Labor**
    - Operating and Travel Budget

#2 – Academic Advising
ACCOUNTABILITY

TTU TENNESSEE TECH
UNIVERSITY

A cross-functional team will need to be assembled to lead implementation.

Provost
Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team
Project Leader – Director of Advisement Services

Suggested Representation
- Enrollment Management
- Existing College Advisors
- Faculty
- Deans

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup

Implementation Team
▪ Project Leader to be appointed: Director of Advisement Services
▪ Project team to include representation from:
  – Enrollment Management
  – Existing College Advisors (Representative)
  – Faculty Rep
  – Deans (Education, Arts & Sciences, Engineering)

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
  – Progress to completion
  – Issues preventing on-time completion
  – Feedback on items that should be communicated to other Action Plan teams

#3 – High-Demand Courses
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The plan to add capacity to high-demand courses focuses on adding new faculty lines in needed areas and improving the utilization of space and scheduling.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Identify high-demand courses and add additional capacity • Evaluate classroom capacity and space issues via the newly implemented Event Management software • Hire faculty positions in areas with high-demand courses • Utilize a more robust summer program	<u>Objective</u> • Eliminate course availability issues that prevent students from graduating on time • Promote better space usage by aligning classroom needs with accurate student counts <u>Link to *Flight Plan*</u> • Reducing time-to-degree is a critical, and necessary, component of *Flight Plan* • Adding faculty lines to provide additional capacity will support student graduation rates and retention	<u>*Flight Plan* Metrics</u> • Bachelor's Degrees Conferred • 1st to 2nd Year Retention Rate • Six-Year Graduation Rate <u>Operational Metrics</u> • Seat and classroom utilization ratios • Number of students needing courses vs. capacity

#3 – High-Demand Courses

CONTEXT FOR ACTION

TENNESSEE TECH UNIVERSITY

The plan provides additional capacity in required classes to allow students to make progress towards graduating in their anticipated time frame.

Context	Peer Context/ Trends in Higher Education

• Students conveyed feedback to the *Flight Plan* steering committee that many classes did not have enough seats to fulfill student demand
 	
• The lack of section availability can prevent students from registering and delay graduation
 	
• To date, no event/classroom management system is in place for faculty/staff to quickly address space needs
	Peer Context
	• At Clemson University, "TBA sections" of traditionally high demand courses can be used to provide enrollment when the number of seats released is not sufficient
	  – The TBA section allows the student to enroll in the course and be considered "full-time"
	
	  – An additional "Section Migration tool" can help departments identify optimal times for new sections and/or move the students out of the TBA section
	
	• James Madison University offers many of their most popular and high-demand courses during the summer session
	
	Trends in Higher Education
	• The California State University System is trying to utilize online classes and technology to relieve class bottlenecks
	
	• Similar to James Madison, many schools try to utilize summer session for additional offerings of high-demand courses

#3 – High-Demand Courses
ACTION STEPS

Near-term actions will focus on identifying departments and courses most in need of additional faculty positions.

Action Steps
Near-Term (1 to 6 Months)
❑ Evaluate registration patterns to identify high-demand courses
❑ Launch new event management software system
❑ Utilize software and qualitative interviews to further review areas of high-demand courses
❑ Develop multi-year faculty hiring plan to address high-demand courses (Provost)
Mid-Term (6 to 12 Months)
❑ Evaluate space utilization data to review opportunities to optimize schedule
❑ Benchmark against metrics
❑ Engage faculty and student feedback
Long-Term (12+ Month)
❑ Revise processes

#3 – High-Demand Courses
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Identify High-Demand Courses	■	■	■															
Launch Event Management Software			■															
Develop Capacity Plan for Year 1				■	■													
Develop Multi-Year Faculty Hiring Plan				■	■													
Begin Hiring Faculty for Year 1					■	■												
Launch New Course Sections							■											
Space Utilization and Scheduling Optimization							■	■	■									
Evaluate Capacity Expansion through Summer School and On-line Courses								■	■									
Develop Capacity Plan for Year 2										■	■							
Confirm Faculty Hiring Plan for Year 2										■	■							
Begin Hiring Faculty for Year 2												■	■	■				
Launch New Course Sections															■			

#3 – High-Demand Courses

RESOURCES

Relieving high-demand courses will require an estimated over $1 million in recurring resources to hire approximately 12 faculty positions.

Resource Estimates

Category	Recurring	One-Time
Labor	$1,045,000	$0
Non-Labor	$0	$0
Total	$1,045,000	$0

Detailed Description of Resource Needs

- Labor
    - Resources to add ~12 Faculty positions

- Non-Labor
    - Operating and Travel Budget

#3 – High-Demand Courses

ACCOUNTABILITY

TTU TENNESSEE TECH UNIVERSITY

A cross-functional team will need to be assembled to lead implementation.

Provost
Dr. Bobby Hodum
Dr. Scott Northrup

Implementation Team
Project Leader – Member of Provost's office with Responsibility for Hiring Faculty

Suggested Representation
- Provost's Office
Enrollment Management (Registrar)
- - Coordinator for Event Management System

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Undergraduate Leaders - Dr. Bobby Hodum, Dr. Scott Northrup

Implementation Team
▪ Project Leader: Member of Provost's office
▪ Project team to include representation from:
  – Provost's Office
  – Enrollment Management/Registrar
  – Coordinator for Event Management System

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
  – Progress to completion
  – Issues preventing on-time completion
  – Feedback on items that should be communicated to other Action Plan teams

#4 – Technology Service to Students
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to improve technology services to students with an emphasis on Wi-Fi connectivity and support.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Improve technology service to students by meeting student need for connectivity and service: – Ubiquitous Wi-Fi – Technology Service Desk – Student TechSpot	**Objective** • Provide students with reliable and innovative technology services • Support the TTU brand as a technology-forward experience **Link to *Flight Plan*** • Transforming technology is one of the core improvement directions of *Flight Plan* • Improving and scaling technology service to students improves the student experience	***Flight Plan* Metrics** • 1st to 2nd Year Retention Rate • Bachelor's Degrees Conferred • Six-Year Graduation Rate • Master's Degrees Conferred • Doctoral Degrees Conferred **Operational Metrics** • # of Wi-Fi "Dark Spots" • # of Tech Service Desk Visits • # of Switches / Access Points Across campus

#4 – Technology Service to Students
CONTEXT FOR ACTION

ㄸU TENNESSEE TECH
UNIVERSITY

Improving service to students addresses major points of feedback from the *Flight Plan* process and helps TTU become more competitive with peers.

Context	Peers/ Trends in Higher Education
• Throughout the *Flight Plan* planning process, students frequently mentioned gaps in basic technology services • The demand for better services has been driven by the exponential increase in the number of mobile devices students bring to campus • Students have also detailed their desire to receive information via digital channels and perform university business processes through more convenient methods • While device usage has surged, students have no access to service or opportunities to purchase additional devices on campus	**Peer Context** • Each of the Flight Plan aspirational peers have robust, reliable campus-wide Wi-Fi networks that have been evaluated against customer service surveys • Students are able to purchase Dell and Apple computers through the university contracts • Customers have access to tech support staff who are able to do warranty repairs and answer basic questions on hardware, purchasing, and software installation **Trends in Higher Education** • Universities are quickly adapting to student pressure/demand for reliable and quality technology support services and Wi-Fi coverage • Push mobile app technology has made it simpler for many university departments to quickly provide students with vital information on a myriad of topics

#4 – Technology Service to Students
ACTION STEPS

TTU TENNESSEE TECH
UNIVERSITY

Near-term actions will focus on expanding Wi-Fi and adding support services for students.

Action Steps
Near-Term (1 to 6 Months)
❑ Finalize installation of switches and access points for ubiquitous Wi-Fi
❑ Secure a location for a technology service desk and Student TechSpot (preferably combined) and renovate if necessary
❑ Hire employees for service desk
❑ Train student employees
❑ Acquire equipment
❑ Plan Student TechSpot format and secure funding
Mid-Term (6 to 12 Months)
❑ Launch technology service desk
❑ Establish TechSpot support services
❑ Develop Student TechSpot store or contract with outside vendor
Long-Term (12+ Month)
❑ Launch Student TechSpot store

#4 – Technology Service to Students
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Finalize installation of switches and access points	■	■																
Locate and fund Service Desk/TechSpot			■	■														
Hire and train employees					■	■	■											
Launch service desk							■											
Develop plan and resource estimates for TechSpot								■	■									
Develop TechSpot										■	■	■	■	■				
Launch TechSpot															■			

#4 – Technology Service to Students
RESOURCES

TU TENNESSEE TECH
UNIVERSITY

The resources required for Wi-Fi and services are included in the broader technology plan. Additional estimates that may be required for TechSpot are to be determined next year.

Resource Estimates

Category	Recurring	One-Time
Labor	Included in Technology Plan	
Non-Labor		
Total		

Detailed Description of Resource Needs

- **Labor**
  - Included in technology plan
- **Non-Labor**
  - TBD

#4 – Technology Service to Students
ACCOUNTABILITY

TENNESSEE TECH UNIVERSITY

This plan will be led out of IT.

Reid Christenberry
Dr. Carl Owens

Implementation Team
Project Leader – TBD

Suggested Representation
- IT Staff
- Student Representation

Accountability Plan
Flight Plan Leaders ▪ Technology Leaders - Reid Christenberry, Dr. Carl Owens

Implementation Team
▪ Project Leader to be appointed from IT staff
▪ Project team to include representation from:
   – IT Staff
   – Student representation

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#5 – IT Infrastructure and Innovation
IMPLEMENTATION PLAN

T.U TENNESSEE TECH UNIVERSITY

The objective of this implementation plan is to fortify the technology infrastructure at TTU and promote future innovation through a dedicated IT strategic plan.

SUMMARY		
Description	**Objective**	**Success Metrics**
- Develop an information technology strategic plan that fortifies TTU's IT infrastructure and enables innovation for the future - Complete an ad-hoc evaluation of research and academic computing - Create a Technology Innovation Fund to generate new ideas and implement advanced capabilities in academics and research - Add staff resources to address technological gaps	**Objective** - Increase overall performance of infrastructure and support staff through additional hires - Evaluate opportunities to create a technology innovation fund to add representation from stakeholders on use of funds **Link to *Flight Plan*** - Necessity to provide dedicated resources that support innovation and growth - Ability to support the goals of Focus Group # 4	***Flight Plan* Metrics** - Supportive of all metrics **Operational Metrics** - Central IT Operating Expenditures/ Student FTE # of Users Per Central IT Staff FTE

#5 – IT Infrastructure and Innovation
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Similar to trends at many universities, TTU intends to address technology gaps to increase competitiveness and implement incentives to encourage innovation and stakeholder participation.

Context	Peers/ Trends in Higher Education

• Technology capabilities were widely acknowledged as a performance gap during the Flight Plan process
 	
• Faculty and Staff have acknowledged there is very little funding for ongoing experimentation or pilot projects in adopting leading-edge technology
	<u>Peer Context</u>
	
	• Miami University uses a portion of their student technology fee as funding for "innovative student-focused technology projects submitted by students, faculty or staff"
	
	• The University System of Georgia has placed in its guidelines for a technology fee that innovative uses of technology is an emphasis
	
	<u>Trends in Higher Education</u>
	
	• Most universities are building advanced IT capabilities to improve service to students and advance competitiveness in instruction and research
	
	• Certain universities have created hybrid funds that, in addition to having a commercialization/research emphasis, are dedicated to innovative academic technology projects that:
	   – Improve the quality of instruction
	   – Create a differentiator for attracting higher caliber students to the University

#5 – IT Infrastructure and Innovation
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on implementing the technology staffing plan, creating the strategic plan, and governing the TIF development.

Action Steps

Near-Term (1 to 6 Months)
- ❑ Brief faculty on process to create a new strategic plan
- ❑ Launch an ad-hoc committee to review research computing needs
- ❑ Form strategic planning committee with representation from faculty, administrators, students, and IT staff
- ❑ Develop baseline assessment to peers on IT metrics
- ❑ Begin creation of a three year Information Technology Strategic Plan and corresponding resource plan
- ❑ Begin hiring additional resources for year one

Mid-Term (6 to 12 Months)
- ❑ Have the IT strategic planning committee develop a governance structure, including a process to create and manage the TIF charter (guidelines, and reasonable expectations for annual allocations)
- ❑ Launch IT strategic plan to campus and community
- ❑ Secure initial funding for TIF
- ❑ Begin taking proposals for technology projects
- ❑ Make decisions on funded projects

Long-Term (12+ Month)
- ❑ Provide funding for initial round of projects
- ❑ Review performance metrics to peers

#5 – IT Infrastructure and Innovation
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Announce IT Strategic Plan	■	■																
Ad-Hoc Committee on Research Computing		■	■	■	■													
IT Strategic Plan			■	■	■	■												
Resource Plan for IT Strategic Plan and Research Computing						■												
Governance Structure and TIF Structure							■	■										
Launch IT Strategic Plan							■	■										
Secure TIF Funding for Pilot Project								■	■									
Receive Proposals for TIF and Select Pilot Project									■	■	■							
Determine Resource Allocations for IT Strategic Plan and TIF												■	■					
Launch Formal TIF Initiative														■				
Launch 2014 IT Strategic Initiatives (Consistent with Plan)															■	■	■	■

#5 – IT Infrastructure and Innovation
RESOURCES

The technology plan calls for $500K to augment the IT staff at TTU by 11 staff positions with additional resources to be allocated to IT. Plans for additional resources will result from the planning processes outlined in this action plan.

Resource Estimates

Category	Recurring	One-Time
Labor	TBD	
Non-Labor		
Total		

Detailed Description of Resource Needs

- **Labor**
  - 11 staff position hires to IT services (Year 1)
  - Additional positions to be determined; funding secured
- **Non-Labor**
  - TBD

#5 – IT Infrastructure and Innovation
ACCOUNTABILITY

TTU TENNESSEE TECH
UNIVERSITY

This plan will be led out of IT with significant stakeholder engagement.

Reid Christenberry
Dr. Carl Owens

Implementation Team
Project Leader (IT Staff) – CIO

Project Leader (TIF) – CIO/CFO

Suggested Representation
- Faculty
- Students
- Staff
- CFO

Accountability Plan
Flight Plan Leaders ▪ Technology Leaders - Reid Christenberry, Dr. Carl Owens

Implementation Team
▪ The CIO will lead the IT strategic plan
▪ The strategic plan will be crafted by a committee with representation from:
   – Faculty
   – Staff
   – Students
   – CFO

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#6 – Co-Curricular Undergraduate Programs

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to augment the overall student experience for undergraduates by promoting and encouraging, co-curricular activities.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Redesign TTU's undergraduate programs to emphasize co-curricular activity in order to better prepare students to solve real-world problems – Promote Undergraduate Research (URECA Funds) – Expand co-ops – Sponsor service learning – Encourage study abroad	<u>Objective</u> • Emphasize the co-curricular undergraduate experience to distinguish TTU from peers • Align the requests of potential employers with undergraduate curricula • Promote cross-discipline work <u>Link to *Flight Plan*</u> • Increase co-curricular undergraduate programs to establish a distinctive environment at TTU	<u>*Flight Plan* Metrics</u> • 1st to 2nd Year Retention Rate • Six Year Graduation Rate • Bachelor's Degrees Conferred <u>Operational Metrics</u> • Number of students participating in undergraduate research • Number of students receiving credit for study abroad coursework • Number of students receiving co-op positions (particularly in engineering) • Number of students in service learning programs

#6 – Co-Curricular Undergraduate Programs
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

There is the desire among faculty and students to enhance current programs and highlight the opportunities available from alternative learning experiences.

Context	Peers/ Trends in Higher Education

• *Flight Plan* identified the desire of faculty, staff, and students to expand emphasis on real-world problem solving into undergraduate curriculum
 	
• While undergraduate engineering students are frequently able to secure co-op positions during the year, students from other disciplines would like similar experiences
 	
• Increasing service learning opportunities complements THEC's plan for comprehensive skill development
	Peer Context:
	• SUNY-Binghamton provides an alternate transcript that details a student's co-curricular and leadership activities
	
	• Miami University includes co-curricular experiences with the Honors program
	
	• Clemson University offers both online (classroom) and outside-the-classroom co-curricular experiences
	
	Trends in Higher Education:
	• Purdue University found that "highly-engaged" students in co-curricular activities had higher retention and success rates
	
	• The AAUC has highlighted a number of high-impact educational opportunities, including:
	   – Collaborative assignments/projects
	   – Undergraduate Research
	   – Service learning/Community-based Learning
	   – Diversity/Global Learning
	   – Capstone Projects / Internships

Data Source: http://www.aacu.org/leap/hip.cfm; http://www.purdue.edu/newsroom/research/2011/111206GordonCoCurricular.html

#6 – Co-Curricular Undergraduate Programs
ACTION STEPS

TENNESSEE TECH UNIVERSITY

Near-term opportunities will focus on establishing an administration for tracking co-curricular participation and encouraging participation to both faculty and students.

Action Steps

Near-Term (1 to 6 Months)
- ❑ Appoint a faculty-led group to develop strategy and implementation oversight for co-curricular program expansion
- ❑ Establish an Office of Undergraduate Research
- ❑ Launch pilot undergraduate research projects
- ❑ Coordinate existing co-curricular programs and evaluate ways to make programs more robust
- ❑ Evaluate opportunities to recognize co-curricular achievements for student records

Mid-Term (6 to 12 Months)
- ❑ Identify requirements for co-curricular activities and connect them with evaluation criteria
- ❑ Develop expansion plans with resource estimates for study abroad, service learning and co-ops

Long-Term (12+ Month)
- ❑ Launch co-curricular transcript
- ❑ Evaluate co-curricular requirement

#6 – Co-Curricular Undergraduate Programs
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Appoint faculty oversight group on co-curricular programs	■	■																
Establish an Office of Undergraduate Research		■	■															
Undergraduate Research Program Development				■	■	■												
Coordinate Co-Curricular Programs / Develop Ideas				■	■	■												
Undergraduate Research Pilot Programs							■	■	■									
Co-Curricular Program Evaluation and Student Record Creation Plan (Co-Curricular Transcript)							■	■	■									
Co-Op Expansion Plan and Resources										■	■	■						
Study Abroad Expansion Plan and Resources										■	■	■						
Service Learning Expansion Plan and Resources										■	■	■						
Resource Decisions													■					
Launch Co-Curricular Transcript														■				
Expand Co-Op, Study Abroad and Service Learning														■	■	■	■	■

#6 – Co-Curricular Undergraduate Programs
RESOURCES

TENNESSEE TECH UNIVERSITY

The initial phase plan calls for nearly $300K to add resources to support undergraduate research. Future resources will be required to address co-cop, study abroad and service learning expansion.

Resource Estimates

Category	Recurring	One-Time
Labor	$60,000	$0
Non-Labor	$230,000	$0
Total	$290,000	$0

Detailed Description of Resource Needs

- **Labor**
  - Necessary personnel to establish an Office of Undergraduate Research (Director, release time, administrative staff, etc.)
- **Non-Labor**
  - Additional URECA funds
  - Equipment and office expenses
  - Faculty development
  - Marketing

#6 – Co-Curricular Undergraduate Programs

ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led out of the Provost's Office.

Provost
Dr. Holly Stretz
Dr. Mark Stephens

Implementation Team
Project Leader – TBD

Suggested Representation
- Provost's Office
- Registrar's Office
- Deans
- Faculty
- Students
- Office of Research

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens

Implementation Team
▪ Project Leader- To be appointed
▪ Team to include representation from:
   – Provost's Office
   – Registrar's Office
   – Deans
   – Faculty
   – Students
   – Office of Research

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#7 – Research Innovation

IMPLEMENTATION PLAN

TU TENNESSEE TECH UNIVERSITY

The objective of this action plan is to develop an incubator system to promote inter-disciplinary research among faculty members.

Action Summary – INNOVATION INCUBATOR (IDEAS)		
Description	**Objective**	**Success Metrics**
• Create a Multidisciplinary Innovation Incubator to cultivate promising and distinctive research opportunities with an end goal of promoting commercialization • Develop common criteria (NSF-style) and faculty oversight to select promising ideas and provide short-term support to ready the opportunity for external funding	**Objective** • Surface prospects for new, distinctive research opportunities • Offer new, collaborative programs that fit the educational needs of the state of Tennessee **Link to *Flight Plan*** • Invigorating faculty to collaborate and explore research opportunities is an essential component of *Flight Plan*	***Flight Plan* Metrics** • Total Research Expenditures/Full-time Tenured Faculty • Doctoral Degrees Conferred • Master's Degrees Conferred **Operational Metrics** • Number of cross-appointments for faculty members • Number of projects funded through the innovation incubator

#7 – Research Innovation
CONTEXT FOR ACTION

IDEAS is intended to identify, select, and cultivate new interdisciplinary research opportunities on a competitive basis.

Context	Peers/ Trends in Higher Education
• As the only "Technological" university in the state of Tennessee, TTU requires a more robust research and innovation profile • Creating a NSF-style application process can support innovative faculty members with new, and distinctive, interdisciplinary research ideas • The idea is to support faculty teams over a short period of time to incubate and ready the opportunity for external funding	Peer Context: • The Clemson University CyberInstitute serves as an "incubator of transdisciplinary research, empowering students, researchers, and educators to contribute, and compete in, today's knowledge-based economy" • The CyberInstitute engages with scholars and researchers in all disciplines, including those in the humanities and social sciences, to help them "leverage existing resources and take advantage of new knowledge and technologies to transform their research" Broad Trends in Higher Education: • Inter-disciplinary research/collaboration that produces technological innovation is a focus of funding agencies

#7 – Research Innovation
CONCEPTUAL MODEL

TENNESSEE TECH UNIVERSITY

The following is a conceptual model that the Committee may consider as it develops the incubator.

IDEAS

Incubator for Distinction in Education and Applied Sciences

Step 4 — Support

University and Industrial Support
During the last phase of funding, the selected project must develop a strategic plan to ensure long term viability.

Step 3 — Connections

Long-term Partnerships to ensure Future Success
Projects will be given funding to establish external partnerships.

Step 2 — Experience

Experience and partnerships
Selected projects will be given funding for the first year of implementation of the project.

Step 1 — Innovation

Invest seed funds to provide proof of concept
Environment for cross-discipline innovation in research, education, and service

*Graphics created by Dennis George

#7 – Research Innovation
ACTION STEPS

Near-term actions will concentrate on establishing a governance structure for funding ideas and requesting proposals.

Action Steps
Near-Term (1 to 6 Months)
❑ Establish a governance structure for the innovation committee
❑ Adopt selection criteria and terms of support (timeframe, deliverables, expectations, resources)
❑ Launch ad-hoc research computing review (note: action to be sponsored in technology team)
Mid-Term (6 to 12 Months)
❑ Call for proposals for additional pilot projects(s)
❑ Receive report of findings
Long-Term (12+ Month)
❑ Secure funding for additional pilot projects
❑ Re-think patents and invention disclosures to foster innovation
❑ Incentivize faculty to start new ventures

#7 – Research Innovation
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Establish governance structure and committee	■	■																
Develop selection criteria and terms of support			■	■	■	■												
Ad-hoc committee on research computing (via technology team)			■	■	■	■												
Pilot project funding and selection							■	■	■	■	■							
Call for additional proposals											■	■						
Secure funding for second round of pilot projects													■	■				
Revisions to criteria and terms based on pilot													■	■				
Fund second round of pilot projects															■	■		

#7 – Research Innovation
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led out of the Research Office.

Vice President, Research
Dr. Holly Stretz
Dr. Mark Stephens

Implementation Team
Leader – TBD

Suggested Representation
- Office of Research
- Provost's Office
- Faculty Representation

Accountability Plan
Flight Plan Leaders ▪ Vice President, Research ▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens

Implementation Team
▪ Project Leader- Research (TBD)
▪ Project team to include representation from:
    – Office of Research
    – Provost's Office
    – Faculty

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
    – Progress to completion
    – Issues preventing on-time completion
    – Feedback on items that should be communicated to other Action Plan teams

#8 – New Graduate Programs

IMPLEMENTATION PLAN

TU TENNESSEE TECH
UNIVERSITY

The objective of this plan is to increase the total number of graduate and Ph.D. degrees conferred with new offerings in high-demand fields.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Offer new Graduate Degrees in high-demand fields • Educate and support faculty on the structure for evaluating and developing new graduate programs	<u>Objective</u> • Increase the quantity and quality of TTU's Graduate Degrees • Offer new programs in growing fields, especially STEM-related fields <u>Link to *Flight Plan*</u> • Adding new degree programs is a major component of *Flight Plan* • Graduate degree programs in targeted areas will increase the research emphasis of the institution and provide more STEM-related offerings to students	<u>*Flight Plan* Metrics</u> • Doctoral Degrees Conferred • Master's Degrees Conferred • Total Research Expenditures/Full-time Tenured Faculty <u>Operational Metrics</u> • Number of Graduate Degrees offered • Number of graduate students enrolled • Number of Ph.D. students enrolled

#8 – New Graduate Programs
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Offering new, targeted graduate programs aligns with CCTA goals, while simultaneously fulfilling demand from Tennessee residents for certain programs.

Context	Peers/ Trends in Higher Education
• Moving forward, the added emphasis on increasing TTU's research profile will call for the institution to add additional Master's Degree offerings and/or concentrations • The Complete College Tennessee Act metrics include both PhDs and Master's Degrees conferred • To date, the majority of faculty have misconceptions about the evaluation and approval process for establishing new Graduate programs	<u>Peer Context</u>: • Not all aspirational peers are currently offering Professional Science Master's programs • James Madison University is launching an Online Ph.D. Program in Nursing in Spring, 2014 • University of New Hampshire's Ph.D. in Nursing program offers online and hybrid classes as part of the curriculum <u>Trends in Higher Education</u>: • "New advanced practice nurses can anticipate needing or being strongly encouraged to get a doctor of nursing practice (D.N.P.) degree beginning in about 2015"- *US News* • Between 2008 and 2010, the number of universities offering a Master's degree in Professional Sciences nearly doubled as students see the degree as "hybrid" and "agile" – NYTimes.com

Data Source: USNews.com; http://www.nytimes.com/2010/12/27/education/27iht-educLede.html?pagewanted=all&_r=0

#8 – New Graduate Programs
ACTION STEPS

Near-term actions will focus on clarifying the process to launch new graduate programs.

Action Steps
Near-Term (1 to 6 Months)
❑ Develop a clear, and communicative, methodology for faculty to establish new graduate programs, including multi-disciplinary programs
❑ Hold a symposium to teach faculty about the process
❑ Launch additional Professional Sciences Master's (PSM) Degree concentrations
❑ Develop, and communicate, protocols on PSM concentrations
Mid-Term (6 to 12 Months)
❑ Continue launching additional Professional Sciences Master's Degree concentrations
❑ Faculty begin writing proposals for new programs
❑ Faculty review new proposals with Provost's office and make decisions
Long-Term (12+ Month)
❑ Complete proposal for Nursing Ph.D. Program with ETSU

#8 – New Graduate Programs
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Clarify methodology for new or expanded graduate programs			■	■	■													
Add initial PSM concentrations to the Master's Program					■													
Host workshop for faculty on creating new programs					■													
Continue developing and launching PSM concentrations					■	■	■											
Provost's Office receives faculty proposals on new programs								■	■	■								
Send Ph.D. in Nursing proposals (with ETSU) to TBR for approval											■							

#8 – New Graduate Programs
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH
UNIVERSITY

This plan will be led out of the Provost's Office.

Provost Dr. Holly Stretz Dr. Mark Stephens

Implementation Team
Project Leader – TBD

Suggested Representation
- Provost's Office
- Deans
- Faculty

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Distinctiveness Leaders - Dr. Holly Stretz, Dr. Mark Stephens

Implementation Team
▪ Leader- To be appointed
▪ Project team to include representation from:
   – Provost's Office
   – Deans
   – Faculty

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
   – Progress to completion
   – Issues preventing on-time completion
   – Feedback on items that should be communicated to other Action Plan teams

#9 – Technology in Teaching

IMPLEMENTATION PLAN

TU TENNESSEE TECH
UNIVERSITY

The objective of this plan is to promote digital learning techniques to interested faculty and encourage them to revamp their undergraduate courses.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Invigorate and support faculty to offer advanced support for technology in teaching o Course Redesign (flipping classrooms, hybrid courses) o Approach for incorporating MOOCs and other digital innovations o Provisioned Mobile Devices o Classroom Technology Upgrade • Utilize the TBR's new relationship with *Coursera* to capitalize on opportunities that fit well with the desires of TTU's faculty	<u>Objective</u> • Promote digital instruction that suits faculty interests and fulfills demand for more instant communication channels <u>Link to *Flight Plan*</u> • Supporting faculty as they approach technology in the classroom is another pillar of *Flight Plan* • This action enables interactive learning with a digital component and incorporates hybrid class learning techniques to fulfill student demand	<u>*Flight Plan* Metrics</u> • 1st to 2nd Year Retention Rate • Six Year Graduation Rate • Master's Degrees Conferred • Bachelor's Degrees Conferred <u>Operational Metrics</u> • Number of faculty participating in course redesigns • Number of redesigned courses

#9 – Technology in Teaching
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Digital instruction methods are becoming increasingly integrated among aspirational peers, and offer an additional medium for distribution of education.

Context	Peers/ Trends in Higher Education
• Student feedback informed the *Flight Plan* steering committee of a desire to have content delivered through multiple formats • Utilizing mobile technology and "Flipped classrooms" offers alternatives to the traditional classroom and fulfills the needs of those students seeking an alternative experience • General classroom technology upgrades are needed to bring TTU closer to market competitors by offering a comparable, if not enhanced, experience • The recent TBR agreement with *Coursera* can assist TTU administration, as well as faculty, by offering a proven platform for experimenting with new online formats	<u>Peer Context:</u> • Each of the five aspirational peers are either practicing the "Flipping the Classroom" model or are in the process of exploring implementation • Miami University recently implemented their The Top 25 Project focusing on redesigning the university's highest enrollment courses and placing the student at the very center of the learning experience <u>Trends in Higher Education:</u> • Both faculty and administrators are actively searching for the best way to utilize mobile technology in the classroom • Universities are investing in "smart" classrooms that can easily interact with different types of mobile devices to enhance the classroom experience and allow students better access to faculty content

#9 – Technology in Teaching
ACTION STEPS

Near-term efforts will concentrate on educating faculty about different opportunities while determining the best course of action for applying technology in the classroom.

Action Steps

Near-Term (1 to 6 Months)
- ❑ Engage faculty on course redesign process
- ❑ Hold an assessment period to determine prospective courses for re-design by enrollment and faculty interest
- ❑ Determine technological needs in the classroom to implement re-designed courses
- ❑ Develop resource plan for implementation
- ❑ Engage colleges on necessary upgrades to technology
- ❑ Select pilot courses based on assessment period results and faculty desires

Mid-Term (6 to 12 Months)
- ❑ Secure release time for selected faculty
- ❑ Redesign courses (hybrid course, Flip the Classroom, etc.)
- ❑ Implement mobile device usage in classroom

Long-Term (12+ Month)
- ❑ Launch pilot courses

#9 – Technology in Teaching
MILESTONES

TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Faculty engagement	X	X																
Course re-design Assessment Period		X	X	X	X	X												
Overall classroom technology assessment			X	X	X	X												
Define need, determine approach to service, and establish criteria and terms of course selection						X	X											
Engage colleges and experiment with pilot programs							X	X	X	X								
Evaluate pilot programs and develop plan for broader initiative										X	X							
Develop resource plan and secure resources for Year 1												X						
Engage colleges to identify courses tor program													X					
Redesign applicable courses														X	X	X	X	
Launch Redesigned courses																		X

#9 – Technology in Teaching
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led out of the Provost's Office.

Provost
Distinctiveness - Dr. Holly Stretz / Dr. Mark Stephens
Technology – Dr. C. Owens / R. Christenberry

Implementation Team
Leader – TBD

Suggested Representation
- Provost's Office
- Deans
Faculty
- CIO's Office

Accountability Plan
Flight Plan Leaders ▪ Provost ▪ Distinctiveness - Dr. Holly Stretz, Dr. Mark Stephens

Implementation Team
▪ Project Leader- Provost
▪ Project team to include representation from:
  – Provost's Office
  – Deans
  – Faculty
  – CIO and IT Staff

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Executive Team
▪ Reports will include:
  – Progress to completion
  – Issues preventing on-time completion
  – Feedback on items that should be communicated to other Action Plan teams

#10 – Enrollment, Tuition, and Scholarships
IMPLEMENTATION PLAN

TU TENNESSEE TECH
UNIVERSITY

The objective of this plan is to institute a data-driven enrollment model to evaluate and optimize enrollment.

SUMMARY		
Description	**Objective**	**Success Metrics**
• Assess current state of enrollment management offices to determine future priorities • Implement a data-driven enrollment and tuition model • Evaluate current and future in-state and out-of-state undergraduate enrollment plans • Increase scholarships through fundraising	<u>Objective</u> • Sustain and grow undergraduate enrollment • Improve usage of scholarship dollars to target specific groups of students (out-of-state, high performing, etc.) to broaden total financial resources <u>Link to *Flight Plan*</u> • A data-driven enrollment and tuition model represents a proactive approach to targeted enrollment growth	<u>*Flight Plan* Metrics</u> • Undergraduate FTE Enrollment • Bachelor's Degrees Conferred • Operating Expenditures per Student FTE <u>Operational Metrics</u> • Net tuition revenue • In-state vs. out-of-state mix

#10 – Enrollment, Tuition, and Scholarships

CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

To date, scholarship dollars are provided to students without significant data to support their potential return on investment to the institution.

Context	Peers/ Trends in Higher Education
• TTU has very limited control over tuition due to legislative constraints • A data-driven enrollment and tuition model is not currently in place • Student and administrator feedback determined that financial aid packages are not conveyed to prospective students early enough in the admissions process	<u>Peer Context</u>: • Clemson University embarked on an enrollment management assessment to forge a long-term and data-driven methodology for admissions and financial aid <u>Trends in Higher Education</u>: • Universities use discounting for a variety of strategic purposes • While tuition discounting has traditionally been practiced at small, private institutions (with high rates), medium-to-large public schools have also begun adopting these practices • "Tuition discounting reached a record high in 2011-12 at private nonprofit colleges, but that common technique for attracting students often failed to have the desired effect, especially at small, less-selective institutions" – NACUBO

Data Source: http://chronicle.com/article/Small-Private-Colleges-Lose/139091/?cid=at&utm_source=at&utm_medium=en

#10 – Enrollment, Tuition, and Scholarships
ACTION STEPS

TTU TENNESSEE TECH UNIVERSITY

Near-term actions will focus on evaluating the current state and implementing a fully-functional model; in the long-term, scholarship decisions will be made via the model.

Action Steps
Near-Term (1 to 6 Months)
❑ Assessment of admissions data, current processes, and technology capabilities
❑ Evaluation of current enrollment strategy for TTU residents and non-residents
❑ Prioritize future changes in strategy and operations
❑ Start scholarship fundraising efforts
Mid-Term (6 to 12 Months)
❑ Structure the beginnings of a data-driven enrollment and tuition model that integrates scholarship and financial aid offerings to make admissions and financial aid offerings in a timely manner (comparable to other TBR institutions)
❑ Develop the model
❑ Train enrollment management and admissions staff
❑ Launch model
Long-Term (12+ Month)
❑ Apply new model to admissions and financial aid decisions for the entering transfer class in Spring, 2014 and all students in Fall, 2015

#10 – Enrollment, Tuition, and Scholarships
MILESTONES

TTU TENNESSEE TECH UNIVERSITY

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Admissions Assessment	■	■	■															
Financial Aid Assessment	■	■	■															
Evaluation of Current Strategies	■	■	■															
Finalize Action Steps and Resource Plan			■															
Scholarship Fundraising			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Begin Structuring Data-Driven Financial Aid Decision Model				■														
Develop Model					■	■	■											
Launch Model							■											
Continuous review, model evaluation, and improvement							■	■	■	■	■	■	■	■	■	■	■	■
Apply Model to Decision Making							■	■	■	■	■	■	■	■	■	■	■	■

#10 – Enrollment, Tuition, and Scholarships
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led through a combination of the Business Office and Office of Enrollment Management.

Infrastructure - Dr. Claire Stinson, Dr. Ken Wiant
Undergraduate - Dr. Bobby Hodum

Implementation Team
Leader – TBD

Suggested Representation
- Enrollment Management
- Financial Aid
- CFO Office

Accountability Plan
Flight Plan Leaders ▪ Infrastructure & Resources - Dr. Claire Stinson, Dr. Ken Wiant ▪ Undergraduate – Dr. Bobby Hodum
Implementation Team ▪ Leader- To be determined ▪ Project team to include representation from: – Enrollment management – Financial Aid – CFO's Office
Status Reporting ▪ Monthly status reports to be submitted to Flight Plan Leaders ▪ Reports will include: – Progress to completion – Issues preventing on-time completion – Feedback on items that should be communicated to other Action Plan teams

#11 – Physical Infrastructure
IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to enhance Tennessee Tech's campus and infrastructure based on prioritized needs.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Add new academic space and renovate classrooms
 	
• Enrich university physical infrastructure to address the student experience:
  – Intramural sports
  – "Commons" space
  – Dining
 	
• Enhance exterior university spaces:
  – Green space
  – Parking
  – Roads
  – Signage
  – Landscape master plan
	<u>Objective</u>
	• Make it simpler for stakeholders to travel to, from, and around campus
	
	• Create a well-defined main entrance to campus to signal to the community when someone is on campus
	
	• Provide students and faculty with enhanced space
	
	<u>Link to *Flight Plan*</u>
	• A key *Flight Plan* recommendation was to upgrade overall physical infrastructure to improve the student experience and support faculty and staff
		<u>*Flight Plan* Metrics</u>
		• Operating Expenditures per Student FTE
		
		<u>Operational Metrics</u>
		• Number of parking spaces
		
		• Total number of descriptive signs posted outside of campus buildings
		
		• Progress towards development and completion of the landscape master plan

#11 – Physical Infrastructure
CONTEXT FOR ACTION

TTU TENNESSEE TECH UNIVERSITY

Outdoor space development has been delayed in recent years due to a backlog of deferred maintenance initiatives that have taken priority over green space enhancement efforts.

Context	Peers / Trends in Higher Education

• Classrooms and academic spaces in many buildings are outdated
 	
• There are currently a number of limitations across campus affecting the student experience:
   – Insufficient intramural sports opportunities
   – Limited collaborative study space
   – Limited dining capacity and diversity
 	
• Many of TTU's buildings on campus mirror one another in their design, making it difficult for those unfamiliar with campus to navigate
 	
• Lack of green space contributes to some students' perception of TTU as a commuter school
 	
• There are not enough parking spots on campus to accommodate all commuter students along with faculty and staff (this need will increase in order to support campus growth and a loss of parking for new buildings)
	<u>Peer Context</u>:
	• Clemson University provides an information system on all on- and off campus facilities to aid the public in identifying and locating facilities
	
	• Miami University sets up "Green Space" networks to ensure that their wireless is reachable to outdoor areas
	
	<u>Trends in Higher Education</u>:
	• Increasing signage across campus can have a direct impact on admissions process
	
	• Some campuses have turned to digital signage to promote the sharing of vital information
	
	• According to a study by Texas State University, the presence of green space plays a large role in enhancing the overall quality of life for many undergraduate students

Data Source: http://greenplantsforgreenbuildings.org/attachments/contentmanagers/25/CampusGreenSpaceQualityofLife.pdf

#11 – Physical Infrastructure
ACTION STEPS

Near-term actions will focus on identifying potential areas for development and enhancement, specifically areas that promote the student experience.

Action Steps
Near-Term (1 to 6 Months)
❑ Identify space for large classrooms
❑ Define classroom structure suitable for differing teaching needs and styles across faculty, disciplines, and courses
❑ Launch event management software
❑ Evaluate needs for intramural sports
❑ Tie external items into the refined campus Master Plan
– Identify locations within academic buildings and the University Center for improved common space
– Identify locations for development of new dining space
– Identify green space needs
❑ Identify building signage needs
❑ Conduct campus traffic/parking study
Mid-Term (6 to 12 Months) to
❑ Develop resource and fundraising plan
❑ Prioritize year one projects
❑ Fund projects
Long-Term (12+ Months)
❑ Launch funded projects

#11 – Physical Infrastructure
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014										
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Identify academic space for renovation	█	█	█															
Identify development areas for athletic facilities	█	█	█															
Launch event management software			█															
Identify refined campus Master Plan additions				█	█	█												
Identify signage needs				█	█	█												
Launch traffic/parking study					█	█												
Prioritize year one opportunities							█	█										
Develop resource plan							█	█	█	█	█							
Commence with funded projects												█	█	█	█	█	█	█

#11 – Physical Infrastructure
ACCOUNTABILITY PLAN

TENNESSEE TECH UNIVERSITY

This plan will be led through a combination of the Business Office and Facilities Management.

Dr. Claire Stinson
Dr. Ken Wiant

Implementation Team
Project Leader – CFO

Suggested Representation
- Facilities
- CFO Office
- Student Representation
- Faculty Representation

Accountability Plan
Flight Plan Leaders ▪ Dr. Claire Stinson, Dr. Ken Wiant

Implementation Team
▪ Project Leader- CFO
▪ Project team to include representation from:
  – Facilities
  – CFO's Office
  – Student Representation
  – Faculty Representation

Status Reporting
▪ Monthly status reports to be submitted to Flight Plan Leaders
▪ Reports will include:
  – Progress to completion
  – Issues preventing on-time completion
  – Feedback on items that should be communicated to other Action Plan teams

#12 – Efficiency and Effectiveness

IMPLEMENTATION PLAN

TTU TENNESSEE TECH UNIVERSITY

The objective of this plan is to increase administrative efficiency and effectiveness.

SUMMARY		
Description	**Objective**	**Success Metrics**

• Improve efficiency and effectiveness through optimizing and automating business processes:
  – Recruiting, Hiring, and Onboarding
 	
  – Purchasing
 	
  – Scheduling/Registration
 	
• Utilize effective, collaborative, and technology-enabled tools
  – Electronic Workflow / Microsoft SharePoint
 	
  – Mobile Applications
 	
  – Push Technology
	<u>Objective</u>
	• Simplify administrative processes to improve efficiency and effectiveness
	
	• Leverage technology to automate processes
	
	<u>Link to *Flight Plan*</u>
	• Effective use of human and financial resources by making processes more efficient
		<u>*Flight Plan* Metrics</u>
		• Operating Expenditures per Student FTE
		
		<u>Operational Metrics</u>
		• Project dependent metrics (examples):
		  – Recruiting, Hiring, and Onboarding - Time to complete a new hire process
		
		  – Purchasing - Number of suppliers in an individual product category

#12 – Efficiency and Effectiveness
CONTEXT FOR ACTION

TTU | TENNESSEE TECH UNIVERSITY

Many of TTU's current business processes are cumbersome, inefficient, and time-consuming, resulting in displeased stakeholders.

Context	Peers/ Trends in Higher Education
• The hiring process requires many pages of required regulations and burdens • While purchasing is not a major issue for the institution, the process is not streamlined or automated • Changes can be made to the registration and scheduling process that would increase service levels to students • Collaborative sharing tools are not currently utilized on many paper-based business processes	Peer Context: • In 2009, Clemson University's HR team identified an opportunity to streamline Clemson's hiring process • The old process was filled with duplicate entries, wasted time, unnecessary paper, and an inefficient signature/approval model • The new result was an electronic process that targeted the inefficient issues and aligned to their new strategic plan Trends in Higher Education: • Many universities have adopted business process efficiency initiatives to streamline and automate administrative processes • Public institutions are using a combination of state and locally-negotiated contracts in order to capture the best price on goods

Data Source: http://chronicle.com/article/Small-Private-Colleges-Lose/139091/?cid=at&utm_source=at&utm_medium=en

#12 – Efficiency and Effectiveness
ACTION STEPS

Near-term actions will focus on identifying problem processes and developing best-practice workflows.

Action Steps
Near-Term (1 to 6 Months)
❑ Launch purchasing software and optimize procurement business processes
❑ Implement revised hiring procedures
❑ Conduct study of current inefficient business processes
❑ Engage feedback from administrators on inefficient processes
❑ Determine appropriate areas to introduce collaborative tools (SharePoint)
Mid-Term (6 to 12 Months)
❑ Develop Phase 1 process optimization plan for scheduling and registration
❑ Adopt mobile technology/push communication to pilot on scheduling and registration
❑ Determine continuous improvement cycle
❑ Phase 2 process efficiency project selection
❑ Develop resource plan for Phase 2
Long-Term (12+ Month)
❑ Launch Phase 2 process efficiency projects

#12 – Efficiency and Effectiveness
MILESTONES

A high-level implementation plan with important milestones is presented below:

Milestone	2013						2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Procurement process implementation	■	■	■															
Hiring process implementation			■	■														
Determine registration and scheduling process optimization				■	■	■												
Feedback on new candidate processes for future					■	■	■											
Phase 1- Registration and scheduling implementation							■	■	■	■								
Mobile app/push communication pilot									■	■								
Continuous improvement cycle development											■	■						
Phase 2 resource plan												■						
Phase 2- process efficiency selection and optimization												■	■					
Phase 2- process efficiency implementation													■	■	■	■	■	■

#12 – Efficiency and Effectiveness
ACCOUNTABILITY PLAN

TTU TENNESSEE TECH UNIVERSITY

This plan will be led through a combination of the Business Office with participation from IT.

Dr. Claire Stinson
Dr. Ken Wiant

Implementation Team
Leader – TBD

Suggested Representation
- CFO Office
- Relevant process owners
- IT staff

Accountability Plan
Flight Plan Leaders ▪ Dr. Claire Stinson, Dr. Ken Wiant
Implementation Team ▪ Leader- To be determined ▪ Project team to include representation from: 　– CFO's Office 　– Relevant process owners 　– IT staff
Status Reporting ▪ Monthly status reports to be submitted to Flight Plan Leaders ▪ Reports will include: 　– Progress to completion 　– Issues preventing on-time completion 　– Feedback on items that should be communicated to other Action Plan teams

APPENDIX B:
SELECT COMPARATIVE CHARTS

National Comparative Peers
RETENTION

Tennessee Tech's 1st to 2nd year retention is in the bottom third.

1st to 2nd Year Retention

Institution	Retention
Appalachian State	88.0%
U Idaho	80.0%
UA Huntsville	79.0%
U Maine	78.0%
Louisiana Tech	77.3%
South Dakota State	73.5%
TTU	73.0%
Murray State	72.0%
New Mexico State	71.0%
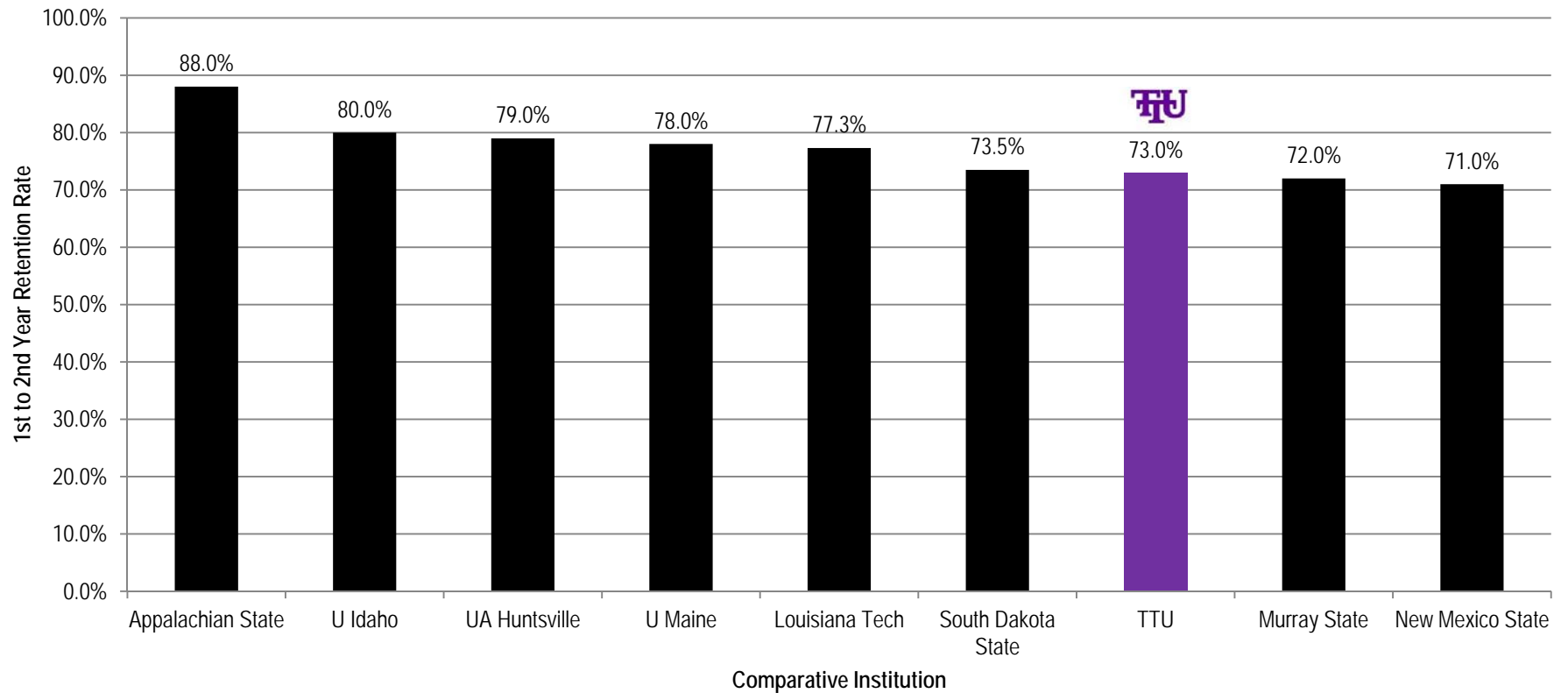
Data Source: Common Data Set 2011-12

Tennessee Comparative Peers

1ST TO 2ND YEAR RETENTION RATE

TTU TENNESSEE TECH UNIVERSITY

Tennessee Tech's 1st to 2nd year retention rate is near the top of the Tennessee Peer group.

1st to 2nd Year Retention Rate (FTFT Freshmen)
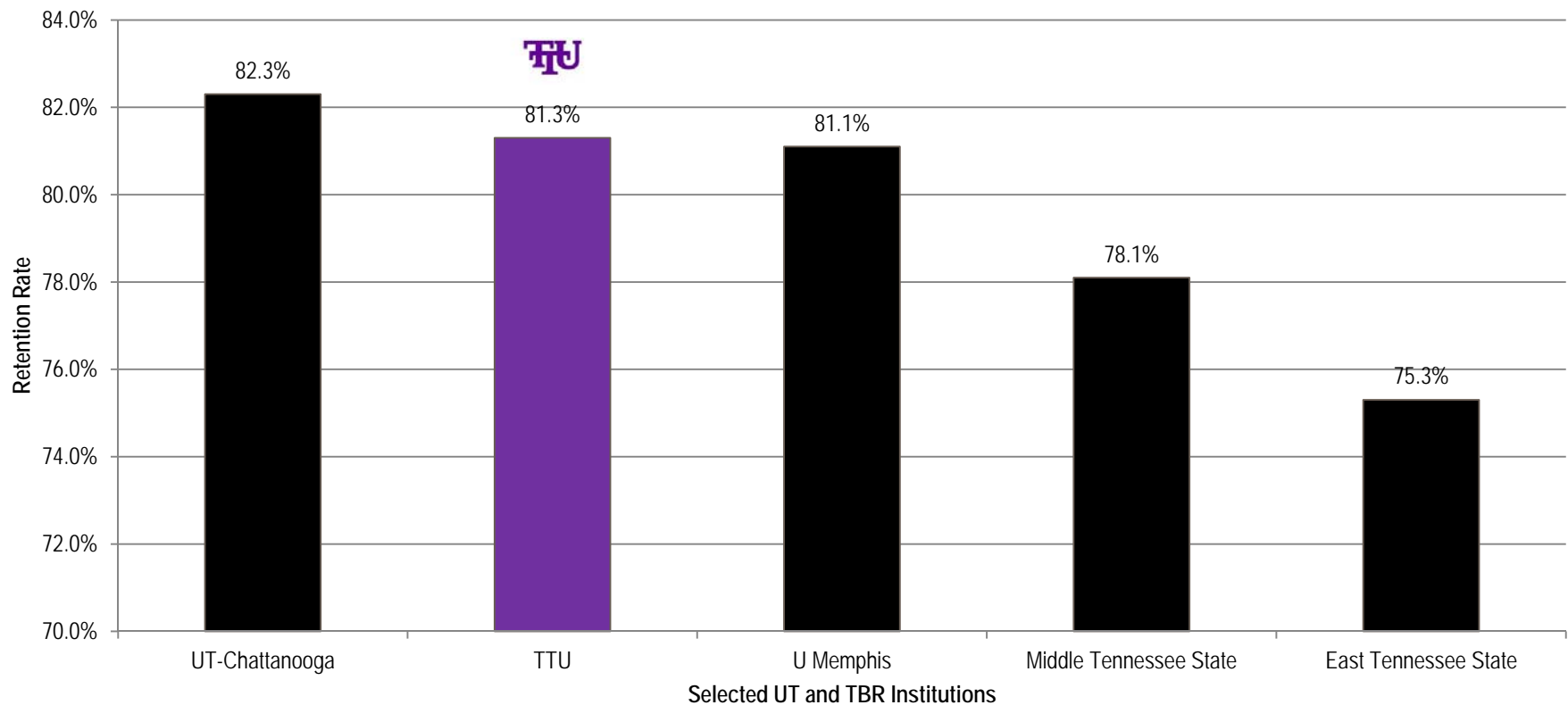
Data Source: THEC Factbook 2012–13, Table 2.1

National Comparative Peers
SIX-YEAR GRADUATION RATE

TTU's six-year graduation rate is in the bottom half of the comparative peer set.

Six-Year Graduation Rate

Data Source: Common Data Set 2011-12

123
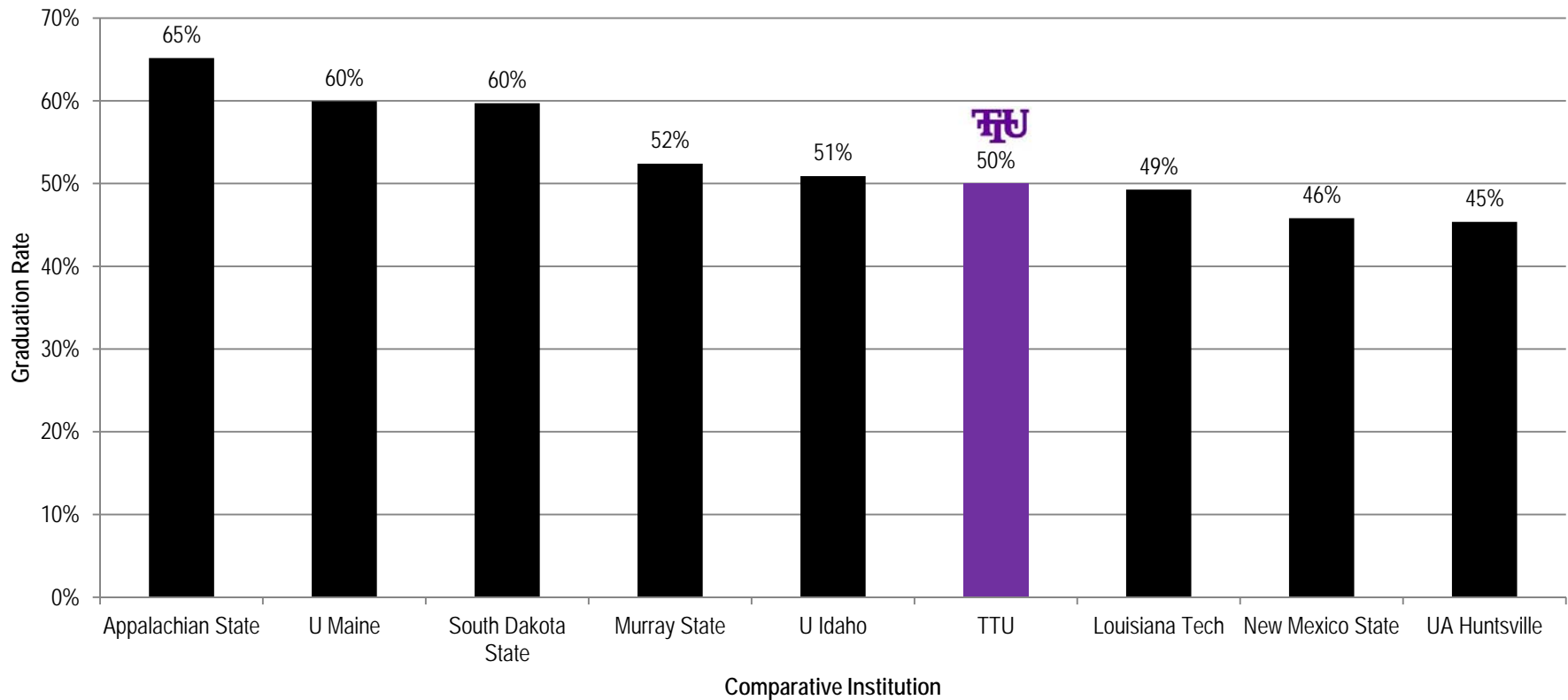
Tennessee Comparative Peers
SIX-YEAR GRADUATION- UPDATED

TTU TENNESSEE TECH UNIVERSITY

Tennessee Tech's six-year graduation rate is the highest out of the selected Tennessee peers.
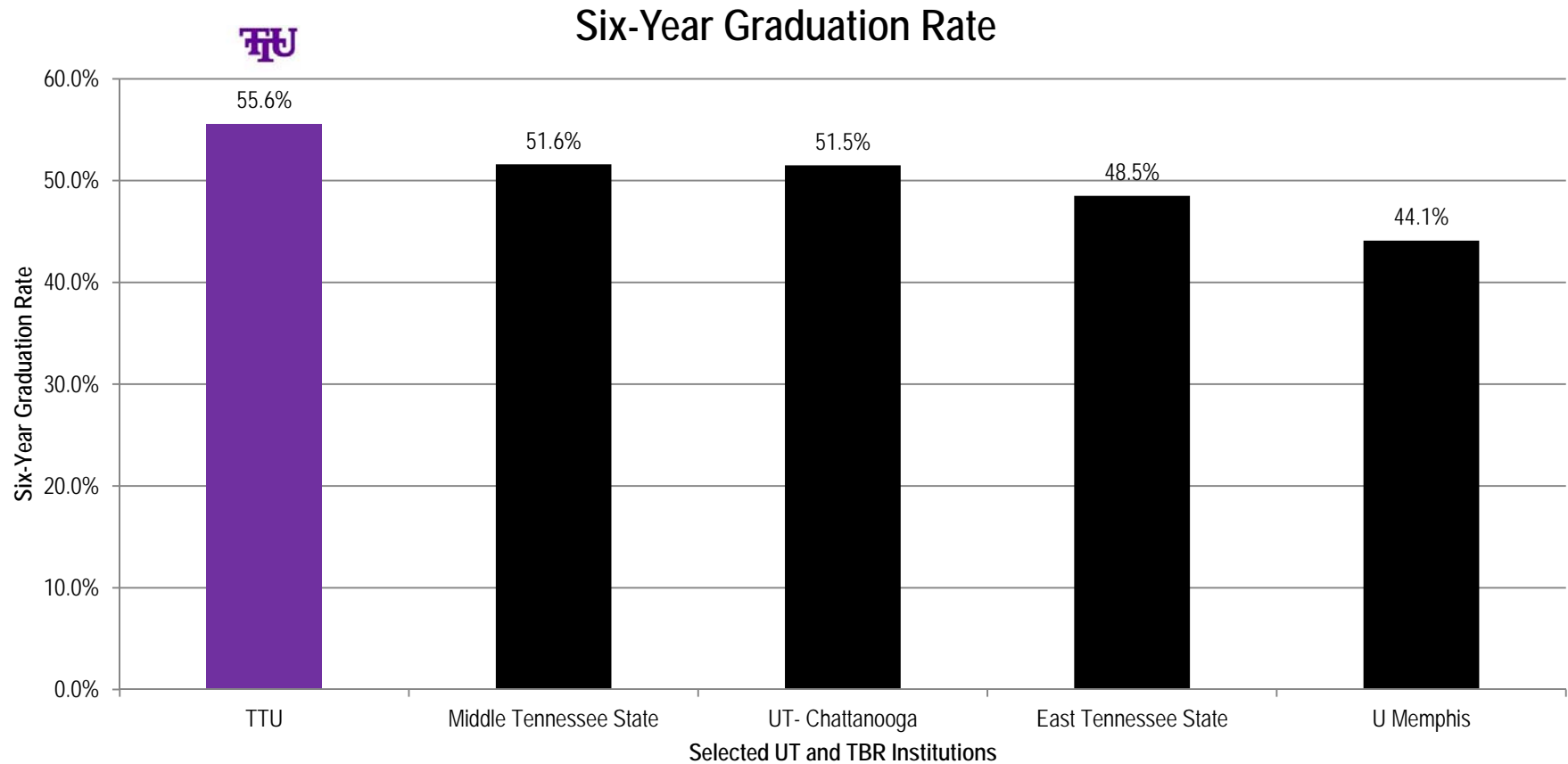
Data Source: THEC Factbook 2012–13, table 2.16

National Comparative Peers
BACHELOR'S DEGREES CONFERRED

TTU TENNESSEE TECH UNIVERSITY

TTU's Bachelor's degrees conferred is also above the median of the comparative peer set.

Bachelor's Degrees Conferred
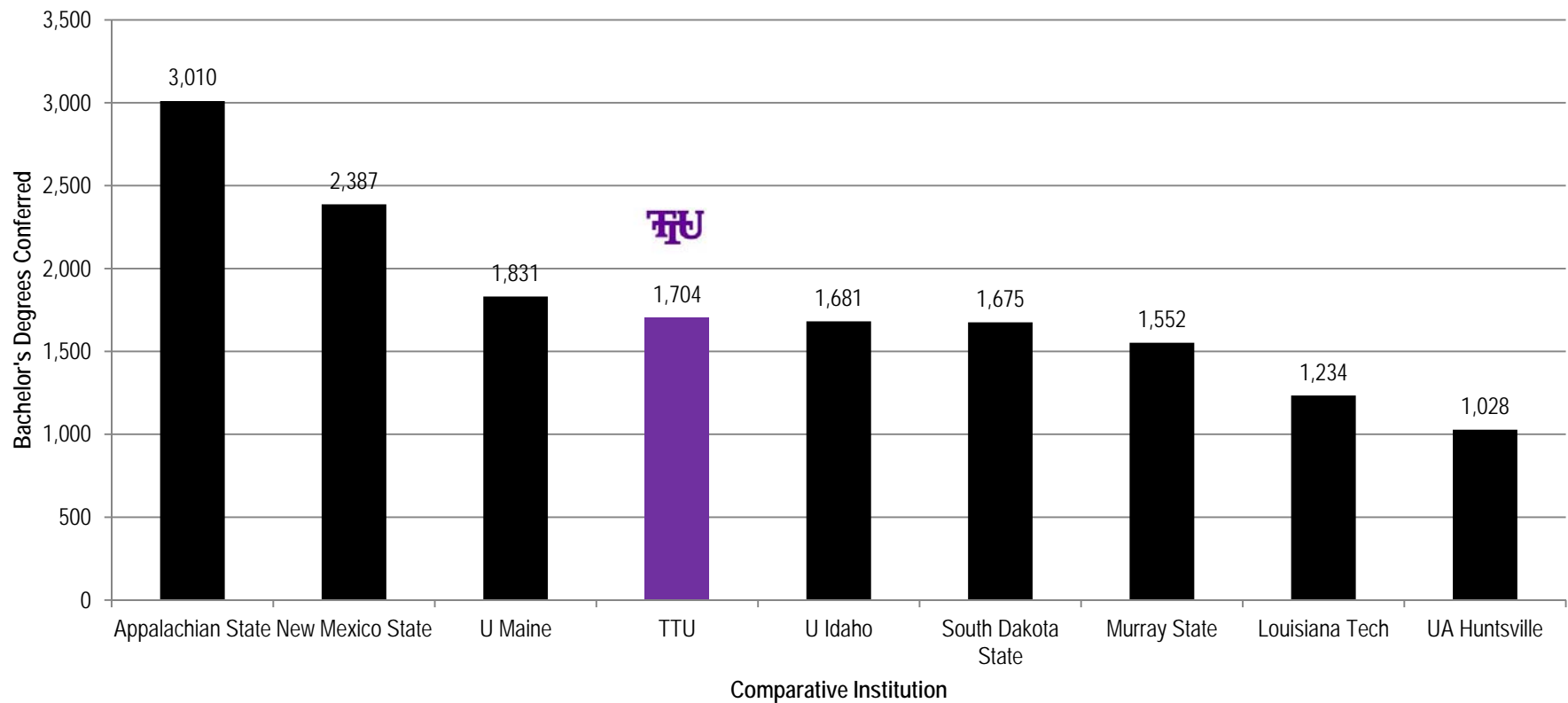
Data Source: Common Data Set 2011-12

125

Tennessee Comparative Peers

BACHELOR'S DEGREES CONFERRED

TTU confers the second lowest number of Bachelor's degrees in the peer set.

Bachelor's Degrees Conferred

Institution	Degrees
Middle Tennessee State	3,911
U Memphis	2,724
East Tennessee State	2,146
TTU	1,696
UT- Chattanooga	1,514
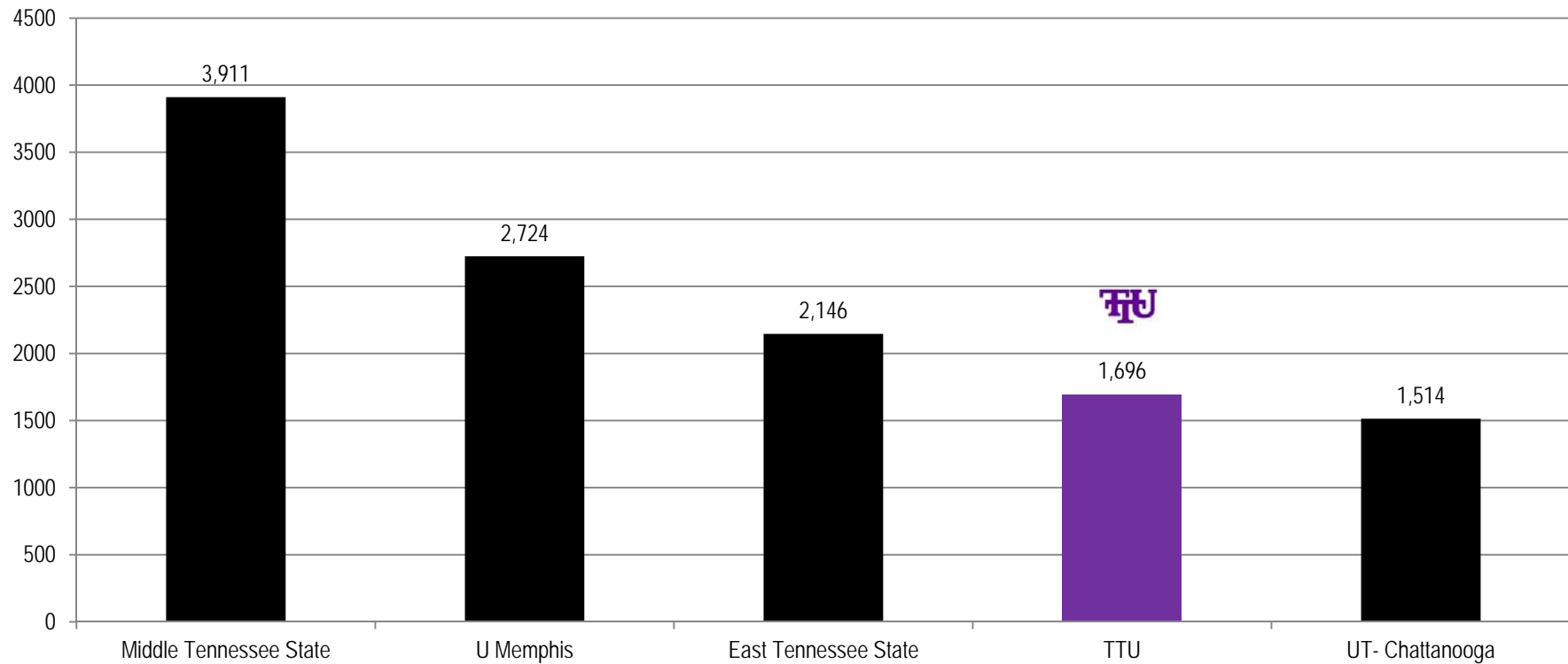
Data Source: THEC Factbook 2012-13, table 2.4

National Comparative Peers

MASTER'S DEGREES CONFERRED

TTU TENNESSEE TECH UNIVERSITY

Master's degrees conferred are below average for the comparative peer set.

Master's Degrees Conferred
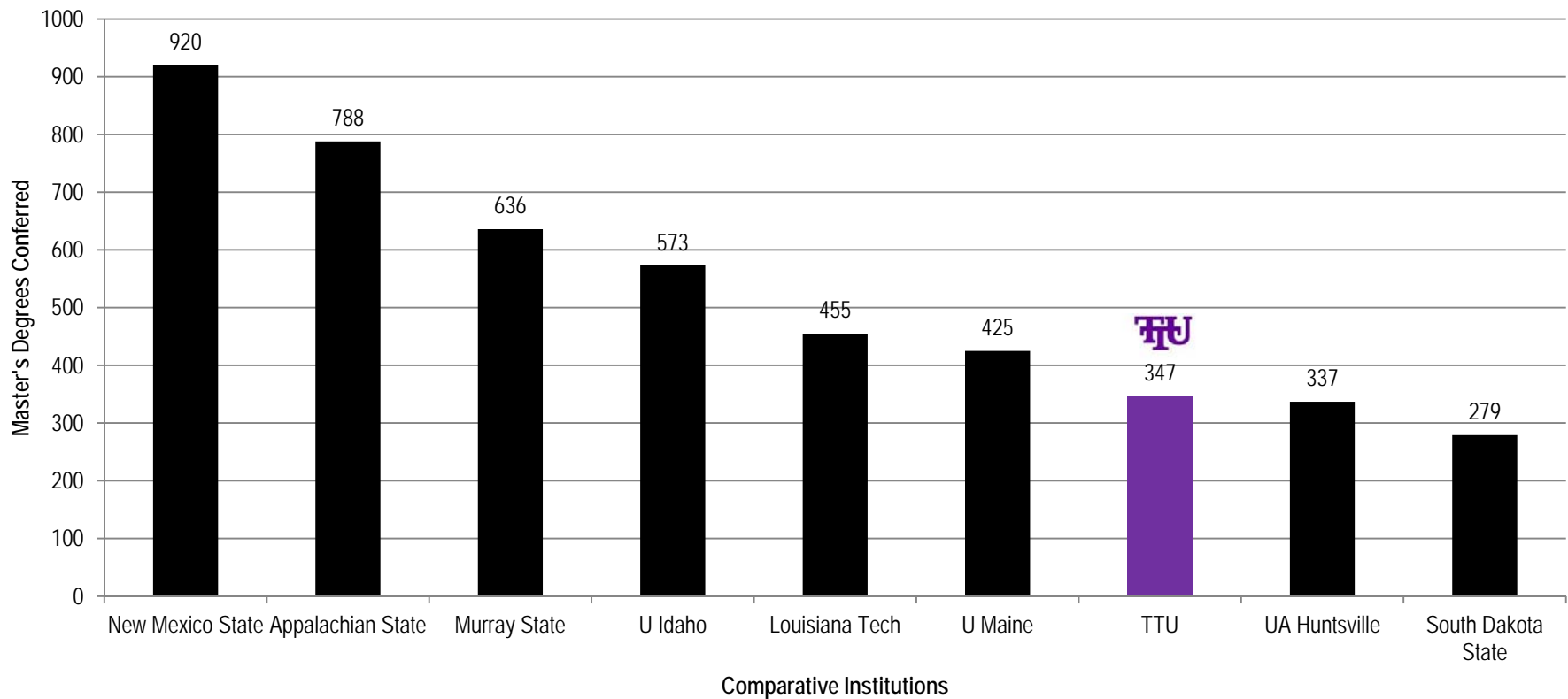
Data Source: Common Data Set 2011-12

Tennessee Comparative Peers
MASTER'S DEGREES CONFERRED

TTU TENNESSEE TECH UNIVERSITY

Master's degrees conferred is at the bottom of the selected Tennessee peers.

Master's Degrees Conferred
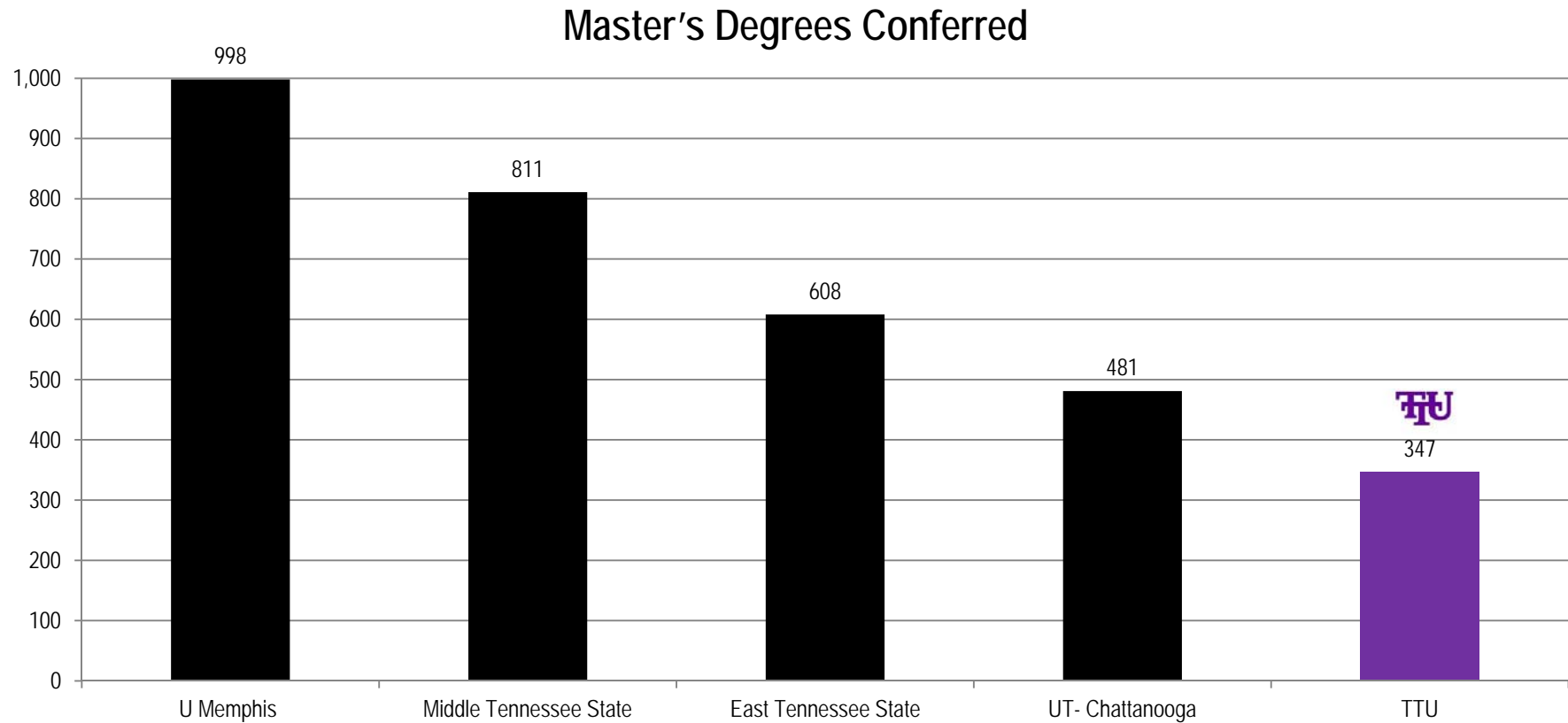
Data Source: THEC Factbook 2012-13, table 2.4

University of Memphis: 2015-2025 TBR Key Metrics Projections

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
Goal 1: Student Success																
1.1 Offer academic programming that successfully increases student learning	Honors enrollments 2% increase each year	2,201	2,199	2,243	2,288	2,334	2,380	2,428	2,476	2,526	2,576	2,628	2,681	Honors Program		
	Licensure/Certification Passage Rates:															
	Engineering	44%	44%	48%	52%	56%	60%	61%	63%	64%	66%	67%	69%	Academic Programs and Assessment		increase by 2.25%
	Nursing	85%	86%	88%	89%	90%	92%	93%	94%	96%	97%	99%	100%	Academic Programs and Assessment	LCON is working proactively with students to improve test taking strategies across the curriculum. An NCLEX predictive assessment is performed in the transition course with one on one faculty/student mentoring and problem-based learning.	increase by 1.5%
	Carnegie Classification	Research University/High levels of research activity (RU/HA)	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	RU/HA	Research University/Very high levels research activity (RU/VHA)			
	Trajectory analytics/critical courses (Students who met or exceeded the critical level)	58.20%	61.20%	64.20%	67.20%	70.20%	73.20%	76.20%	79.20%	82.20%	85.20%	88.20%	91.20%		These are newly established, so we do not have baselines from which to make projections (however, included a 3% increase)	used 3% increase
	Graduates placed into employment in TN*	65.00%	65.00%	66.30%	67.63%	68.98%	70.36%	71.77%	73.20%	74.66%	76.16%	77.68%	79.23%		*data can only be captured from TN Department of Labor	
1.2 Enhance university-wide undergraduate and graduate recruitment efforts	Total Enrollment		21,480	21,695	21,912	22,131	22,352	22,576	22,802	23,030	23,260	23,493	23,727	Office of Institutional Research (Enrollment Services)	Top 10% Program, internal audit of procedural barriers to enrollment and re-enrollment, expand online programs to attract students that live elsewhere, expand branding identity to attract non-traditional students; Royall enrollment contract marketing	used 1% increase
	Undergraduate		17,409	17,583	17,759	17,937	18,116	18,297	18,480	18,665	18,852	19,040	19,231	Office of Institutional Research (Enrollment Services)	Annual increases in new freshmen and new transfer student enrollment. Continued focus to concentrate on improving student retention behaviors. Annual procedural audits to ensure institutional policy continues to reinforce student progress as a priority.	used 1% increase
	Graduate/Certificates		3,727	3,764	3,802	3,840	3,878	3,917	3,956	3,996	4,036	4,076	4,117	Office of Institutional Research (Enrollment Services)	Graduate School	used 1% increase
	Law		344	347	351	354	358	361	365	369	372	376	380	Office of Institutional Research (Enrollment Services)	Law School	used 1% increase
	% of Programs Accredited	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		This is for programs that are accreditable.	
	Aggregate score of non-accreditable programs	*	*	*	*	*	*	*	*	*	*	*	*	Academic Planning Assessment and Innovation	*2015-2016 Not yet available; Will report annually	
1.3 Increase student persistence and timely graduation	Total Number of Degrees		4,166	4,260	4,356	4,454	4,554	4,690	4,831	4,976	5,125	5,279	5,437			
	# Bachelors Degrees		2,934	3,000	3,068	3,137	3,207	3,303	3,402	3,504	3,610	3,718	3,829	Office of Institutional Research	There are a number of programs in place to improve timely graduation: Finish Line, ESP, CWC, and the plans to remove obstacles for advising and registration. Increase the number of faculty members participating in the Early Alert Warning system for monitoring academic performance by 5% annually for 5 years.	increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	# Doctoral/Law Degrees		238	243	249	254	260	268	276	284	293	302	311	Office of Institutional Research & Graduate School		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	# Masters/Certificate Degrees		994	1,016	1,039	1,063	1,087	1,119	1,153	1,187	1,223	1,260	1,297	Office of Institutional Research & Graduate School		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Students Accumulating:															
	30 Hours		3,152	3,168	3,184	3,200	3,216	3,232	3,248	3,264	3,280	3,297	3,313	Office of Institutional Research & Academic Innovation	Smart Start Program	
	60 Hours		3,683	3,701	3,720	3,739	3,757	3,776	3,795	3,814	3,833	3,852	3,871	Office of Institutional Research & Academic Innovation	EAB Student Guide (which will envelop Early Alert), Complete to Compete, Transfer Student Advocacy, ACE, STARS, Retention Advocacy Team which includes OIR Predictive Analytics	
	90 Hours		4,342	4,364	4,386	4,407	4,429	4,452	4,474	4,496	4,519	4,541	4,564	Office of Institutional Research & Academic Innovation	EAB Student Guide (which will envelop Early Alert), Complete to Compete, Transfer Student Advocacy, ACE, STARS, Retention Advocacy Team which includes OIR Predictive Analytics	

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
	Degrees per 100 FTE		20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	20.5	Office of Institutional Research & Academic Innovation		
	6 Year Undergraduate Graduation Rate	45%	46%	48%	50%	52%	54%	56%	59%	61%	63%	66%	69%	Office of Institutional Research & Academic Innovation	Complete to Compete, Finish Line, Senior Recruit back, and TN Reconnect	using a 4% increase
	Number of credit hours accumulated beyond needed hours for degree, measured from the time that the student last enters the degree-awarding institution	30.00	28.80	27.65	26.54	25.48	24.46	23.48	22.54	21.64	20.78	19.94	19.15	Office of Institutional Research & Academic Innovation	Finish Line, Prior Learning Assessment, and Complete to Compete	using a 4% decrease
1.4 Enrich educational experience through regional, national and international engagement/ high impact practices	# in Internships	4,289	4,250	4,335	4,422	4,510	4,600	4,692	4,786	4,882	4,980	5,079	5,181	Senior Survey (Academic Programs and Assessment)	Expand engaged scholarship and community service projects	
	Study abroad - all students	370	365	373	382	390	399	408	417	427	436	446	456	Study Abroad Office	Increase participation rates in high-impact co-curricular experiences by 2% annually for 5 years	
1.5 Strengthen student connections to the University community	Main Campus-residential students	2,251	2,183	2,183	2,283	2,283	2,283	2,283	2,283	2,283	2,283	2,283	2,283	Student Affairs - Residential Survey	Goal: 90% occupancy and possible move to required live-on for first-years -- 2017-2018, which would net about 100 more students	
	Lambuth Campus-residential students	60	90	70	80	90	100	100	100	125	125	125	150	Student Affairs - Residential Survey	Enrollment goal of 10% increase a year -- so 10 more students	
	# UG students in co-curricular activities - Living Learning Communities	738	750	800	800	800	900	900	925	925	950	950	1,000	Student Affairs		
	# co-curricular activities/UG students (duplicated across activities)	TBD in June 2016	46,000	48,000	48,000	49,000	49,000	49,500	50,000	50,500	51,000	51,500	52,000	Student Affairs - Residential Survey		
	Fraternity/Sorority Life student membership	1272 (previous numbers include spring recruitment/ intake activities	1,300	1,400	1,500	1,600	1,700	1,750	1,800	1,850	1,900	1,950	2,000	Student Affairs - Residential Survey		
	% of students engaged in leadership programs	TBD in June 2016	15% of undergrad pop	15% of undergrad pop	15% of undergrad pop	17% of undergrad pop	17% of undergrad pop	17% of undergrad pop	17% of undergrad pop	19% of undergrad pop	19% of undergrad pop	19% of undergrad pop	20% of undergrad pop	Student Affairs	Extension of exisiting programs and creation of new programs	

Goal 2: Research and Creativity

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
Encourage local, regional, national and international partnerships in research, the arts and commercialization	Annual Total Research Expenditures in Thousands		$55M	$57M	$60M	$65M	$70M	$75M	$80M	$85M	$90M	$95M	$100M	Business & Finance	Continue development of research infrastructure	
	Annual Awards in Thousands (Sponsored Programs Office only)		$40M	$42M	$45M	$54M	$58M	$62M	$66M	$70M	$74M	$78M	$85	Office of Research	Focus on large interdisciplinary grant activity with diverse partners	
	# of Active Licenses Held (Cumulative)		9	10	12	14	16	18	20	22	24	20	28	Office of Technology Transfer	Support Office of Technology Transfer and increase corporate partnerships	
	Annual Number of Proposals Submitted		400	420	440	475	500	525	550	575	600	625	650	Office of Research	Percentage of faculty involved in community activities in university role	
	Annual Number of Awards		320	330	350	375	400	425	450	475	500	525	550	Office of Research	Supportive infrastructure and policies	
	# of Faculty Receiving Awards Annually		165	175	185	200	220	240	260	280	300	320	340	Office of Research and Office of Institutional Research	Targeted faculty hires in focus areas and faculty development plans	
	# of Nationally Designated Research Centers		2	2	3	3	3	3	3	4	4	4	4	Office of Research		
	# of National Research Fellowships/Early Career Awards	*	*	*	*	*	*	*	*	*	*	*	*	Office of Research	* In progress attempting to identify numbers or determine if measures are being taken	
	External Support for Interdisciplinary Focus Areas	*	*	*	*	*	*	*	*	*	*	*	*	Office of Research	* In progress attempting to identify numbers or determine if measures are being taken	
	# of Interdisciplinary Proposals Submitted	*	*	*	*	*	*	*	*	*	*	*	*	Office of Research	* In progress attempting to identify numbers or determine if measures are being taken	
	# of Awards--Local Government, Industry, Foundation Collaborations		165	170	180	190	200	210	220	230	240	250	260	Office of Research	Number of hours of community service by faculty, staff and students	

Goal 3: Access and Diversity

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
Cultivate a respectful, welcoming and intellectually stimulating campus environment for all	Degrees awarded:															
	Bachelors/African-American		984	1,006	1,029	1,052	1,076	1,108	1,141	1,175	1,211	1,247	1,284	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
	Bachelors/First Gen		1,246	1,274	1,303	1,332	1,362	1,403	1,445	1,488	1,533	1,579	1,626	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Bachelors/Pell		1,777	1,817	1,858	1,900	1,942	2,001	2,061	2,123	2,186	2,252	2,319	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Bachelors/Latinos		90	92	94	96	98	101	104	107	111	114	117	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Masters/African American		187	191	196	200	204	211	217	223	230	237	244	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Masters/Latinos		13	13	14	14	14	15	15	16	16	16	17	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Masters/International		105	107	110	112	115	118	122	125	129	133	137	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Doctoral/African-American		33	34	35	35	36	37	38	39	41	42	43	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Doctoral/Latinos		2	2	2	2	2	2	2	2	2	3	3	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	Doctoral/International		26	27	27	28	28	29	30	31	32	33	34	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
	# of on-line enrollments (Only UM Web - dup count)		3,876	3,963	4,052	4,144	4,237	4,364	4,495	4,630	4,769	4,912	5,059	Office of Institutional Research		increased by 2.25% between 2017-2020; 2020 to 2025 by 3%
Goal 4: Partnerships																
4.1 Expand productive sustainable community alliances	% alumni giving		7%*	7.25%*	7.5%*	7.75%*	8%*	8.20%	8.40%	8.60%	8.80%	9.00%	9.25%*	Business and Finance - Development Office	Implement $250 million Empowering the Dream campaign secure funding for priority university-wide academic initiatives and faculty enhancements *These numbers are estimates as of 1/28/2016 and will be updated later	
	Endowment $		202,000,000*	205,000,000*	210,000,000*	220,000,000*	230,000,000*	234,000,000	238,000,000	242,000,000	246,000,000	248,000,000	250,000,000*	Business and Finance - Development Office	Increase alumni participation and giving among friends, corporations and foundations *These numbers are estimates as of 1/28/2016 and will be updated later	
4.2 Develop and sustain the interest, commitment and participation of alumni and friends	Total Private Giving (including UMF)		38,000,000*	41,000,000*	44,000,000*	47,000,000*	50,000,000*	52,000,000	54,000,000	56,000,000	57,500,000	59,000,000	60,000,000*	Business and Finance - Development Office	Grow engagement and affiliation of current and future alumni *These numbers are estimates as of 1/28/2016 and will be updated later	
	Total # of donors		11,500*	12,200*	13,500*	14,400*	15,000*	15025	15500	16000	16025	16500	17,000*	Business and Finance - Development Office	Increase participation of alumni and friends in University events *These numbers are estimates as of 1/28/2016 and will be updated later	
	Total $ Private Funds Giving (including Foundation)		38,000,000*	41,000,000*	44,000,000*	47,000,000*	50,000,000*	52,000,000	54,000,000	56,000,000	57,500,000	59,000,000	60,000,000*	Business and Finance - Development Office		
	Total In-kind donated	$108,495 (as of 01-31-16)	250,000	275,000	300,000	325,000	350,000	375,000	400,000	425,000	450,000	475,000	500,000	Business and Finance - Financial Planning		
4.3 Increase giving to support the University's mission	Total # of Alumni Association members	10,500	12,635	13,800	15,500	20,000	22,500	22,920	23,340	23,750	24,170	24,600	25,000	Business and Finance - Financial Planning	We have transferred the Blue Crew to the Student Government Association, which contributes to a decline in our membership. To increase alumni engagement, we are currently changing our membership model to reflect more current alumni association trends. Therefore, goals listed here will not be relevant.	
	Development of an instructional index that is disaggregated by academic discipline	Strategic Resource Investment (SRI, budget model change) will yield our instructional index for UofM														
Goal 5: Campus Service Excellence and Resourcefulness																
	Ranking of the UofM as the "safest" large campus in TN (5,000+ students)	Available April 2016	#1	#1	#1	#1	#1	#1	#1	#1	#1	#1	#1	Business and Finance - Police Services		
	Composite Financial Index Score		3	3	3	3	3	3	3	3	3	3	3	Business and Finance - Finance		

University of Memphis: 2015-2025 TBR Key Metrics Projections

Goals and Strategies	Metric – Measure of Success	2015-16 Actual	2015-16 Goal	2016-17 Goal	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	2022-23 Goal	2023-24 Goal	2024-25 Goal	2025-26 Goal	Source of Data	Strategies/Programs to Meet Goal Notes	Calculations
	% of Full-Time Tenure-Track Faculty Engaged in Career-Furthering Activity*		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		*Percentage involved in research/scholarly activities, presentations, publications, service, and professional development	

Chattanooga State Community College
2015-2025 Strategic Plan

Strategic Plan
December 2015

Office of Institutional Effectiveness

Table of Contents

2015-2025 Strategic Planning

OVERVIEW

The new strategic planning process and structure aligns divisional and departmental goals and strategies to the strategic priorities of the College, the Tennessee Board of Regents (TBR), and the Tennessee Higher Education Commission (THEC).

Each division and department | program will have specific goals, targets, strategies, and metrics related to each of the four priority areas:

STUDENT SUCCESS | ACCESS | QUALITY | RESOURCEFULNESS & EFFICIENCY

At the end of each year, progress toward those goals will be determined, and will inform the institutional plan for the following year. The results for goals that are tracked by TBR and/or THEC will be reported to each institution annually.

This document includes college-level goals, baselines, and targets for each priority area, used to inform goal setting at the divisional and departmental levels. It also includes supplemental information related to goals (where appropriate), and utilizes official definitions of related metrics from TBR and THEC. Compliance Assist will be the electronic vehicle for recording, tracking, and connecting priority areas and goals across the campus.

REQUIREMENTS

Each division and department should attempt to have at least one goal per priority area

TIMELINE

Year One (2015-2016)
- End of October 2015 - Initial goals defined and entered into Compliance Assist
- End of December 2015 - Associated targets and strategies entered into Compliance Assist
- End of July 2016 - Results (where available) compiled and entered into Compliance Assist
- Beginning of September 2016 - Use of results for improvement in 2016-2017 defined and entered into Compliance Assist

Years Two through Ten
- Results from previous year due - August 1st
- Use of results for improvements due - September 1st

ASSESSMENT & PLANNING ONLINE RESOURCES

The Assessment and Planning ePortfolio site has a wide variety of information and resources that are consistently updated.

- **Main page** - https://chattanoogastate.digication.com/assessment_and_planning/Home
- **Strategic plan** - https://chattanoogastate.digication.com/assessment_and_planning/Strategic_Plan
- **Assessment of the ISLOs in the Majors (AIM)** - https://chattanoogastate.digication.com/assessment_and_planning/Assessment_of_the_ISLOs_in_the_Majors_AIM2
- **Campus-wide initiatives** - https://chattanoogastate.digication.com/assessment_and_planning/Campus-Wide_Initiatives1
- **Student Learning Outcomes** - https://chattanoogastate.digication.com/assessment_and_planning/Student_Learning_Outcomes1

NOTE: This plan is still considered a draft. Goals may still be modified, and some of the goal detail has yet to be defined. Institutional Effectiveness will communicate changes and updates promptly to keep everyone informed.

Strategic Plan Structure and Connections for 2015-2025

Tennessee Board of Regents Mission

Through innovation and judicious use of resources, the Tennessee Board of Regents System advances excellence in its diverse educational programs, research, service, and outreach in order to benefit Tennessee and its citizens.

Tennessee Board of Regents Strategic Priorities

STUDENT SUCCESS | ACCESS | QUALITY | RESOURCEFULNESS & EFFICIENCY

Chattanooga State Mission Statement

Chattanooga State is an educationally purposeful community where faculty, staff, and students share academic goals and strive for high standards that lead to the attainment of degrees and certificates, meaningful careers, and a committed citizenry of lifelong learners.

Chattanooga State Strategic Priorities, Initiatives, and Goals

STUDENT SUCCESS | ACCESS | QUALITY | RESOURCEFULNESS & EFFICIENCY

Chattanooga State Division & Program | Department-Level Goals

STUDENT SUCCESS | ACCESS | QUALITY | RESOURCEFULNESS & EFFICIENCY

Strategic Plan Structure and Connections for 2015-2025

STUDENT SUCCESS | ACCESS | QUALITY | RESOURCEFULNESS & EFFICIENCY

Academic Affairs Goals
Academic Division Goals
Academic Program | Department Goals
Academic Success & Support Goals
Instructional Delivery Goals
Faculty Development Goals

Business and Finance Goals
Sub-department Goals

College Advancement and Public Relations Goals
College Advancement
International Community Outreach
Marketing and Public Relations
Media Services

Economic and Community Development Goals
Community Education and Personal Interest Goals
Workforce Development Goals
Business and Industry Training Goals

Human Resources Goals

Institutional Effectiveness and Research Goals
Grant Goals
QEP Goals

Student Affairs Goals
Enrollment Services Goals
Student Life and Judicial Affairs Goals
Student Support Center Goals

Technology and TCAT Goals
TCAT Department Goals
Information Technology Service Department Goals

Strategic Plan Goal Summary by Priority Area - ChSCC

Student Success
S1.   Increase graduation rate by 10 percentage points
S1.1   Improve term-to-term progression rates at the credit hour benchmarks (12, 24, and 36 hours)
S1.2   Improve fall-to-fall retention rate
S1.3   Increase total awards per 100 FTE
S1.4   Increase the number of certificates awarded each year
S1.5   Increase the number of associates degrees awarded each year
S2.   Students will earn an A, B, or C in the TBR-identified critical courses
S3.   Job placement rate remains above 90%
S3.1   Post-award progression of graduates
S4.   Meet or exceed the CCSSE cohort in the student engagement benchmark categories
S5.   Decrease the number of students with extraneous credit hours unrelated to their major degree
S6.   For students on TTP pathways, increase the number who complete AND transfer to a university
S7.   Increase the % of students who take and successfully complete remedial and developmental courses

Access
A1.   Increase undergraduate headcount enrollment by 10%
A2.   Increase full-time equivalent enrollment by 5%
A3.   Increase headcount enrollment of high school students (dual enrollment)
A4.   Increase full-time equivalent enrollment of high school students
A5.   Reflect or surpass the race/ethnicity demographics of the ChSCC service area
A5.1   Reflect or surpass the race/ethnicity demographics of Hamilton County for under-represented minorities
A6.   ChSCC will maintain compliance with the Americans with Disabilities Act (ADA)
A7.   Improve flexibility in course scheduling to meet the needs of adult learners
A7.1   Increase the number of adult learners receiving credit for Prior Learning Assessment
A7.2   Improve student success services for adult learners

Quality
Q1.   Accreditable programs are accredited or seeking accreditation
Q2.   Non-accreditable programs achieve a satisfactory aggregate score from program reviews or academic audits
Q3.   Maintain or improve licensure and/or certification pass rates on national subject examinations for the programs that require them
Q4.   Faculty are involved in professional development activities
Q4.1   Staff are involved in professional development activities
Q5.   Increase enrollment in high-impact practices
Q6.   Students will be above the benchmark level for each ISLO
Q7.   Programs (academic and non-academic) have annual program plans with measurable outcomes (including student learning outcomes), indicators, targets, results, and use of results for improvement
Q7.1   Students in academic programs will demonstrate proficiency related to program student learning outcomes
Q8.   Students will report satisfaction with programs and services
Q9.   Alumni will report satisfaction with programs and services

Resourcefulness & Efficiency
R1.   Identify opportunities within the college and/or in collaboration with TBR to improve efficiencies without sacrificing quality
R2.   Increase outside revenue - from sources other than state appropriations and student tuition/fees
R3.   Develop an instructional index that is disaggregated by academic discipline (related to instructional cost of delivery)
R4.   Composite financial index score and sub-scores will meet or exceed expected performance

ChSCC Institutional Student Learning Outcomes (ISLOs)

Institutional Student Learning Outcomes are those skills and/or knowledge our students learn while at Chattanooga State, regardless of their degree type or major. They represent fundamental skills employers in the 21st century say they need.

Communication Skills (Written and Oral)

Communication is the development and expression of ideas through the effective use of the English language, essential to students' success in school and in the world. Students must learn to read and listen critically, and to write and speak thoughtfully, clearly, coherently, and persuasively.

Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Critical Thinking Skills

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. It includes a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments and includes the suspension of judgment until evidence has been gathered and weighed.

Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. Synthesis involves the ability to see connections between diverse kinds of knowledge, both within and between fields, the ability to see the larger whole and purpose. Students demonstrate their skill through problem solving and the application of the critical processes relevant to their chosen field of study.

Information Literacy

To be information literate, students will develop the skills to locate the best information available to satisfy their research needs, to critically evaluate information they gather, and to use the information collected in responsible ways.

Global and Cultural Awareness

Students will develop an understanding of global interdependence and how it is influenced by culture - those values, beliefs, practices, rituals, and behaviors held by groups of people. Students will learn how to formally and informally communicate across cultures, recognizing similarities and respecting differences.

Quantitative Literacy

Quantitative literacy is a competency and comfort in working with numerical data. It involves the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations.

Students will be able to understand and create arguments supported by quantitative evidence and be able to clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Work Ethic

Work Ethic is a moral set of values internalized and exhibited by a person or group. It is normally defined by a list of positive behaviors like diligence, honesty, efficiency, initiative, and cooperativeness. Through collaboration with all stakeholders, ChSCC has chosen four attributes to define Work Ethic for our campus: Teamwork | Integrity | Productivity | Professionalism

Competence in a Specialty

Students develop, through specialized courses in their major fields of study, the skills, knowledge, and qualifications required to work in their intended fields.

Priority Area Summary Section

This section includes:

- Priority area definitions for TBR
- Priority area definitions for Chattanooga State
- Campus-wide initiatives associated with priority areas, where applicable
- List of goals associated with each priority area

The purpose is to clearly show the connections from TBR down to the goal level at the College, and to provide a quick overview for each priority area.

All division and department goals will be entered into Compliance Assist providing the ability to summarize goals and results across the campus, by priority area. Combining campus wide results enhances the College's ability to evaluate the effectiveness of strategies and make strategic decisions.

STUDENT SUCCESS Summary

Tennessee Board of Regents Strategic Priority - STUDENT SUCCESS

Increasing the number of citizens with diplomas, certificates, degrees, and graduate and professional qualifications 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, learning, research, service, and student achievement.

Chattanooga State Strategic Priority - STUDENT SUCCESS

Chattanooga State Community College will structure credential and degree programs so that students may successfully graduate in a timely and cost-effective manner. The College will build and nurture partnerships with regional secondary schools to enhance student preparedness and early college credit opportunities. We will focus on student engagement and persistence through comprehensive and dynamic academic and student support services.

By aligning degree pathways within the College and awarding credit for prior learning, the time to degree will be accelerated for all learners, especially returning students and those seeking advanced degrees. Students will be provided with guided research and real world learning opportunities. To further foster student success, the College will explore and apply new technologies and technology-based delivery methods to enhance teaching, experiential learning, and student achievement.

Chattanooga State Campus-Wide Initiatives - STUDENT SUCCESS

Focus on Completion - This initiative is committed to the integration of high-impact strategies that create robust and proactive programs and initiatives of academic and social support that are aligned with expected learning outcomes. Specifically, the College and Completion Team will work collaboratively to implement and expand the following best practices: New Student Orientations, College Success Courses, Campus Early Alerts, Academic Planning with Degree Works, Academic Success Coaches, Faculty Advisors, and Faculty Learning Communities.

Chattanooga State College-Level Goals

S1.   Increase graduation rate by 10 percentage points
S1.1   Improve term-to-term progression rates at the credit hour benchmarks (12, 24, and 36 hours)
S1.2   Improve fall-to-fall retention rate
S1.3   Increase total awards per 100 FTE
S1.4   Increase the number of certificates awarded each year
S1.5   Increase the number of associates degrees awarded each year
S2.   Students will earn an A, B, or C in the TBR-identified critical courses
S3.   Job placement rate remains above 90%
S3.1   Post-award Progression of Graduates (needs to be defined as a goal; added by TBR late)
S4.   Meet or exceed the CCSSE cohort in the student engagement benchmark categories
S5.   Decrease the number of students with extraneous credit hours unrelated to their major degree
S6.   For students on TTP pathways, increase the number who complete AND transfer to a university
S7.   Increase the % of students who take and successfully complete remedial instruction with co-requisite model

ACCESS Summary

Tennessee Board of Regents Strategic Priority - 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.

Chattanooga State Strategic Priority - ACCESS

Chattanooga State Community College strives to increase the number and diversity of students it serves. The College will broaden opportunities for those who wish to develop their professional skills, enrich their lives and engage with the workforce of the future. It will engage those who have been historically underrepresented and underserved in their pursuit of post-secondary credentials.

Chattanooga State will optimize gateways to higher learning through the effective use of technology, the promotion of learning partnerships within the College and across the community, the development of our off-site campuses, and a commitment to the development and delivery of programs and services to meet the evolving needs of our stakeholders.

Chattanooga State Campus-Wide Initiatives - ACCESS

The College has chosen to focus on ACCESS for adult learners through improved services, flexibility in course scheduling, and focused effort on increasing the number of students receiving credit from Prior Learning Assessment.

Chattanooga State College-Level Goals

A1.   Increase undergraduate headcount enrollment by 10%
A2.   Increase full-time equivalent enrollment by 5%
A3.   Increase headcount enrollment of high school students (dual enrollment)
A4.   Increase full-time equivalent enrollment of high school students and adults
A5.   Reflect or surpass the race/ethnicity demographics of the ChSCC service area
A5.1   Reflect or surpass the race/ethnicity demographics of Hamilton County for under-represented minorities
A6.   ChSCC will maintain compliance with the Americans with Disabilities Act (ADA)
A7.   Improve flexibility in course scheduling to meet the needs of adult learners
A7.1   Increase the number of adult learners receiving credit for Prior Learning Assessment
A7.2   Improve student success services for adult learners

QUALITY Summary

Tennessee Board of Regents Strategic Priority - 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.

Chattanooga State Strategic Priority - QUALITY

To achieve excellence in our mission, Chattanooga State Community College must provide high quality academic programs, faculty, services and facilities at all levels. The College 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, the College, its faculty, and our students will cultivate forward-looking research, explore creative expression in the arts, and engage in public service activities that aspire to world-class students.

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 graduates and employers. Together these processes will promote initiatives for continuous quality improvement of learning objectives, teaching and assessment of student achievement.

Chattanooga State Campus-Wide Initiatives - QUALITY

The QUALITY initiative will be focused on ensuring that students are above the benchmark level for each ISLO: Critical Thinking, Global and Cultural Awareness, Information Literacy, Oral Communication, Quantitative Literacy, Written Communication, and Work Ethic. This will be accomplished through the AIM process and curriculum mapping.

Chattanooga State College-Level Goals

Q1.   Accreditable programs are accredited or seeking accreditation
Q2.   Non-accreditable programs achieve a satisfactory aggregate score from program reviews or academic audits
Q3.   Maintain or improve licensure and/or certification pass rates on national subject examinations for the programs that require them
Q4.   Faculty are involved in professional development activities
Q4.1   Staff are involved in professional development activities
Q5.   Increase enrollment in high-impact practices
Q6.   Students will be above the benchmark level for each ISLO
Q7.   Programs (academic and non-academic) have annual program plans with measurable outcomes (including student learning outcomes), indicators, targets, results, and use of results for improvement
Q7.1   Students in academic programs will demonstrate proficiency related to program student learning outcomes
Q8.   Students will report satisfaction with programs and services
Q9.   Alumni will report satisfaction with programs and services

RESOURCEFULNESS & EFFICIENCY Summary

Tennessee Board of Regents Strategic Priority - RESOURCEFULNESS & EFFICIENCY

The Tennessee Board of Regents System 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.

Chattanooga State Strategic Priority - RESOURCEFULNESS & EFFICIENCY

Chattanooga State Community College seeks to achieve its mission through innovation and judicious use of resources. The College will seek to identify alternate revenue enhancements and efficiently use our resources to sustain quality and to provide access for a growing number of students.

The College is committed to continuously identifying additional financial resources through alumni giving, endowments, grants, 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.

Chattanooga State Campus-Wide Initiatives - RESOURCEFULNESS & EFFICIENCY

The Campus-wide initiatives defined for RESOURCEFULNESS & EFFICIENCY include the college's commitment to zero-based budgeting and an emphasis on resource development including grant procurement and fund development.

Chattanooga State College-Level Progress Indicators - RESOURCEFULNESS & EFFICIENCY

R1. Identify opportunities within the college and/or in collaboration with TBR to improve efficiencies without sacrificing quality
R2. Increase outside revenue - from sources other than state appropriations and student tuition/fees
R3. Develop an instructional index that is disaggregated by academic discipline (related to instructional cost of delivery)
R4. Composite financial index score and sub-scores will meet or exceed expected performance standards

ChSCC Goal Detail Section

This section provides detailed information about each college-level goal. It is divided up by priority area, and includes:

- Baseline data
- 10-year targets
- Metric definitions
- Data sources
- Crosswalk with TBR goals, THEC Funding Formula metrics, THEC Quality Assurance Funding Report (formerly Performance Funding Report), and SACSCOC Principles
- Supplemental data related to the goals for deeper understanding

The crosswalks with our primary external reporting sources are included so the campus is aware of the connections between our goals and those agencies to which we are accountable. The goals that are related to the Funding Formula, in particular, affect the amount of money ChSCC receives from the state.

The metric definitions are included so the campus community will be aware of how each goal is measured. This will be beneficial if divisions and/or departments want to set similar goals, as they will be able to reflect the definitions used at the institutional level. The metric definitions included in the goal detail tables are basic summaries.

ChSCC Goal Detail - STUDENT SUCCESS

ChSCC Student Success Goals	Baseline	Baseline Date Range	10-year Target (2025)	Metric	Data Source	TBR Goal	THEC FF	THEC QAF	SACSCOC Principle
S1. Increase graduation rate by 10 percentage points (FTFTF only)	8.4%	Grad rate for the Fall 2010 FTFTF cohort	18.4% ChSCC (13.2% TBR)	% of the first-time, full-time freshmen cohort who graduate in 3 years (150% of normal time to completion)	IPEDS	X			
S1.1 Improve term-to-term progression rates at the credit hour benchmarks (12, 24 and 36 hours)	12 hours = 37.7% 24 hours = 27.6% 36 hours = 23.3%	2013-2014 (THEC progression totals); fall 2013 (ChSCC FTE)	12 hours = 40.5% 24 hours = 30.5% 36 hours = 26.2%	THEC totals for progression benchmarks in a given AY divided by fall FTE enrollment at ChSCC	THEC Factbook & ChSCC Factbook	X			
3-year average of raw numbers	12 hours = 2,336 24 hours = 1,794 36 hours = 1,561	2011-2012 to 2013-2014 average		Three-year average of students who progressed by credit hours earned	THEC Outcomes-Based Formula		X		
S1.2 Improve fall-to-fall retention rate (FTFTF only)	55.2%	Fall 2014	62.7% *increase 0.75% annually	% of students who progress from one fall to the next	THEC Factbook	X		X	
S1.3 Increase total awards per 100 FTE	18.9	2013-2014	19.9	Total awards (degrees and certificates) as a function of FTE	THEC Factbook	X			
3-year average	17.1	2011-2012 to 2013-2014 average		Three-year average of awards per 100 FTE	THEC Outcomes-Based Formula		X		
S1.4 Increase the number of certificates awarded each year	1-2 Yr Cert = 179 < 1 Yr Cert = 262 Total = 441	2013-2014	543	Total number of certificates awarded in an academic year, including the summer preceding the AY	THEC Factbook	X			
3-year average	1-2 Yr Cert = 185 < 1 Yr Cert = 136	2011-2012 to 2013-2014 average		Three-year average of certificates awarded	THEC Outcomes-Based Formula		X		
S1.5 Increase the number of associates degrees awarded each year	1,046	2013-2014	1,278	Total number of associates degrees awarded in an academic year, including the summer preceding the AY	THEC Factbook	X			
S2. Students will earn an A, B, or C in the TBR-identified critical courses*	64%	Fall 2014	70%	% of students taking the TBR-identified critical courses who got an A, B, or C	ARGOS report	X			

ChSCC Goal Detail - STUDENT SUCCESS

ChSCC Student Success Goals	Baseline	Baseline Date Range	10-year Target (2025)	Metric	Data Source	TBR Goal	THEC FF	THEC QAF	SACSCOC Principle
S3. Job placement rate remains above 90%	98%	2013-2014	90%	% of graduates considered "placeable" who are employed	Quality Assurance Funding Report	X		X	
3-year average (raw number)	532	2011-2012 to 2013-2014 average		# of graduates considered "placeable" who are employed	THEC Outcomes-Based Formula		X		
S4. Meet or exceed the CCSSE cohort in the student engagement benchmark categories	**See detailed chart after this section	Spring 2014	Meet or exceed the cohort scores in the benchmark categories	Overall, weighted score for each student engagement benchmark category	CCSSE, every other year			X	
S5. Decrease the number of students with extraneous credit hours unrelated to their major degree	Review degree audit software to determine measurement method and baseline	2015-2016	TBD	Measure the number of credit hours the student has taken not counted toward credential	ARGOS & Degree Works	X			
S6. For students on TTP pathways, increase the number who complete AND transfer to a university	37- TTP Awards 60- TTP Awards	2013-2014 2014-2015	TBD	% of students with TTP pathways, who complete at ChSCC and transfer to a university	Clearing-house	X			
S7. Increase the percentage of students who take and successfully complete remedial instruction courses	65.9%	2013-2014	70%	% of students enrolled in any remedial course who then successfully completed college-level courses in a subsequent semester within 3 years of initial enrollment	THEC Factbook		X		
3-year average (raw number)	2,709	2011-2012 to 2013-2014 average		% of students enrolled in any remedial course who then successfully completed college-level courses in a subsequent semester within 3 years of initial enrollment	THEC Outcomes-Based Formula		X		

*Courses identified by TBR as critical for completing include: BIOL 1430, BIOL 2010, DSPM 0800, DSPM 0850, ENGL 0810, ENGL 1010, ENGL 1020, HIST 1110, HIST 2010, HUM 1010, INFS 1010, MATH 0810, MATH 0820, MATH 1130, MATH 1530, MATH 1710, MUS 1030, PSYC 1030, RI 100, SOCI 1010.

ChSCC Goal Detail - STUDENT SUCCESS

Items from the 2014 CCSSE Benchmark Categories can be found on the following page (The items in red are weaknesses. An item is considered a weak- ness if our mean score was lower than the overall CCSSE score)

Benchmark	Items	ChSCC Mean	CCSSE Cohort Mean
Active and Collaborative Learning (The mean scores for all items are below the means for the CCSSE cohort, with the exception of one)	• Asked questions in class or contributed to class • Made a class presentation (this is one of our lowest and needs the most attention) • Worked with other students in projects during class • Tutored or taught other students (paid or voluntary) • Participated in a community-based project as a part of a regular course • Discussed ideas from your readings or classes with others outside of class	2.87 1.81 2.46 1.43 1.21 1.76	2.92 2.16 2.55 1.39 1.35 2.54
Student Effort (The mean scores for these elements were either at or above the means for the CCSSE cohort, with the exception of two)	• Prepared two or more drafts of a paper or assignment before turning it in • Worked on a paper or project that required integrating ideas or information from various sources • Came to class without completing readings or assignments • Number of books read on your own for personal enjoyment or academic enrichment • Preparing for class • Frequency: Peer or other tutoring • Frequency: Skill labs (writing, math, etc.) • Frequency: Computer lab	2.52 2.78 1.84 2.10 2.14 1.49 1.98 2.17	2.52 2.83 1.83 2.04 2.00 1.53 1.75 2.06
Academic Challenge (Three out of ten items were below the means of the CCSSE cohort)	• Worked harder than you thought you could to meet an instructor's standards or expectations • Analyzing the basic elements of an idea, experience, or theory • Synthesizing and organizing ideas, information, or experiences in new ways • Making judgments about the value or soundness of information, arguments, or methods • Applying theories or concepts to practical problems or in new situations • Using information you have read or heard to perform a new skill • Number of assigned textbooks, manuals, books or book-length packs of course readings • Number of written papers or reports of any length • Extent to which your exams during the current school year have challenged you to do your best work • Encouraging you to spend significant amount of time studying	2.63 2.98 2.83 2.59 2.74 2.81 2.90 2.71 5.05 3.16	2.63 2.93 2.80 2.64 2.74 2.87 2.89 2.88 4.96 3.05
Student-Faculty Interaction (Two out of the six items were below the CCSSE cohort means)	• Used email to communicate with an instructor • Discussed grades or assignments with an instructor • Talked about career plans with an instructor or advisor • Discussed ideas from your readings or classes with instructors outside of class • Received prompt feedback (written or oral) from instructors on your performance • Worked with instructors on activities other than coursework	2.98 2.64 2.14 1.76 2.81 1.41	2.92 2.63 2.15 1.80 2.74 1.48
Support for Learners (All items were lower than the cohort means)	• Providing the support you need to help you succeed at this college • Encouraging contact among students from different economic, social, and racial or ethnic backgrounds • Helping you cope with your non-academic responsibilities • Providing the support you need to thrive socially • Providing the financial support you need to afford your education • Frequency: Academic advising/planning • Frequency: Career counseling	3.02 2.53 1.82 2.08 2.56 1.77 1.34	3.04 2.61 2.03 2.24 2.59 1.83 1.45

ChSCC Goal Detail - ACCESS

ChSCC Access Goals	Baseline	Baseline Date Range	10-year Target (2025)	Metric	Data Source	TBR Goal	THEC FF	THEC QAF	SACSCOC Principle
A1. Increase undergraduate headcount enrollment by 10%	9,557	Fall 2014	10,926	Count of students on 14th day	14th day census file from TBR	X			
A2. Increase FTE enrollment by 5%	5,901	Fall 2014	6,991	Count of students on 14th day/FTE calculation	14th day census file from TBR	X			
A3. Increase headcount enrollment of high school students (dual enrollment)	1,203	Fall 2014	1,339	Count of high school students at fall end-of-term	Fall end-of-term file generated for THEC	X			
3-year average*	1,260	11-12 to 13-14 average		Three-year average of high school headcount	Fall end-of-term file generated for THEC		X		
A4. Increase full-time equivalent enrollment of high school students (dual enrollment)	458	Fall 2014	523	Count of high school students on 14th day/FTE calculation	Fall end-of-term file generated for THEC	X			
A5. Reflect or surpass the race/ethnicity demographics of the ChSCC service area	**See detailed chart	ChSCC AY 2014-2015; American Community Survey 2013	Reflection of service area race/ethnicity demo-graphics	% of students by race/ethnicity vs. service area race/ethnicity %	ARGOS and American Community Survey Data (Census Bureau)	X			
A5.1 Reflect or surpass the race/ethnicity demographics of Hamilton County for under-represented minorities	**See detailed chart	ChSCC AY 2014-2015; American Community Survey 2013	Reflection of Hamilton County race/ethnicity demographics	% of students by race/ethnicity vs. Hamilton County race/ethnicity %	ARGOS and American Community Survey Data (Census Bureau)	X			
A6. Compliance with Americans with Disabilities Act (ADA)	Audit of top 30 courses by enrollment	2015-2016	100% compliance	Courses will be systematically reviewed against compliance rubric by committee	ADA Compliance Committee audit records	X			
A7. Improve flexibility in course scheduling to meet the needs of adult learners	Establish baseline/ conduct focus groups	2015-2016	TBD	Courses will be offered based on majority of adult learner needs and by degree type	Argos report; student satisfaction surveys			X	
A7.1 Increase the number of adult learners receiving credit for Prior Learning Assessment	660	13-14 to 14-15 average	759	# of students earning PLA per semester	TBR Report of PLA Headcount Trend	X		X	
2-year average	641 679	2013-2014 2014-2015		Two year average of students receiving PLA	TBR Report of PLA Headcount Trend				
A7.2 Improve student success services for adult learners	***See detailed chart	2014-2015	TBD	# of students and types of services utilized	Goggle doc/ Argos report			X	

*THEC uses a 3-year rolling average for this goal. Since it is not possible to set an annual target based on a 3-year rolling average, our strategic plan target for this goal is the annual total. We will, however, report the 3-year average.

**Race/ethnicity demographics for ChSCC, our service area and for Hamilton County can be found on the following page. For the ChSCC totals, age is based on the age they were at the beginning of August, before the beginning of the academic year. The demographics for Hamilton County, and the Service Area were aggregated from a U.S. Census csv file called, "Annual County Resident Population Estimates by Age, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2014." It is important to note that the percentages from the U.S. Census Bureau do not necessarily add up to 100% because people were allowed to choose more than one race. The cells highlighted in yellow are those categories that are significantly greater than the corresponding ChSCC category, and thus could be targets for improvement.

ChSCC Goal Detail - ACCESS (supplemental information)

Race/ Ethnicity	ChSCC AY1415			Hamilton County 2014 Estimate			ChSCC Service Area 2014 Estimate		
	15 to 19 years	20 to 24 years	25+ years	15 to 19 years	20 to 24 years	25+ years	15 to 19 years	20 to 24 years	25+ years
American Indian/ Alaskan	0.3%	0.4%	0.6%	0.4%	0.6%	0.4%	0.4%	0.5%	0.5%
Asian	1.5%	1.4%	1.7%	1.9%	2.4%	2.0%	1.6%	2.1%	1.6%
Black	13.1%	13.9%	17.6%	23.3%	23.6%	17.4%	18.8%	19.6%	14.0%
Hispanic	3.4%	4.1%	1.4%	6.1%	5.8%	3.4%	5.6%	5.4%	3.1%
Native Hawaiian/ Other Pacific Islander	0.3%	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%
Two or More	2.8%	3.1%	2.3%	2.6%	1.8%	0.9%	2.4%	1.8%	0.9%
White	78.1%	75.1%	75.0%	65.6%	65.6%	75.8%	71.1%	70.4%	79.8%
Unknown	0.5%	1.8%	1.3%						

The official service area for ChSCC includes the following counties: Hamilton, Marion, Rhea, Sequatchie, Bledsoe, and Grundy.

Students Accessing Adult Services and Events***				
2014-2015				
Total Student Contacts= 6,116				
Events			*Department Services*	
New Student Orientation	1,734		Veteran Affairs	613
Veteran Information Sessions	17		WIA, TAA, TA	604
Adult Student Welcome Event	45		Document Drop-off, Veteran Affairs	268
Non-Trad Day	201		Homework/study, Mentoring	222
Veterans Day Luncheon	112		Enrollment/Registration	102
Students4Students	20		Financial Aid Help and More	91
Empowering the College Student	188		Tutoring	91
Veteran Transfer Fair	27		Unidentified purpose	83
Veteran Graduation Cookout	38		Academic Support	61
Spire Honor Society Induction ceremony	16		Mentoring	47
Total Contacts	**2,398**		Other	178
			Early Alert Contacts	1,358
			Total Contacts	**3,718**

ChSCC Goal Detail - Quality

ChSCC Quality Goals	Baseline	Baseline Date Range	10-year Target (2025)	Metric	Data Source	TBR Goal	THEC FF	THEC QAF	SACSCOC Principle
Q1. Accreditable programs are accredited or seeking accreditation	100%	2013-2014	100%	% of programs eligible for accreditation that are accredited	Quality Assurance Funding Rpt.	X		X	
Q2. Non-accreditable programs achieve a satisfactory aggregate score from program reviews or academic audits	100%	2015-2016	100%	The number of programs in the 5-year cycle meeting satisfactory scores	Program Reviews and Academic Audits	X		X	
Q3. Maintain or improve licensure and/or certification pass rates on national subject examinations for the programs that require them	*See chart	2013	Maintain or improve the % listed in the pass-rate table	% of students who took licensure or certification exams and passed them	Quality Assurance Funding Rpt.	X		X	
Q4. Faculty are involved in professional development activities	Faculty in each department will identify current # of PD opportunities	2015-2016	75%	# of faculty members participating in professional development	Department records	X			
Q4.1 Staff are involved in professional development activities	Staff in each department will identify current # of PD opportunities	2015-2016	75%	# of staff members participating in professional development	Department records	X			
Q5. Increase enrollment in high-impact practices	Service-Learning, Study Abroad, Learning Communities, and College Success Course.	2015-2016	TBD	# of students identified by HIP attribute	Argos Report	X			
Q6. Students will be above the benchmark level for each ISLO	Critical Thinking - 70% Oral Communication - 99% Written Communication - 76%	2014-2015	85% for each ISLO	The % of students who are above the benchmark level (1) for each ISLO	Annual AIM Results (rotating years for ISLOs)				3.3.1.1
Q7. Programs (academic and non-academic) have annual program plans with measurable outcomes (including student learning outcomes), indicators, targets, results, and use of results for improvement	In Progress	2015-2016	100%	% of programs that have defined program plans related to the strategic plan, with all the identified components	Compliance Assist - beginning in 2015-2016				3.3.1.1
Q7.1 Students in academic programs will demonstrate proficiency related to program student learning outcomes	In Progress	2015-2016	85%	% of students in each program meeting or exceeding proficiency	SLO goals/evidence in Compliance Assist				3.3.1.1
Q8. Students will report satisfaction with programs and services	85%	2014	80%	% of respondents who are satisfied overall	CCSSE #27 (every other year)			X	
Q9. Alumni will report satisfaction with programs and services	98%	2012	80%	% of respondents who are satisfied overall	Alumni Survey			X	

ChSCC Goal Detail - Quality

*Licensure and/or certification pass rates by program (TBR will be monitoring only nursing for community colleges. We will monitor all of those who have them, which are listed below.

Annual Licensure Programs	Most Recent Test Year	Baseline - Percent Passed
Nursing	2013	94.0%
Dental Hygiene	2013	94.7%
Health Information Management	2013	100%
Physical Therapist Assistant	2013	95.2%
Radiologic Technology	2013	100%
Respiratory Care	2013	92.3%

ChSCC Goal Detail – RESOURCEFULNESS & EFFICIENCY

ChSCC Resourcefulness & Efficiency Goals	Baseline		Baseline Date Range	10-year Target (2025)	Metric	Data Source	TBR Goal	THEC FF	THEC QAF	SACSCOC Principle
R1. Identify opportunities within the college and/or in collaboration with TBR to improve efficiencies without sacrificing quality	Undefined		2015-2016	TBD	Needs to be defined	Compliance Assist	X			
R2. Increase outside revenue - from sources other than state appropriations and student tuition/fees	Undefined		2015-2016	TBD	Needs to be defined	Compliance Assist	X			
Overall Private Giving	$747,271		FY14	TBD	Total donations in each category in a given fiscal year	ChSCC Development Office	X			
Corporations	$247,421									
Foundations	$232,412									
Individuals	$133,112									
Organizations	$134,326									
Alumni	TBD									
R3. Develop an instructional index that is disaggregated by academic discipline (related to instructional cost of delivery)	TBD		TBD	TBD	TBR is defining	Unknown	X			
R4. Composite financial index score and sub-scores will meet or exceed expected performance standards	ChSCC	TCAT	FY14	Expected perfor-mance standards	Budget data submitted to TBR is used to calculate the four ratios	Office of Business and Finance	X			
Composite financial index	0.59	-1.12		3.0						
Return on net assets	0.45%	-2.90%		>=4.7%						
Net operating revenues	-0.64%	-7.90%		4%						
Primary reserve	0.144	0.05		>=0.40						
Viability	4.10	NA		>=1.25						

COMMUNITY FIRST PLAN

Preamble

Higher education is going through a significant transformation with many societal, economic and political implications. In many respects, community colleges have never been more relevant than they are today as they are challenged to address educational and workforce development demands. The *Cleveland State 2020 Community First Plan* is intended to position the college to successfully meet those demands in our service area and to be better prepared for future opportunities to serve our students, business, industry, education and community partners. In recognition of our 50th Anniversary in 2017, this planning process will be energized by honoring our past, but more so by enthusiastically anticipating renewal that will allow us to better fulfill our mission in the future.

Mission

Cleveland State Community College provides accessible, responsive, and quality educational opportunities primarily for residents of southeastern Tennessee. The College delivers developmental education, university transfer programming, workforce training and continuing education activities. By engaging a diverse student body in the learning process, the College aspires to promote success, enhance quality of life and encourage civic involvement. The College strives to be a responsible partner in lifelong learning for the individual and in the economic development of the region.

Values

These values will promote learning and guide the successful implementation of our goals and objectives.

The needs and interests of the community - particularly students - should always be at the heart of all we do.

Our faculty and staff are the foundation of our enterprise. That foundation and our achievements will be strengthened through our commitment to high respect for all people.

Quality education leads to meaningful employment which strengthens families and builds communities. Our programs must support the needs of a dynamic and changing workforce.

We must connect with every student and provide an experience that gives each one the best opportunity to achieve their goals.

By running an effective business, we can establish an economy that powers our mission.

To achieve the future, we desire we must always aspire to be the best we can be.

Goals

I. CSCC will be known as a "Best Place to Work" among community colleges in the Southeast.

   a. Update the Employee Compensation Plan every two years and bring all employees to the median salary (100% of market) or higher for their classification.
   b. Re-examine campus policies and practices (other than salary and benefits) that may provide greater support and flexibility for employees.
   c. Fully implement the Healthy Campus Initiative including annual survey to assess the impact on the campus community.
   d. Design and offer an Employee Development Series throughout the year consisting of programs that provide cross-training, professional development and faculty/staff interaction.
   e. Design and implement convenient communication tools that keep faculty and staff informed about campus events and decisions in a timely manner.
   f. Build an expectation that all employees are encouraged to participate in at least one professional development experience every year.
   g. Plan regular campus events and traditions that bring the whole campus together.

II. CSCC will provide state-of-the-art learning environments that promote student success.

   a. Construct a new academic building to support health sciences on the main campus.
   b. Implement a facilities renovation and renewal process at the main campus to achieve condition scores at/above the median of TBR Community Colleges.
   c. Develop a new Athens Center that establishes a northern hub for our service area that incorporates programs, employees and services to maximize enrollment and completion.
   d. Establish a comprehensive system of technology connectivity that supports innovations in teaching, learning and student engagement.
   e. Create a Department of Dynamic Instruction to provide on-going leadership and support for innovations in teaching, learning and student engagement.
   f. Renovate and furnish classrooms and the Library to facilitate innovations in teaching, learning and student engagement.

III. CSCC will be considered a top performing college for effective educational practices and a thriving campus community through student engagement.

   a. Establish a childcare program to support the needs of students and employees with children.
   b. Implement a program of intercollegiate academic competition.
   c. Implement a robust Honors Program including scholarships to recruit additional high-achieving students.
   d. Implement a required First Year Seminar program.
   e. Design and implement comprehensive tutoring programs.
   f. Implement a comprehensive Career Planning & Placement Program.

g. Evaluate and redesign the inquiry and intake processes of new students to ensure all receive appropriate information, advising and guidance necessary for success.

IV.   CSCC will be a significant community partner throughout the service area.

a. Establish the CSCC Advisory Board comprised of members from all five counties in the service area and college personnel to provide an ongoing framework to ensure meaningful community relations.
b. Develop and maintain a comprehensive annual calendar of community events, civic meetings and activities throughout the service area. A college representative will participate in a minimum of three (3) events per month in each county.
c. CSCC employees will be encouraged to provide community service throughout the five counties through membership in civic organizations, sponsorships and volunteer activity. CSCC students will participate in service-learning projects that grow the college's partnerships throughout the five counties.
d. Implement a business plan for Continuing Education that will double participation levels and yield a profit within three years. Classes will be presented throughout the 5-county service area focusing on topics of interest in each community.
e. Present the CSCC 50th Anniversary Celebration throughout 2016-2017.
f. Conduct a feasibility study to establish a Regional Disaster Preparedness Center.

V.   CSCC will offer relevant programs that satisfy the needs of students and the workforce, and deliver them in modes that maximize student engagement and completion.

a. Increase faculty adoption of high impact engagement practices by providing instructional design support through a Department of Dynamic Instruction who will educate and mentor faculty in pedagogical innovations, including but not limited to online and hybrid offerings, adaptive learning, learning communities and competency based education.
b. Establish student-centered methods of program delivery in all degree and certificate programs by spring 2018, including the following:
    1. Redesign (or develop) at least two additional cohort-based learning communities for certificate or degree programs.
    2. Offer the opportunity to complete general education requirements through online or hybrid courses for all programs and one hybrid section of each general education course.
    3. Expand block scheduling opportunities to allow for more flexible scheduling for students.
    4. Establish accelerated programs in at least two certificate or degree programs.
    5. Create apprenticeship partnerships with the local advanced manufacturing industry.
    6. Fully implement the Guided Pathway System (GPS) as established by the Completion Academy Team.
c. Establish the Athens Center as the northern hub of Cleveland State.
    1. Establish the Athens Center as the anchor location for at least three degree programs, beginning with Agriculture programs.

2. Schedule courses so that students will be able to complete at least two certificates, TTPs and/or degree programs solely by attending classes at the Athens Center (supplemented with online).
3. Establish a cohort of at least three full-time, general education faculty based in Athens.
d. Establish an Early College High School within the Cleveland State service area.
e. Create a data-informed process for the development of new degree and certificate programs that incorporates best practices and the 5 R's. At least one new program will be implemented per year.
f. Increase the number of opportunities for STEM partnerships with local school systems and community organizations.
g. Provide employment pathways such as cooperative education, internships or apprenticeships for all AAS degrees and certificates.
h. Create a market-driven summer program that increases overall enrollment and completion.
i. Increase student credits earned toward degrees through participation in international education by planning and leading TNCIS study-abroad programs.

VI. CSCC will be a regional leader in workforce development.

a. Develop an Advanced Manufacturing degree program at the main campus.
b. Re-establish an Industrial Training Center in Vonore, TN.
c. Present robust certificate and degree programs in Agriculture at Athens Center in collaboration with related business and industry.
d. Establish the OneSource Workforce Development Assessment and Training Center as a recognized regional center of excellence for advanced manufacturers, industry and business specializing in testing, training and personnel development.
e. Grow the OneSource program to a level of profitability within three years.
f. Relocate the Cleveland Career Center to the main campus.
g. Work with the Cleveland Bradley Chamber, local high schools and Cleveland Associated Industries to establish an Apprentice Training Center.

VII. CSCC will implement a comprehensive enrollment management plan that includes strategic and goal-driven approaches to recruitment and retention. Particular attention will be given to issues of diversity and accessibility.

a. Increase enrollment to consistently exceed 4000 Headcount and 2800 FTE by Fall Semester 2020, with specific enrollment targets and strategies for specified populations, including:
1. Increase enrollment at the Athens Center to 750 headcount and 250 FTE.
2. Increase enrollment rates of graduating seniors from service area high schools to:
   - 40% of class for Bradley Central, Cleveland, McMinn Central, McMinn County, Polk County and Walker Valley high schools.
   - 30% of class for Copper Basin, Meigs County, Sequoyah, Sweetwater and Tellico Plains high schools.
b. Increase the percentage of adult/nontraditional (over 24) students in the total headcount enrollment to a level of 40%.
c. Retain students in the cohort of first time freshmen at a rate of 60% or greater fall to fall and all students at a rate of 75% or greater Fall to Spring.

d. Increase student progression and success rates as defined by the following targets:
   - 35% progress to 24 hours
   - 35% progress to 36 hours
   - 25% of degree-seeking students complete 15 hours/semester
   - 40% 6 year graduation rate of First Time/Full Time cohort
   - 27 awards per 100 FTE
e. Increase CSCC summer enrollment to consistently exceed 1200 headcount and 480 FTE, including 250 headcount and 100 FTE at the Athens Center, by Summer 2020.
f. Increase the enrollment and success rates of low income students and students who identify as members of under-represented minority groups to achieve the following benchmarks:
   1. Students identifying as Hispanic should make up at least 6% of headcount enrollment by Fall Semester 2020, and should succeed at a rate equal to or greater than the rate of majority students.
   2. Students identifying as African-American should make up at least 6% of headcount enrollment by Fall Semester 2020, and should succeed at a rate equal to or greater than the rate of majority students.
   3. Low income students (those receiving Pell Grant) should succeed at a rate equal to or greater than the rate of non-Pell students by Fall Semester 2020.
g. Enhance programs for academically talented students, including Dual Enrollment and honors students, to achieve the following benchmarks:
   1. Enroll at least 1000 dual enrollment students by fall semester 2020 and increase the percentage of those students who enroll as first time freshmen at CSCC to 50%.
   2. Enroll a cohort of 20 students through the Honors Program annually and achieve a completion rate of 65% of students in that program.

VIII. CSCC will secure, successfully manage and prioritize funding derived from state allocations, student fees, private donations and reallocation of resources to support the goals of the 2020 Community First Plan and the TBR Strategic Plan.

a. Institute controls and procedures to ensure a balanced annual budget while directing funds to support institutional priorities and achieving optimal reserve account levels.
b. Implement a comprehensive, data-informed efficiency and best-practice audit.
c. Achieve THEC Performance Funding scores consistently at 95 or higher.
d. Direct grant-writing efforts toward opportunities that directly support objectives of the *Cleveland State 2020 Community First Strategic Plan*.
e. Conduct the *Cleveland State 2020 Community First Campaign* – a five year comprehensive fundraising campaign with a total goal of $20M including:
   - Scholarships/Endowment
   - Operations
   - Capital Projects (including state funding)
   - Planned Giving
   - Grants
   - 50th Anniversary

f. Develop a comprehensive Annual Campaign including revised Giving Societies.
g. Present a signature annual fundraising event titled the *CSCC Foundation Community First Gala* which will include the presentation of the *Annual Community First Awards.*
h. Establish an Alumni Affairs Program to maximize engagement of alumni with the college and support fundraising efforts.

IX. CSCC will develop a culture that reflects a commitment to institutional planning, assessment, evaluation and data-informed decision making.

a. Develop a comprehensive and integrated Annual Planning, Assessment, Budgeting and Reporting Calendar (2014-15).
b. Engage all employees and programs in the establishment and review of annual goals (2014-15).
c. Engage all employees and programs in the establishment and review of assessment plans (2014-15).
d. Provide regular assessment and reporting related to *the Cleveland State 2020 Community First Strategic Plan* (annual).
e. Implement a program evaluation process by analyzing the productivity and viability of all campus programs using the 5 R's.
f. As an addendum to the *CSCC 2020 Community First Strategic Plan* complete a Master Plan and a Marketing Plan (2015).

Approved by Cleveland State Community College President Dr. William A. Seymour March 6, 2015 as recommended by the Cleveland State 2020 Community First Strategic Plan Steering Committee.

NOVEMBER 3, 2015

COLUMBIA STATE COMMUNITY COLLEGE

2015 -2025 STRATEGIC PLAN

Contents

Mission

Columbia State Community College nurtures success, and positively changes lives through teaching, learning, and service.

We are committed to …

the core values of *excellence, learning, success, integrity, access, leadership, responsibility, diversity, service,* and *community*. These values guide and direct Columbia State as we pursue our vision.

Vision

Columbia State Community College will be the "1st Choice" for those seeking post-secondary learning and hailed as outstanding by students, community partners, and national benchmarks.

Student Success is our cause!

Student success at Columbia State is defined as the completion of educational, professional, and personal goals resulting from increased knowledge and skills. Success encourages lifelong learning, promotes responsible citizenship, and enhances the quality of life for self and others.

College Goals...

1. Enrollment (corresponding to TBR's Access priority)
   Columbia State will increase the number and diversity of students served.

2. Quality (corresponding to TBR's Quality priority)
   Columbia State will provide and maintain high-quality academic programs, faculty, staff, services, and facilities.

3. Student Success (corresponding to TBR's Student Success priority)
   Columbia State will increase the number of citizens with diplomas, certificates, and degrees in our nine-county service area.

4. Resourcefulness (corresponding to TBR's Resourcefulness and Efficiency priority)
   Columbia State will work to identify and enhance alternate revenue sources and continue to efficiently use all available resources.

5. Community
   Columbia State will be an active participant in the development and growth of the service area.

College Goal 1 – Enrollment

Columbia State will increase the number and diversity of students served.

Enrollment Planned Actions

1.1 Actively support the growth of the student enrollment

1.2 Deliberately be innovative in the delivery of classes including online, mobile, and traditional

1.3 Create a streamlined admissions process.

1.4 Create a college that allows students to interact with a global environment similar to the one they will be entering

Measurable Enrollment Outcomes

1.1 Actively support the growth of student enrollment

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Enrollment will show a steady increase and reach 6,000 Fall enrollment by 2020.* *TBR Access Metric*	5,117	5,298					6,000	6,500
Enrollment will show a steady increase and reach 5,480 Spring enrollment by 2020.*	4,673						5,480	5,950
FTE will show a steady increase averaging at or above 2% for Fall enrollment.* *TBR Access Metric*	3,117	3,502					3,655	3,959
FTE will show a steady increase averaging above 2% for Spring enrollments.*	2,859						3,005	3,147
Full-time enrollment in Fall semesters will increase by an average of 2% annually.* *TBR Access Metric*	2,092	2,580					2,500	2,750
Full-time enrollment in Spring semesters will increase by an average of 2% annually.*	1,902						1,999	2,101

1.2 Deliberately be innovative in the delivery of classes including online, mobile, and traditional.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Number of students enrolled in non-traditional** class sections at Columbia State will grow annually.*	3,004						3,157	3,318
The number of non-traditional class sections delivered by Columbia State will increase annually.	193						218	243
Headcount of pre-college dual enrollment students will remain at or above current levels in Fall enrollments.* *TBR Access Metric and THEC Funding Formula*	882	841					925	974
Headcount of pre-college dual enrollment students will remain at or above current levels in Spring enrollments.* *THEC Funding Formula*	651						684	719

1.3 Create a streamlined admissions process.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Application to Acceptance rate will be at or above 88%.*	83.3%	80%					85%	88%
Application to Registration rate will be at or above 75%.*	56.6%	54%					60%	65%
Acceptance to Registration rate will be at or above 80%.*	68.0%	67%					75%	80%

1.4 Create a college that allows students to interact with a global environment similar to the one they will be entering.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Enrollment of underrepresented minorities in Fall will increase annually.* *TBR Access Metric*	740	629					868	940
Enrollment of underrepresented minorities in Spring will increase annually.*	644						677	711
Enrollment of Pell eligible students in Fall will increase annually.* *TBR Access Metric*	1,978	1,963					2,319	2,513
Enrollment of Pell eligible students in Spring will increase annually.*	1,961						2,061	2,166
Enrollment of adults in Fall will increase annually.* *TBR Access Metric*	1,510	1,193					1,587	1,668
Enrollment of adults in Spring will increase annually.*	1,362						1,431	1,505
Maintain and/or increase the number of international activities available for student participation. *TBR Quality Metric*	9						9	9
Maintain and/or increase the number of students participating in study abroad programs. *TBR Quality Metric*	24						24	24

*All enrollment numbers will be revisited annually and adjusted as needed due to the unknown impact of TN Promise and Williamson County Campus opening**.**

** Non-traditional classes refer to all classes that do not have the required seat time per credit hour with an instructor in the same classroom as the students. Examples include but are not limited to online, hybrid, ITV, and DVC.

College Goal 2 – Quality

Columbia State will provide and maintain high quality academic programs, faculty, staff, services, and facilities.

Quality Planned Actions

2.1 Strengthen the focus on academics and teaching.

2.2 Create/adopt more educational pathways that lead to employment in the community using active industry participation to generate industry specific programs that include certificates, degrees, and industry certifications.

2.3 Ensure students view innovation, academic challenge, and student engagement as positive experiences at Columbia State.

2.4 Commit to and demonstrate effective customer service internally and externally.

2.5 Reevaluate department processes and procedures to determine if they are student-friendly and modify as possible and/or needed.

2.6 Maintain facilities that are up-to-date at all locations and provide a comfortable learning environment.

2.7 Cultivate an atmosphere of collegiality, transparency, open communications, and appreciation between departments and employees.

Measurable Quality Outcomes

2.1 Strengthen the focus on academics and teaching.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Accreditation will be maintained or acquired by all accreditable programs. *TBR Quality Metric; THEC Quality Assurance*	100%						100%	100%
Professional Licensure exam performance will exceed the national average for 100% of the appropriate programs. (This is calculated by taking the average Institutional Score/National Comparison Score ≥100%) *TBR Quality Metric; THEC Quality Assurance*	93%						98%	100%
Columbia State will achieve a 99% average in "mets" on peer reviews and academic audits. *TBR Quality Metric; THEC Quality Assurance*	91%						93%	96%
90% or more of Columbia State students will indicate an overall level of satisfaction with the **quality of academic instruction** at the two highest survey levels (good or excellent) in student satisfaction surveys.	83.5%						85%	90%

2.2 Create/adapt more educational pathways that lead to employment in the community using active industry participation to generate industry specific programs that includes certificates, degrees, and industry certifications.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
2 new or modified degree or certificate credit programs will be proposed annually.	6						10 (total by 2020)	20 (total by 2025)

*This number may be adjusted once all curriculum alignment of AAS and transfer degrees has taken place.

2.3 Ensure students view innovation, academic challenge, and student engagement as positive experiences at Columbia State.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Columbia State will increase CCSSE scores to 50 or above on each of the five benchmarks. *THEC Quality Assurance*	45.4 50.6 48.5 46.9 46.9	N/A		N/A		N/A	50 51 50 50 50	60.3 58.6 57.4 59.1 60.2

2.4 Commit to and demonstrate effective customer service internally and externally.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
98% or more of Columbia State students will indicate an **overall level of satisfaction with Columbia State** at the two highest survey levels (strongly agree and agree) in student satisfaction surveys.	97.9 Enrolled 98.1 New Grad						98%	99%
CCSSE scores reflecting the helpfulness of instructors will be at or above the national mean. (11b) (1-7 scale)	5.62/5.69 /5.7 CS/TN/ Nat						5.69	5.75
CCSSE scores reflecting the helpfulness of Administrative Personnel and Offices will be above the national mean. (11c) (1-7 scale)	5.28/5.09 /5.03						5.30	5.30
CCSSE scores reflecting an evaluation of the students' entire educational experience will be above the national mean. (27) (1-4 scale)	3.05/3.17 /3.14						3.14	3.20

2.5 Reevaluate department processes and procedures to determine if they are student-friendly and modify as possible and/or needed.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Student satisfaction with Information Technology will be at 90% or above as indicated by Enrolled Student Survey.	88.5%						90%	95%
Student satisfaction with Records will be at 90% or above as indicated by the Enrolled Student Survey.	89.9%						90%	95%
Student satisfaction with Records will be at 90% or above as indicated by the New Graduate Survey.	84.4%						90%	95%
Student satisfaction with Financial Aid will be at 90% or above as indicated by the Enrolled Student Survey.	80.7%						85%	90%
Student satisfaction with Financial Aid will be at 90% or above as indicated by the New Graduate Survey.	74.7%						85%	90%
Student satisfaction with Business Services will be at 90% or above as indicated by the Enrolled Student Survey.	90.0%						90%	95%
Student satisfaction with Business Services will be at 90% as Indicated by the New Graduate Survey.	84.5%						90%	95%
Student satisfaction with Admissions will be at 90% or above as indicated by the Enrolled Student Survey.	89.4%						90%	95%
Student satisfaction with Admissions will be at 90% or above as indicated by the New Graduate Survey.	86.5%						90%	95%

2.6 Maintain facilities that are up-to-date at all locations and provide a comfortable learning environment.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Student satisfaction with custodial services will be at 95% or above.	94.8%						95%	95%
Student satisfaction with classroom facilities will be at 90% or above.	83.2%						85%	90%
Student satisfaction with learning spaces will be at 90% or above.	76.5%						80%	90%

2.7 Cultivate an atmosphere of collegiality, transparency, open communication, and appreciation between departments and employees.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
75% of full-time faculty and professional staff will be enrolled in a course or have attended a professional workshop each year. *TBR Quality Metric*	n/a						70%	75%
Faculty turnover will be at a level of 15% or below.	6%						<15%	<15%
Professional Staff turnover will be at a level of 15% or below.	13%						<15%	<15%
Support Staff turnover will be at a level of 15% or below.	6%						<15%	<15%

College Goal 3 - Student Success

Columbia State will increase the number of citizens with diplomas, certificates, and degrees in our nine-county service area.

Student Success Planned Actions

    3.1 Ensure the availability of services to help students succeed.

    3.2 Refine procedures for workplace experience and service learning that result in effective placement learning.

    3.3 Encourage student engagement by assisting students in taking active roles in the college and its communities.

Measurable Student Success Outcomes

3.1 Ensure the availability of services to help students succeed.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
The 12 credit hour benchmark for Columbia State will increase annually. *TBR Student Success Metric, THEC Formula Funding*	1,572	1,452					1,675	1,800
The 24 credit hour benchmark for Columbia State will increase annually. *TBR Student Success Metric, THEC Formula Funding*	1,333	1,197					1,300	1,500
The 36 credit hour benchmarks for Columbia State will increase annually. *TBR Student Success Metric, THEC Formula Funding*	1,067	1,001					1,250	1,350
Six year graduation rates will increase by an average of 1% until reaching the top 75% nationally. *TBR Student Success Metric*	34.9%						36.0%	40.0%
Columbia State will increase three year graduation rates. *TBR Student Success Metric*	18.47%						21.5%	35.9%
Columbia State will increase retention rates. (Fall to Fall retention)	63.7%						70%	73.5%
Columbia State will increase the progression rate. (Spring to Fall retention)	76%						80%	85%
Average number of credit hours accumulated beyond needed hours for degree per student ignoring learning support hours. *TBR Student Success Metric*	N/A							
Success in obstacle courses identified by TBR, determined by the percentage of students achieving an A, B, or C grade in a particular course. *TBR Student Success Metric*	67%						70%	70%
Degrees awarded *TBR Vital Statistic, THEC Funding Formula*	689						690	770
Awards per 100 FTE students. *TBR Vital Statistic, THEC Funding Formula*	19.5						21.0	25.0
Technical Certificates awarded *TBR Vital Statistic, THEC Funding Formula*	153						166	192

3.2 Refine procedures for workplace experience and service learning that result in effective placement for student learning.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
The percentage of eligible graduates placed into employment will increase. *TBR Resourcefulness and Efficiency Metric, THEC Quality Assurance Funding*	209 or 89%						92%	93%
The number of students involved in workplace experiences will be maintained or increase. *TBR Quality Metric*	920*						950	950

*13 in Co-op/116 in Internships/791 in Clinicals

3.3 Encourage student engagement by assisting students in taking active roles in the college and its communities.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
The number of students involved in study internationally abroad will be maintained or increase. *TBR Quality Metric*	24						24	24
The number of students involved in service learning projects will be maintained or increase. *TBR Quality Metric*	120						120	120

College Goal 4 - Resourcefulness

Columbia State will work to identify and enhance alternate revenue sources and continue to efficiently use all available resources.

Resourcefulness Planned Actions

    4.1 Grow public financial support of Columbia State to advance the Columbia State Foundation as a leader among community college foundations in the southeast.

    4.2 Develop and implement processes and procedures for cross-campus involvement resulting in grants for enhanced colleges and services and programs.

    4.3 Review and modify processes and procedures to become more efficient and effective.

    4.4 Continue to develop and practice fiscally conservative practices and procedures.

Measurable Resourcefulness Outcomes

4.1 Grow public financial support of Columbia State to advance the Columbia State Foundation as a leader among community college foundations in the southeast.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Total amount of funds raised through restricted giving.	$61,916							
Total amount of funds raised through unrestricted giving. *TBR Resourcefulness and Efficiency Metric*	$324,309							
Columbia State's endowment will increase in contributions by an average of $100,000 annually over the next five years. *TBR Resourcefulness and Efficiency Metric*							$500,000	$1M

4.2 Develop and implement processes and procedures for cross-campus involvement resulting in grants for enhanced colleges and services programs.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Acquire funding from at least 30% of grants submitted. *TBR Resourcefulness and Efficiency Metric*	55%						30%	30%
Percent of continuing grants' annual portions maintained for the potential life of the grant. *TBR Resourcefulness and Efficiency Metric*	100%						100%	100%
Maintain grant resources within a five year variability of 25%. *TBR Resourcefulness and Efficiency Metric*	$559,827						$620,000 to $1M	$620,000 to $1M

4.3 Review and modify processes and procedures to become more efficient and effective.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Proportion of outcomes model dollars received by TBR community colleges. *THEC Funding Formula*	5.92%						6.25%	6.5%
The Quality Assurance Funding Score will be at or above 90. *THEC Quality Assurance Funding and Funding Formula*	88						92	95

4.4 Continue to develop and practice fiscally conservative practices and procedures.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Composite financial index score. *TBR Resourcefulness and Efficiency Metric*	3.48						+3	+3
1 or less findings in biennial audit with an unqualified opinion.	1						0	0
Maintain Return on Net assets at or above 2%. *TBR Resourcefulness and Efficiency Metric*	3.40%						+2%	+2%

College Goal 5 - Community

Columbia State will be an active participant in the development and growth of its service area.

Community Planned Actions

5.1 Provide easily accessible information to the college's constituents. *(TBR Access Priority)*

5.2 Continue to actively build relationships with alumni to encourage engagement with and support of the college. *(TBR Resourcefulness and Efficiency and Access Priorities)*

5.3 Develop innovative and responsive technical and educational training (credit and non-credit) programs so that Columbia State is recognized as the go to place for employees, worker training, and professional development. *(TBR Access Priority)*

5.4 Increase community involvement through projects and host of events. *(TBR Access Priority)*

5.5 Increase recruitment and outreach throughout the nine county service area. *(TBR Access and Quality Priorities)*

Measurable Community Outcomes

5.1 Provide easily accessible information to the college's constituents.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
100% of the Columbia State website will be accessible. *TBR Access Priority*	0%						100%	100%

5.2 Continue to actively build relationships with alumni to encourage active engagement and support of the college.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
The percentage of new graduates surveyed that report a strong or very strong connection to Columbia State will increase.	50.5%						55%	60%
The number of alumni giving will increase by an average 20% annually.	52						125	300

5.3 Develop innovative and responsive technical and educational training (credit and non-credit) programs so that Columbia State is recognized as the go to place for employees, worker training, and professional development.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Columbia State will increase contact hours for Workforce development by 2% annually.	62,933						70,000	74,000
Columbia State will maintain or increase the number of organizations served using Workforce development.	50							

5.4 Increase community involvement through projects and hosting of events.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Columbia State will work to maintain and create partnerships throughout the community including K-12, industry, and non-profits.	20						30	40
Columbia State employees participate in their communities and serve a minimum of 2500 volunteer hours annually.	2442						2750	3000
Columbia State hosts a minimum of 250 special events annually that are open to the community.	249						250	250

5.5 Increase recruitment and outreach throughout the nine county service area.

	Current	2015-16	2016-17	2017-18	2018-19	2019-20	2020	2025
Columbia State will draw 40% or more of high school graduates in at least 75% (7/9) of our nine county service area.	5/9 = 22%						6/9 = 56%	7/9 = 75%

DSCC Goals

DSCC Strategic Goals

1.1: Access: Increase headcount enrollment
Increase headcount enrollment through traditional methods, service programs, and community outreach to:
3271 in 2016-17
3595 in 2017-18
3777 in 2018-19

Additional targets may be set for this goal after the 2018-19 academic year.

Start: 7/1/2015
End: 6/30/2019
Baseline Measure 1: 2863 headcount enrollment for 2014-15 end of term
Projected Outcome 1: 3271 in 2016-17, 3595 in 2017-18, 3777 in 2018-19

1.2: Access: Increase full-time equivalent (FTE) enrollment
Access: Increase full-time equivalent (FTE) to:
1918 in 2016-17
2217 in 2017-18
2334 in 2018-19

These are levels achieved before the enrollment decline began in 2011. New targets may be set after the 2018-19 academic year.

Start: 7/1/2015
End: 6/30/2019
Baseline Measure 1: 1678 end of term Fall 2014
Projected Outcome 1: 1918 in 2016-17, 2217 in 2017-18, 2334 in 2018-19

1.3: Access: Increase Dual Enrollment
Access: Increase end of term Dual Enrollment participation each year as follows:

Fall 2015: 829
Fall 2016: 838
Fall 2017: 848
Fall 2018: 858
Fall 2019: 868
Fall 2020: 878
Fall 2021: 888
Fall 2022: 899
Fall 2023: 909
Fall 2024: 920

Start: 7/1/2015
End: 6/30/2025

Metrics
Unduplicated academic year

Baseline Measure 1: 795 enrolled in Fall 2014
Projected Outcome 1: Fall 2015: 829; Fall 2016: 838; Fall 2017: 848; Fall 2018: 858; Fall 2019: 868; Fall 2020: 878; Fall 2021: 888; Fall 2022: 899; Fall 2023: 909; Fall 2024: 920

2.1: Success: Student Progression
With special emphasis on low-income, males, Tipton County (High need geographic area), health programs, academically underprepared student sub-populations, DSCC will increase the number of students earning 12 credit hours from 768 in 2014-15 to:

- 834 for 2016-17
- 959 for 2017-18
- 1039 for 2018-19

With special emphasis on low-income, males, Tipton County (High need geographic area), health programs, academically underprepared student sub-populations, DSCC will increase the number of students earning 24 credit hours will increase from 489 in 2014-15 to:

- 539 for 2016-17
- 625 for 2017-18
- 780 for 2018-19

With special emphasis on low-income, males, Tipton County (High need geographic area), health programs, academically underprepared student sub-populations, DSCC will increase the number of students earning 36 credit hours from 440 in 2014-15 to:

- 459 for 2016-17
- 542 for 2107-18
- 542 for 2018-19

These targets will be revisited and additional targets may be set after the 2018-19 academic year.

Start: 7/1/2015
End: 6/30/2019
Baseline Measure 1: 768 students earning 12 credit hours, 489 earning 24 credit hours, and 440 students earning 36 credit hours in 2014-15;
Projected Outcome 1: 12 credit hours: 834 for 2016-17, 959 for 2017-18, 1039 for 2018-19; 24 credit hours: 539 for 2016-17, 625 for 2017-18, 780 for 2018-19; 36 credit hours: 459 for 2016-17, 542 for 2107-18, 542 for 2018-19

2.2: Success: Reduce high-risk courses
Success: Reduce the number of high-risk courses from a baseline of 25 in 2014 to 5 by 2025. High risk courses are defined as those with an enrollment greater than 20 and a course GPA less than 2.3.

Start: 7/1/2015
End: 6/30/2025

Metrics
Results can be obtained by running Argos report FAC0003A.

Baseline Measure 1: 25 high-risk courses in 2014
Projected Outcome 1: 5 high risk courses in 2025

2.3: Success: Increase Degrees and Certificates Awarded
DSCC will increase the number of students who complete an associates degree from 308 in 2014-15 to at least 398 in 2024-25, and the number of students who complete a certificate from 66 in 2014-15 to at least 72 in 2024-25.

This will be achieved by an increase of at least 10 percent in the graduation rate for 2025 for all students, and for each of the following subpopulations:
Pell-eligible
Underrepresented minorities
Adult learners
Academically underprepared students

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: Associates Degrees: 308 in 2014-15; Certificates: 66 in 2014-15
Projected Outcome 1: Associates Degrees: 398 in 2024-25; Certificates: 72 in 2024-25

3.1: Quality: Licensure and Certificate Exam Pass Rates
Quality-By 2025, pass rates on licensure and certificate exams will be at least:
- 85% for HIT

- 85% for Nursing
- 75% for EMT
- 80% for Paramedic
- 75% for AEMT

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: 2014 pass rates: 86% HIT, 76% nursing, 89% EMT, 67% paramedic
Projected Outcome 1: 2025 pass rates: 85% HIT, 85% nursing, 75% EMT, 80% paramedic, 75% AEMT

3.2: Quality: Participation in High Impact Practices

The number of students participating in the following high impact practices will increase by 10% from baseline set during the 2015-16 year. High impact practices include:

Study Abroad

Service Learning

Internship

Learning Communities

Badging/Certificates

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: To be established in the 2015-16 academic year.
Projected Outcome 1: 10% increase in participation by 2025 over baseline established in 2015-16 year.

3.3: Quality: Career Furthering Activities for Faculty

Quality-By 2025, the number of faculty involved in career furthering activities will increase by 10% from a baseline to be determined in 2015-16. A list of qualifying activities will be developed by DSCC.

Start: 7/1/2015
End: 6/30/2025

3.4: Quality: Program Accreditation

Quality: By 2025, 100% of accreditable programs will be accredited or seeking accreditation.
This information will be gathered from Quality Assurance Funding reports.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: 100% of accreditable programs are accredited in 2015-16
Projected Outcome 1: 100% of accreditable programs will remain accredited through 2025, and new programs will be accredited or in the process of seeking accreditation in 2025.

3.5: Quality: Program Review and Academic Audit

Quality: By 2025, 100% of programs evaluated via program reviews and academic audits will achieve the minimum threshold score set by TBR.

Start: 7/1/2015
End: 6/30/2025

Metrics
Data provided in Quality Assurance Funding to determine the percentage of reviewed or audited programs that are achieving a satisfactory overall score on the respective rubric.

Baseline Measure 1: In 2015-16, 100% of programs are meeting minimum program review thresholds set by TBR.
Projected Outcome 1: By 2025, 100% of programs will continue to meet minimum thresholds set by TBR.

3.6: Quality: Audits and Risk Assessments

The institution will identify areas for improvement based on the results of internal audits, external audits, and risk assessments.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: Number of audits/assessments conducted in 2014-15; Number of findings or recommendations from audits in 2014-15

3.7: Quality: Institutional Climate

The institutional climate will be comfortable for students, faculty, and staff. Institutional climate includes issues related to safety on campus, discrimination, acceptance, and other issues that may affect the comfort levels of those who study or work at DSCC.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: Establishing a baseline during the 2015-16 year.

3.8: Quality: Professional Development

Faculty and staff will participate in at least one professional development activity each year.

Start: 7/1/2015
End: 6/30/2025

Metrics
Number of professional development activities in which each faculty or staff member participates each year.

Baseline Measure 1: In 2014-15, faculty and staff members participated in Fall Conference and Spring Conference, and every faculty member completed master advisor training.
Projected Outcome 1: 100% of faculty and staff will participate in at least one professional development activity each year.

4.1: Resourcefulness & Efficiency: Fundraising

DSCC will increase the total amount of funds raised through sources other than state appropriations and student tuition and fees by 10 percent by 2025 excluding WIOA funds.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: $1,200,054.37 raised in 2014-15
Projected Outcome 1: $1,320,059.81 will be raised in 2024-25

4.2: Resourcefulness & Efficiency - Instructional Index

DSCC will develop and evaluate an instructional index.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: An instructional index does not exist.
Projected Outcome 1: Index will be developed and used.

4.3: Resourcefulness & Efficiency - Reducing Unemployment among Graduates

By 2025, DSCC will reduce the number of graduates filing for unemployment by 10 percent.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: To be established pending data from TBR.
Projected Outcome 1: To be established pending data from TBR.

4.4: Resourcefulness & Efficiency: Financial Performance

DSCC will improve overall financial performance by reducing expenses, increasing revenues, increasing

efficiencies, and adopting best practices.

This will be measured by performance on the TBR composite financial index and ratios published in Board Policy 4:01:00:02: Institutional Financial Performance Review:

- Return on Net Assets will be at least 3 percent above the rate of inflation
- Net Operating Revenues Ratio will be at least 1.25
- Composite Financial Index Score will be at least 3.0.

Start: 7/1/2015
End: 6/30/2025
Baseline Measure 1: Return on Net Assets of -2.80% in 2015; Net Operating Revenues Ratio of -6.17% for 2015; CFI score of -0.09 for 2015
Projected Outcome 1: Return on Net Assets will be at least 3 percent above the rate of inflation, Net Operating Revenues Ratio will be at least 1.25, Composite Financial Index Score will be at least 3.0

4.5: Resourcefulness & Efficiency: Reduce Expenses

DSCC will improve overall financial performance by reducing expenses, increasing efficiencies, and adopting best practices.

This will be measured by reducing expenses below inflationary increases.

Expenses will be below baseline plus the rate of inflation and increase in enrollment

Start: 7/1/2015
End: 6/30/2025

Metrics
Total Educational & General Expenses

Baseline Measure 1: Revised FY 2016 Budgeted Educational & General Expenses of $17,073,000
Projected Outcome 1: Educational & General actual expenses less than baseline amount plus increases for the rate of inflation and enrollment.

JACKSON STATE COMMUNITY COLLEGE

Strategic Plan

2015-2020

Contents

GUIDING

STATEMENTS

Mission, Values, and Vision Statements

Mission Statement

Jackson State Community College provides accessible learning opportunities that enrich the lives of individuals, strengthen the workforce, and empower our diverse communities by offering traditional and contemporary associate degrees, certificates, continuing education, and college-readiness programs.

Core Values

What we value...

- Education: We value higher education as the key to a better quality of life. Jackson State is the foundation. We value learning and the continuous pursuit of knowledge. To this end, we provide a learner-centered, affordable opportunity to our students and community.
- Integrity: We value unconditional integrity based on fairness, honesty, and the pursuit of truth.
- Excellence: We strive for high quality and effectiveness in education, communication, and leadership while accepting responsibility and accountability in all our endeavors.
- Service: We value service to the student in the areas of academic, personal, and professional development and leadership in the community through the stimulation of economic growth and quality of life

What we believe in...

- We believe in people. We are committed to building and maintaining quality relationships among our faculty, staff, students, and the communities we serve. Teamwork and mutual respect are powerful forces.
- We believe in success. We strive to provide the tools and the expertise to educate the whole student in order that each may reach his/her fullest potential.
- We believe in innovation. We are committed to positive change while continuing to honor and safeguard our institutional history.
- We believe in leadership. We are committed to assuming leadership roles in our greater community as well as on our campus, while accepting the responsibilities and accountability expected of leaders. We strive to enable our students to become the leaders of tomorrow.

Vision

Jackson State Community College will be recognized as the affordable leader in our service area for providing postsecondary education that emphasizes academic excellence, student success, and community and workforce development.

Guidance from External Stakeholders

<u>Tennessee Higher Education Commission (THEC) Statewide Plan for Higher Education</u>

From the *Tennessee Higher Education Commission Fact Book 2014-2015:*

> *"In January 2010, the General Assembly passed the Complete College Tennessee Act (CCTA), a comprehensive reform agenda that seeks to transform public higher education through changes in academic, fiscal and administrative policies at the state and institutional levels. While the higher education landscape has been shaped by the CCTA, higher education is evolving to adopt Governor Bill Haslam's statewide reform agenda, collectively known as the 'Drive to 55.'"*

The 2015-2025 statewide plan for higher education seeks to make dramatic changes in degree production and efficiency within available resources (state operating appropriations plus tuition) without diminishing educational quality; thereby improving community, county, and statewide higher education attainment to support improvements in workforce capacity and quality as well as economic and community development.

<u>Tennessee Board of Regents (TBR) Strategic Plan 2015-2025</u>

<u>Mission Statement</u>

> *Through innovation and judicious use of resources, the Tennessee Board of Regents System advances excellence in its diverse educational programs, research, service, and outreach in order to benefit Tennessee and its citizens.*

<u>Key Priorities</u>

ACCESS

The TBR System strives to increase the number and diversity of students it serves.

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.

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.

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.

STRATEGIC PRIORITIES

2015 - 2020

Strategic Priorities

To achieve its mission and vision while supporting the statewide higher education objectives and the key priorities of the Tennessee Board of Regents, Jackson State Community College has established five key priorities for 2015-2020:

> (1) Access
> (2) Student Success
> (3) Completion
> (4) Quality
> (5) Resourcefulness and Efficiency.

Strategic Priority 1: Access

JSCC believes that higher education is the key to a better quality of life and that all people deserve the opportunity to participate in it. Access to higher education is a measure of availability and affordability. Improving access to higher education for the diverse communities that it serves is a principal focus for JSCC.

- **Access Priority 1:** JSCC will increase participation levels of the diverse communities in its service area with particular attention given to underrepresented minorities, underserved populations, and other targeted subpopulations.
    - o **Access Goal 1.1:** JSCC will increase overall enrollment and FTE for fall and spring semesters.
    - o **Access Goal 1.2:** JSCC will increase the enrollment and FTE of targeted subpopulations (i.e., URM, TN Promise, Adults, Veterans, Healthcare, Dual Enrollment, and Males) for fall and spring semesters.
    - o **Access Goal 1.3:** JSCC will maintain or increase the average annual participation in non-credit workforce development training at 20,000 hours.

- **Access Priority 2:** JSCC will increase opportunities to access higher education through its institutional advancement efforts.
    - o **Access Goal 2.1:** JSCC will increase the promotion of the institution and its programs through recruitment and marketing.
    - o **Access Goal 2.2:** JSCC will increase the presence of the institution through its community outreach plan.
    - o **Access Goal 2.3:** JSCC will increase the number of JSCC Foundation Scholarships awarded and the total amount of funds awarded through JSCC Foundation Scholarships.

- **Access Priority 3:** JSCC will increase participation in higher education and workforce development through the use of distance education technology.
    - o **Access Goal 3.1:** JSCC will increase participation in higher education courses through the use of distance education technology (e.g., online, broadcasting, video conferencing).

Strategic Priority 2: Student Success

JSCC believes that students can succeed in their educational goals given an environment that is conducive to success. To this end, Jackson State Community College makes student persistence and retention a strategic priority. Particular attention is given to underrepresented minorities, underserved populations, and other targeted subpopulations.

- **Student Success Priority 1:** JSCC will enhance student progression and persistence.
    - o **Student Success Goal 1.1:** JSCC will increase the number of students reaching the established benchmarks of 12, 24 and 36 credit hours.
    - o **Student Success Goal 1.2:** JSCC will improve student fall to spring and fall to fall retention.

- **Student Success Priority 2**: JSCC will structure credential and degree programs so students graduate in a timely and cost-effective manner.
    - o **Student Success Goal 2.1:** JSCC will increase the number of credits earned through prior learning assessment (PLA).

- **Student Success Priority 3**: JSCC will improve student retention and success through systematic evaluation and improvement of student support services.
    - o **Student Success Goal 3.1:** JSCC will evaluate and improve student support processes for their impact on student retention and success.

Strategic Priority 3: Completion

Increasing the number of students attaining certificates, and degrees is a critical focus area for JSCC.

- **Completion Priority 1**: JSCC will increase student certificate and degree completion.
    - o **Completion Goal 1.1:** JSCC will increase the number of students who complete a higher education credential, including certificates and degrees.
    - o **Completion Goal 1.2:** JSCC will increase the number of students in targeted subpopulations (i.e., URM, low-income, Adults, Veterans, Healthcare, and Males) who complete a higher education credential, including certificates and degrees at rate.

- **Completion Priority 2**: JSCC will increase student certificate and degree completion rates.
    - o **Completion Goal 2.1:** JSCC will increase the graduation rates for cohorts after 3 years and 6 years.
    - o **Completion Goal 2.2:** JSCC will increase the graduation rates of students in targeted subpopulations (URM, low-income, Adults, Veterans, Healthcare, and Males) for cohorts at 3 years & 6 years
    - o **Completion Goal 2.3:** JSCC will maintain an "awards per 100 FTE" ratio that is above the TBR threshold.

Strategic Priority 4: Quality

Jackson State Community College values excellence and innovation in its programs and services. To achieve its mission and vision, JSCC strives to ensure a high level of quality with its academic programs, student support services, and college faculty and staff.

- **Quality Priority 1:** JSCC will ensure academic programs and non-academic services are monitored for quality by appropriate agencies and through stakeholder surveys.
  - **Quality Goal 1.1:** JSCC will maintain or increase the percentage of accreditable programs that are accredited or seeking accreditation.
  - **Quality Goal 1.2:** JSCC will improve scores on stakeholder satisfactions surveys (i.e., alumni survey, CCSSE, SENSE, graduate survey, employer survey).

- **Quality Priority 2**: JSCC will improve student performance on subject examinations and pass rates on licensure and certification exams.
  - **Quality Goal 2.1:** JSCC will improve student performance on licensure and certification exams for its Associate of Applied Science programs.
  - **Quality Goal 2.2**: JSCC will improve student performance on subject examinations for its general education curriculum.

- **Quality Priority 3:** JSCC will improve campus operations and service to students through the implementation of the SACSCOC recommendations and Quality Enhancement Plan (QEP).
  - **Quality Goal 3.1:** JSCC will improve academic advising through the implementation of the institution's QEP: ANCHOR advising model and the *College to Career Navigation* course.
  - **Quality Goal 3.2**: JSCC will advance its practice of institutional planning, research, analysis, and effectiveness in order to improve student success based on a culture of evidence.

- **Quality Priority 4:** JSCC will improve the post-award progression of graduates.

- **Quality Priority 5:** JSCC will improve personnel competency.

- **Quality Priority 6:** JSCC will utilize instructional methodologies, extra-curricular activities, and technology-based delivery methods to enhance teaching and student achievement.

Strategic Priority 5: Resourcefulness and Efficiency

Jackson State Community College seeks to achieve its mission through continuous improvement and judicious use of resources. Excellence in operations, evidenced by resourcefulness and efficiency, is valued by the institution.

- **Resourcefulness and Efficiency Priority 1:** JSCC will promote resourcefulness and efficiency through the use of continuous improvement methods and practices without diminishing the quality of instruction or service.
    - o **Resourcefulness and Efficiency Goal 1.1:** JSCC will achieve greater efficiency and quality through the implementation of continuous improvement practices.

- **Resourcefulness and Efficiency Priority 2**: JSCC will address fiscal constraints through the development of other sources of support.
    - o **Resourcefulness and Efficiency Goal 2.1:** JSCC will increase the amount of funds raised through sources other than state appropriations and student tuition and fees.

- **Resourcefulness and Efficiency Priority 3:** JSCC will demonstrate fiscal responsibility.
    - o **Resourcefulness and Efficiency Goal 3.1:** JSCC will maintain the expected performance standards for the composite financial index and ratios.

PROPOSED

INSTITUTIONAL GOALS

(BASED ON TBR STRATEGIC PLAN AND PENDING TBR INPUT)

Proposed Institutional Goals Based on TBR Strategic Plan (Pending TBR Input)

For several of the goals established in the TBR Strategic Plan, baseline data and benchmarks have not been set. JSCC has formed the following goals designed to support these TB goals once all relevant data and information has been determined. Until such time, these goals will not be tracked or reported on by the institution.

- **Student Success Priority 1:** JSCC will enhance student progression and persistence.
  - *Student Success Goal 1.3: JSCC will increase the number of hours students attain before transferring to a university.*
  - *Student Success Goal 1.4: JSCC will improve student success in critical courses.*

- **Student Success Priority 2**: JSCC will structure credential and degree programs so students graduate in a timely and cost-effective manner.
  - *Student Success Goal 2.2: JSCC will decrease the accumulation of hours beyond those required by the student's program (i.e., reduce excess/non-applicable hours).*

- **Completion Priority 2**: JSCC will increase student certificate and degree completion rates.
  - *Completion Goal 2.3: JSCC will maintain an "awards per 100 FTE" ratio that is above the TBR threshold.*

- **Quality Priority 1:** JSCC will ensure academic programs and non-academic services are monitored for quality by appropriate agencies and through stakeholder surveys.
  - *Quality Goal 1.3: JSCC will meet or exceed the TBR threshold for the aggregate score of non-accreditable programs and services calculated though program reviews and audits.*

- **Quality Priority 4:** JSCC will improve the post-award progression of graduates.
  - *Quality Goal 4.1: JSCC will reduce the unemployment rate of graduates.*

- **Quality Priority 5:** JSCC will improve personnel competency.
  - *Quality Goal 5.1: JSCC will encourage faculty and staff development through participation in career furthering activities.*

- **Quality Priority 6:** JSCC will utilize instructional methodologies, extra-curricular activities, and technology-based delivery methods to enhance teaching and student achievement.
  - *Quality Goal 6.1: JSCC will increase the involvement of students in high impact practices.*

- **Resourcefulness and Efficiency Priority 1:** JSCC will promote resourcefulness and efficiency through the use of continuous improvement methods and practices without diminishing the quality of instruction or service.
  - *Resourcefulness and Efficiency Goal 1.2: JSCC will work with TBR to develop a comprehensive instructional index.*

BASELINES AND BENCHMARKS

FOR

STRATEGIC GOALS

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 1: JSCC will increase participation levels of the diverse communities in its service area with particular attention given to underrepresented minorities, underserved populations, and other targeted subpopulations.

ACCESS GOAL 1.1: JSCC will increase overall enrollment and FTE (fall and spring semesters).

INDICATOR: Unduplicated headcounts and full-time equivalencies for fall and spring semesters

BASELINE: Baseline for fall headcount from Fall 2014 headcount; FTE set by TBR as 62% of headcount. Spring headcount from Spring 2015 headcount; FTE based on fall ratio of 62% of headcount

BENCHMARKS: Annual increase 2% in headcount and FTE for fall and spring semesters (10% increase by 2020).

Baseline			2015-2016 Benchmark			2016-2017 Benchmark			2017-2018 Benchmark			2018-2019 Benchmark			2019-2020 Benchmark		
Fall	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE
Total	4,928	3,056	Total	5,027	3,118	Total	5,128	3,181	Total	5,231	3,245	Total	5,336	3,310	Total	5,443	3,377
Spring	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE
Total	4,257	2,640	Total	4,343	2,693	Total	4,430	2,747	Total	4,519	2,802	Total	4,610	2,859	Total	4,703	2,917

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 1: JSCC will increase participation levels of the diverse communities in its service area with particular attention given to underrepresented minorities, underserved populations, and other targeted subpopulations.

ACCESS GOAL 1.2: JSCC will increase the enrollment and FTE of targeted subpopulations (i.e., URM, TN Promise, Adults, Veterans, Healthcare, Dual Enrollment, and Males) for fall and spring semesters by 2% annually.

INDICATOR: Unduplicated headcounts and full-time equivalencies fall and spring semesters for (1) Underrepresented minorities (URM), (2) Underserved populations, and (3) Other targeted subpopulations.

BASELINE: 3-year average (2012-2013, 2013-2014, 2014-2015) of each category with the exception of TN Promise which is set from actual enrollment in Fall 2014 and Spring 2015.

BENCHMARKS: Annual increase 2% in headcount and FTE for fall and spring semesters based on Access Goal 1.1 (10% increase by 2020).

Baseline			2015-2016 Benchmark			2016-2017 Benchmark			2017-2018 Benchmark			2018-2019 Benchmark			2019-2020 Benchmark		
Fall	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE	**Fall**	HC	FTE
Adult	1,270	759	Adult	1,296	775	Adult	1,322	791	Adult	1,349	807	Adult	1,376	824	Adult	1,404	841
URM	793	559	URM	809	571	URM	826	583	URM	843	595	URM	860	607	URM	878	620
Male	1,257	885	Male	1,283	903	Male	1,309	922	Male	1,336	941	Male	1,363	960	Male	1,391	980
Vet	117	97	Vet	120	99	Vet	123	101	Vet	126	104	Vet	129	107	Vet	132	110
TNP	0	0	TNP	686	623	TNP	700	636	TNP	714	649	TNP	729	662	TNP	744	676
Health	561	366	Health	573	374	Health	585	382	Health	597	390	Health	609	398	Health	622	406
Dual Enr	1,537	423	Dual Enr	1,553	428	Dual Enr	1,569	433	Dual Enr	1,585	438	Dual Enr	1,601	443	Dual Enr	1,618	453
Spring	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE	**Spring**	HC	FTE
Adult	1,188	704	Adult	1,212	719	Adult	1,237	734	Adult	1,262	749	Adult	1,288	764	Adult	1,314	780
URM	690	483	URM	704	493	URM	719	503	URM	734	514	URM	749	525	URM	764	536
Male	1,099	770	Male	1,121	786	Male	1,144	802	Male	1,167	819	Male	1,191	836	Male	1,215	853
Vet	117	91	Vet	120	93	Vet	123	95	Vet	126	97	Vet	129	99	Vet	132	101
TNP	0	0	TNP	686	623	TNP	700	636	TNP	714	649	TNP	729	662	TNP	744	676
Health	536	353	Health	547	361	Health	558	369	Health	570	377	Health	582	385	Health	594	393
Dual Enr	1,537	423	Dual Enr	1,553	428	Dual Enr	1,569	433	Dual Enr	1,585	438	Dual Enr	1,601	443	Dual Enr	1,618	453

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 1: JSCC will increase participation levels of the diverse communities in its service area with particular attention given to underrepresented minorities, underserved populations, and other targeted subpopulations.

ACCESS GOAL 1.3: JSCC will maintain or increase the average annual participation in non-credit workforce development training at 20,000 hours.

INDICATOR: Number of contact hours for the academic year using a five-year moving average

BASELINE: Average annual non-credit workforce development training for 2010-2015.

BENCHMARKS: Annual benchmark of 20,000 hours using a 5-year moving average.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
5-yr avg (2010-2015): 19,498 hours	5-yr avg (2011-2016): 20,000 hours	5-yr avg (2012-2017): 20,000 hours	5-yr avg (2013-2018): 20,000 hours	5-yr avg (2014-2019): 20,000 hours	5-yr avg (2015-2020): 20,000 hours

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 2: JSCC will increase opportunities to access higher education through its institutional advancement efforts.

ACCESS GOAL 2.1: JSCC will increase the promotion of the institution and its programs through recruitment and marketing.

INDICATOR: Development of a recruitment and marketing plan and establishment of goals.

BASELINE: No formal plans exist at inception of strategic planning period.

BENCHMARKS: Initial benchmark is the completion of a formal recruiting and marketing plan through 2020. Subsequent benchmarks will be determined by the goals established by the formal plan.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
No formal plans exist at inception of strategic planning period.	Completion of recruitment and marketing plan	TBD by recruitment and marketing plan	TBD by recruitment and marketing plan	TBD by recruitment and marketing plan	TBD by recruitment and marketing plan

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 2: JSCC will increase opportunities to access higher education through its institutional advancement efforts.

ACCESS GOAL 2.2: JSCC will increase the promotion of the institution and its programs through its institutional advancement efforts.

INDICATOR: Establishment of community outreach plan and goals.

BASELINE: No formal plan exists at the inception of planning period

BENCHMARKS: Initial benchmark is the formation of a community outreach plan with plans established through 2020. Subsequent benchmarks will be determined by the goals established by the plan.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
No formal plan exists at the inception of planning period	Formation community outreach plan	TBD by community outreach plan	TBD by community outreach plan	TBD by community outreach plan	TBD by community outreach plan

Jackson State Community College
Strategic Priority: Access

ACCESS PRIORITY 2: JSCC will increase opportunities to access higher education through its institutional advancement efforts.

ACCESS GOAL 2.3: JSCC will increase the number of JSCC Foundation Scholarships awarded and the total amount of funds awarded through JSCC Foundation Scholarships.

INDICATOR: Number of JSCC Foundation Scholarships awarded and total amount of funds provided through JSCC Foundation Scholarships.

BASELINE: Number of JSCC Foundation Scholarships awarded and the total awarded amount for 2014-2015.

BENCHMARK: Benchmark for initial is to determine scholarships to be included; subsequent benchmarks will be based on increases to baseline.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
To be determined in initial plan year	Determine scholarships to be included and establish baseline	Increase in awards and total awarded over previous year	Increase in awards and total awarded over previous year	Increase in awards and total awarded over previous year	Increase in awards and total awarded over previous year

ACCESS PRIORITY 3: JSCC will increase participation in higher education courses through the use of distance education technology.

ACCESS GOAL 3.1: JSCC will increase participation in higher education courses through the use of distance education technology (e.g., online, broadcasting, video conferencing).

INDICATOR: Enrollment (duplicated headcount) in distance education courses (INSM = TWA, TWY, WEB) for fall and spring semesters

BASELINE: 3-year average (2012-2013, 2013-2014, 2014-2015)

BENCHMARKS: Annual increase 2% in headcount for fall and spring semesters (10% increase by 2020).

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Fall: 2,991 Spring: 3,151	Fall 2015: 3,051 Spring 2016: 3,215	Fall 2016: 3,113 Spring 2017: 3,280	Fall 2017: 3,176 Spring 2018: 3,346	Fall 2018: 3,240 Spring 2019: 3,413	Fall 2019: 3,305 Spring 2020: 3,482

Jackson State Community College
Strategic Priority: Student Success

STUDENT SUCCESS PRIORITY 1: JSCC will enhance student progression and persistence.

STUDENT SUCCESS GOAL 1.1: JSCC will increase the number of students reaching the established benchmarks of 12, 24 and 36 credit hours.

INDICATOR: Unduplicated headcount of students reaching the established benchmarks of 12, 24 and 36 credit hours

BASELINE: 5-year average (2010-2015)

BENCHMARKS: Progression metrics to be provided by TBR

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
12 hours: 1,249	1,315	1,349	1,384	1,420	1,457
24 hours: 885	904	928	952	977	1,002
36 hours: 748	767	787	808	829	850

Jackson State Community College
Strategic Priority: Student Success

STUDENT SUCCESS PRIORITY 1: JSCC will enhance student progression and persistence.

STUDENT SUCCESS GOAL 1.2: JSCC will improve student fall to spring and fall to fall retention.

INDICATOR: Fall to spring retention rate of degree-seeking students and fall to fall retention rate of degree-seeking students.

BASELINE: 3-year average (2012-2013, 2013-2014, 2014-2015)

BENCHMARKS: 2019-2020 benchmarks of 80% (fall to spring) and 55% (fall to fall)

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Fall to Spring 71.2%	73.0%	74.7%	76.5%	78.2%	80.0%
Fall to Fall 45.6%	47.5%	49.4%	51.2%	53.1%	55.0%

Jackson State Community College
Strategic Priority: Student Success

STUDENT SUCCESS PRIORITY 2: JSCC will structure credential and degree programs so students graduate in a timely and cost-effective manner.

STUDENT SUCCESS GOAL 2.1: JSCC will increase the number of credits earned through prior learning assessment (PLA).

INDICATOR: Number of PLA hours awarded

BASELINE: 3-year average (2012-2013, 2013-2014, 2014-2015) – to be determined after tracking and reporting methods established

BENCHMARK: Initial year to establish tracking and reporting methods; subsequent years: 3% annual increase in the number of PLA hours awarded

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
To be determined during initial planning year after tracking and reporting methods established	Establish tracking and reporting methods	3% annual increase in the number of PLA hours awarded	3% annual increase in the number of PLA hours awarded	3% annual increase in the number of PLA hours awarded	3% annual increase in the number of PLA hours awarded

Jackson State Community College
Strategic Priority: Student Success

STUDENT SUCCESS PRIORITY 3: JSCC will improve student retention and success through systematic evaluation and improvement of student support services.

STUDENT SUCCESS GOAL 3.1: JSCC will evaluate and improve student support processes for their impact on student retention and success.

INDICATOR: Development of an improvement plan for student support processes and completion of designated goals.

BASELINE: No plans at inception of strategic planning period.

BENCHMARKS: The benchmark for the initial year is the completion of an improvement plan for student support processes. Subsequent benchmarks will be set by the goals established in the plan.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
No plans exist at inception of strategic planning period.	Completion of an improvement plan for student support processes	TBD by improvement plan for student support processes	TBD by improvement plan for student support processes	TBD by improvement plan for student support processes	TBD by improvement plan for student support processes

Jackson State Community College
Strategic Priority: Completion

COMPLETION PRIORITY 1: JSCC will increase student certificate and degree completion.

COMPLETION GOAL 1.1: JSCC will increase the number of students who complete a higher education credential, including certificates and degrees at rate of 3% annually.

INDICATOR: Number of students completing a higher education credential annually disaggregated by credential type.

BASELINE: Established by TBR; 3-year average counts for summer, fall, and spring semesters for 2012-2013, 2013-2014, and 2014-2015.

BENCHMARKS: 3.75% annual increase (20% increase by 2020)

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Associates: 468	Associates: 486	Associates: 505	Associates: 524	Associates: 544	Associates: 565
Certificates: 97	Certificates: 101	Certificates: 105	Certificates: 109	Certificates: 114	Certificates: 119

Jackson State Community College
Strategic Priority: Completion

COMPLETION PRIORITY 1: JSCC will increase student certificate and degree completion.

COMPLETION GOAL 1.2: JSCC will increase the number of students in targeted subpopulations (i.e., URM, low-income, Adults, Veterans, Healthcare, and Males) who complete a higher education credential, including certificates and degrees at rate of 3% annually.

INDICATOR: Number of students in targeted subpopulations (i.e., URM, low income, Adults, Veterans, Healthcare, and Males) completing a higher education credential annually

BASELINE: Based on 3-year average counts for summer, fall, and spring semesters for 2012-2013, 2013-2014, and 2014-2015.

BENCHMARKS: 3.75% annual increase (20% increase by 2020)

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
To be established during the initial plan year[1]	3.75% annual increase	3.75% annual increase	3.75% annual increase	3.75% annual increase	3.75% annual increase

[1] Baseline and benchmarks are being established and calculated.

Jackson State Community College
Strategic Priority: Completion

COMPLETION PRIORITY 2: JSCC will increase student certificate and degree completion rates.

COMPLETION GOAL 2.1: JSCC will increase the graduation rates for cohorts after 3 years and 6 years.

INDICATOR: Percentage of students completing a higher education credential within 3 years and 6 years.

BASELINE: Establish by TBR

BENCHMARKS: Based on a 3% increase in previous year's rate

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Fall 2011 cohort (3 yr. - 150%): 11.5%	Fall 2012 cohort: 11.9%	Fall 2013 cohort: 12.3%	Fall 2014 cohort: 12.7%	Fall 2015 cohort: 13.1%	Fall 2016 cohort: 13.5%
Fall 2008 cohort (6 yr. - 300%): 22.8%	Fall 2009 cohort: 23.5%	Fall 2010 cohort: 24.2%	Fall 2011 cohort: 25.0%	Fall 2012 cohort: 25.8%	Fall 2013 cohort: 26.6%

Jackson State Community College
Strategic Priority: Completion

COMPLETION PRIORITY 2: JSCC will increase student certificate and degree completion rates.

COMPLETION GOAL 2.2: JSCC will increase the graduation rates of students in targeted subpopulations (i.e., URM, low-income, Adults, Veterans, Healthcare, and Males) for cohorts at 3 yrs & 6 yrs

INDICATOR: Percentage of students in targeted subpopulations (i.e., URM, low income, Adults, Veterans, Healthcare, and Males) completing a higher education credential within 3 years and 6 years.

BASELINE: Completion rates are based on 2014-2015 completion rates for each subpopulation

BENCHMARKS: Based on 3% annual increase

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
To be calculated during initial plan year	3% increase over previous year's rate for each subpopulation	3% increase over previous year's rate for each subpopulation	3% increase over previous year's rate for each subpopulation	3% increase over previous year's rate for each subpopulation	3% increase over previous year's rate for each subpopulation

Jackson State Community College
Strategic Priority: Completion

COMPLETION PRIORITY 2: JSCC will increase student certificate and degree completion rates.

COMPLETION GOAL 2.3: JSCC will maintain an "awards per 100 FTE" ratio that is above the TBR threshold.

INDICATOR: Number of annual awards divided by FTE (divided by 100) from summer, fall, and spring semesters

BASELINE: Based 2014-2015 ratio

BENCHMARKS: Threshold set by TBR

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Ratio: 18.5	Threshold: 14.0	Threshold: 14.0	Threshold: 14.0	Threshold: 14.0	Threshold: 14.0

Jackson State Community College
Strategic Priority: Quality

QUALITY PRIORITY 1: JSCC will ensure academic programs and non-academic services are monitored for quality by appropriate agencies and through stakeholder surveys.

QUALITY GOAL 1.1: JSCC will maintain or increase the percentage of accreditable programs that are accredited or seeking accreditation.

INDICATOR: Percentage of accreditable programs that are accredited or seeking accreditation.

BASELINE: Percentage of accreditable programs that are accredited or seeking accreditation as of the end of the 2014-2015 fiscal year.

BENCHMARKS: Maintenance of or improvement in (if less than 100%) the percentage of accreditable programs that are accredited or seeking accreditation based on previous year.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
100%	100%	100%	100%	100%	100%

QUALITY PRIORITY 1: JSCC will ensure academic programs and non-academic services are monitored for quality by appropriate agencies and through stakeholder surveys.

QUALITY GOAL 1.2: JSCC will improve scores on stakeholder satisfactions surveys (i.e., CSSE, SENSE, graduate survey, employer survey).

INDICATOR: Scores on specific stakeholder satisfaction surveys

BASELINE: Previous scores on specific stakeholder satisfaction surveys

BENCHMARKS: Improvement over previous score for specific stakeholder satisfaction surveys

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Previous scores on specific stakeholder satisfaction surveys	Improvement over previous score for SENSE (Fall 2015)	Improvement over previous score for CCSSE (Spring 2017)	Improvement over previous score for SENSE (Fall 2017)	Improvement over previous score for CCSSE (Spring 2019)	Improvement over previous score for SENSE (Fall 2019)
	Improvement of institutional surveys	Improvement of institutional surveys	Improvement of institutional surveys	Improvement of institutional surveys	Improvement of institutional surveys

QUALITY PRIORITY 2: JSCC will improve student performance on subject examinations and pass rates on licensure and certification exams.

QUALITY GOAL 2.1: JSCC will improve student performance on licensure and certification exams for its Associate of Applied Science programs.

INDICATOR: Licensure and certification pass rates and student performance on subject examinations

BASELINE: Determined by individual programs. Based on 2014-2015 rates.

BENCHMARKS: Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
MLT: 77.8% NUR: 94.4% PTA: 87.5% RAD: 88.9% BUS: 66.8% CIS: 72.7% IT: 66.0%	Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.	Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.	Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.	Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.	Maintenance of or improvement in (if less than 100%) the licensure and certification pass rates based on previous year. Specific benchmarks determined by individual programs.

Jackson State Community College
Strategic Priority: Quality

QUALITY PRIORITY 2: JSCC will improve student performance on subject examinations and pass rates on licensure and certification exams.

QUALITY GOAL 2.2: JSCC will improve student performance on subject examinations for its general education curriculum.

INDICATOR: Annual report on measures of the TBR General Education outcomes

BASELINE: Scores rates for 2014-2015

BENCHMARKS: Meet or exceed the national average

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
2014-2015 JSCC Avg: 444.1	Based on national average	Based on national average	Based on national average	Based on national average	Based on national average

QUALITY PRIORITY 3: JSCC will improve campus operations and service to students through the implementation of the SACSCOC recommendations and Quality Enhancement Plan (QEP).

QUALITY GOAL 3.1: JSCC will improve academic advising through the implementation of the institution's QEP: ANCHOR advising model and the *College to Career Navigation* course.

INDICATOR: Established in the college's Quality Enhancement Plan

BASELINE: Established in the college's Quality Enhancement Plan

BENCHMARKS: Established in the college's Quality Enhancement Plan

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Established in the college's Quality Enhancement Plan	Established in the college's Quality Enhancement Plan	Established in the college's Quality Enhancement Plan	Established in the college's Quality Enhancement Plan	Established in the college's Quality Enhancement Plan	Established in the college's Quality Enhancement Plan

Jackson State Community College
Strategic Priority: Quality

QUALITY PRIORITY 3: JSCC will improve campus operations and service to students through the implementation of the SACSCOC recommendations and Quality Enhancement Plan (QEP).

QUALITY GOAL 3.2: JSCC will advance its practice of institutional planning, research, analysis, and effectiveness in order to improve student success based on a culture of evidence.

INDICATOR: Annual report to the college's Strategic Planning and Effectiveness Council on goals.

BASELINE: Recommendations to improve institutional effectiveness operations

BENCHMARKS: See below

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
Recommendations to improve institutional effectiveness operations	Establish strategic plan for institution and develop an annual reporting model	Review and revise unit level goal setting and reporting practices to ensure improvement cycle is completed annually	Review institutional and unit level goal setting and reporting to ensure improvement cycle is completed annually	Review institutional and unit level goal setting and reporting to ensure improvement cycle is completed annually	Review institutional and unit level goal setting and reporting to ensure improvement cycle is completed annually

Jackson State Community College
Strategic Priority: Resourcefulness and Efficiency

RESOURCEFULNESS AND EFFICIENCY PRIORITY 1: JSCC will promote resourcefulness and efficiency through the use of continuous improvement methods and practices without diminishing the quality of instruction or service.

RESOURCEFULNESS AND EFFICIENCY GOAL 1.1: JSCC will achieve greater efficiency and quality through the implementation of continuous improvement practices.

INDICATOR: Development of a quality improvement plan and completion of designated goals.

BASELINE: No current plans at inception of strategic planning period.

BENCHMARKS: The benchmark for the initial two years is the review of previous efforts and plans, as well as the completion of a quality improvement plan. Subsequent benchmarks will be set by the goals established in the plan.

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
No current plans exist at inception of strategic planning period.	Review of previous quality improvement/ efficiency efforts and plans	Establish new quality improvement/ efficiency plans	TBD by quality improvement plan	TBD by quality improvement plan	TBD by quality improvement plan

Jackson State Community College
Strategic Priority: Resourcefulness and Efficiency

RESOURCEFULNESS AND EFFICIENCY PRIORITY 2: JSCC will address fiscal constraints through the development of other sources of support.

RESOURCEFULNESS AND EFFICIENCY GOAL 2.1: JSCC will increase the amount of funds raised through sources other than state appropriations and student tuition and fees.

INDICATOR: Total amount of funds raised through sources other than state appropriations, financial aid to students, and student tuition and fees. Funds include revenue from Lifetime Learning and Workforce Development.

BASELINE: Funds raised in 2014-2015

BENCHMARK: 3.75% annual increase (20% increase by 2020)

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
$1.71 million	$1.78 million	$1.85 million	$1.92 million	$2 million	$2.08 million

Jackson State Community College
Strategic Priority: Resourcefulness and Efficiency

RESOURCEFULNESS AND EFFICIENCY PRIORITY 3: JSCC will demonstrate fiscal responsibility.

RESOURCEFULNESS AND EFFICIENCY GOAL 3.1: JSCC will demonstrate progress toward achieving the expected performance standards for the composite financial index and ratios established in TBR Policy 4:01:00:02: Institutional Financial Performance Review.

INDICATOR: Institution's score for composite financial index and ratios: Return on Net Assets, Net Operating Revenues, Primary Reserves and Viability

BASELINE: To be established during the initial year of the plan cycle

BENCHMARKS: Improvement of composite financial index score over previous year

BASELINE	2015-2016 Benchmark	2016-2017 Benchmark	2017-2018 Benchmark	2018-2019 Benchmark	2019-2020 Benchmark
To be established during the initial year of the plan cycle	Improvement of composite financial index score over previous year	Improvement of composite financial index score over previous year	Improvement of composite financial index score over previous year	Improvement of composite financial index score over previous year	Improvement of composite financial index score over previous year

Access Priority

1.1: Motlow State Community College will enhance assess to higher education.

- **Objective 1.1.1:** By 2025, the institution will increase the total participation level of students and the level of participation of subpopulations dual students, adults, academically underprepared and Pell eligible by 15%.

	Baseline (Fall 2014)	Goal (Fall 2024)
Total Headcount	4,793	5,512
Dual	876	1,007
Adult	1,025	1,282
Pell Eligible	2,437	3,046

Student Success Priority

2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

- **Objective 2.1.1:** By 2025, the institution will increase student indicators of timely progression (annual achievement of 12, 24 and 36 SCH) toward completion of all students and of subpopulations adults, academically underprepared and Pell eligible by 25%.

	Baseline (Fall 2014)	Goal (Fall 2024)
Total 12 SCH Achieved	1,485	1,856
Adult	197	246
Pell Eligible	671	839
Academically Underprepared	904	1,130
Total 24 SCH Achieved	1,184	1,480
Adult	194	243
Pell Eligible	622	778
Academically Underprepared	759	949
Total 36 SCH Achieved	941	1,176
Adult	205	256
Pell Eligible	512	640
Academically Underprepared	631	789

- **Objective 2.1.2:** By 2025, the institution will achieve a threshold success rate of TBD% for courses most critical to student success.

2.2: Motlow State Community College will increase the number of students who complete associate degree or certificates.

- **Objective 2.2.1:** By 2025, the institution will increase the number of associate degrees by 25% and certificates by 10% for all students and for subpopulations adults, academically underprepared and Pell eligible.

	Baseline (Fall 2014)	Goal (Fall 2024)
	708	858
Total Associate Degrees	597	746
Adult	224	280
Academically Underprepared	351	439
Pell Eligible	378	473

Total Certificates	111	122
Adult	49	54
Academically Underprepared	49	54
Pell Eligible	45	50

- **Objective 2.2.2:** By 2025, the institution will increase its 150% and 300% graduation rates by 5%.

	Baseline (F11 Cohort)	Goal (F22 Cohort)
150% Graduation Rate	21.8%	26.8%
300% Graduation Rate	23.0%	28.0%

Quality Priority

3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

- **Objective 3.1.1:** The institution will annually exceed the comparative or college peer group scores for academic success measures including exit exams, major field tests, and licensure exams.

- **Objective 3.1.2:** By 2025, the institution will develop and implement TBD high impact practices for courses that will have an annual student enrollment of TBD.

- **Objective 3.1.3:** The percentage of full-time faculty involved career furthering activities will annually exceed the comparative or college peer group percentage.

- **Objective 3.1.4:** The institution will annually evaluate and improve student support services to all students as determined by student satisfaction surveys including CCSSE and SENSE.

- **Objective 3.1.5:** The institution will acquire and/or maintain accreditation for accreditable programs and maintain a satisfactory audit/review of non-accredited programs

Resourcefulness & Efficiency Priority

4.1: Motlow State Community College will increase resources from external sources.

- **Objective 4.1.1:** By 2025, the institution will increase external resources by TBD%.

4.2: Motlow State Community College will maintain a graduate job placement rate.

- **Objective 4.2.1:** The institution will exceed an annual job placement rate of 95% for AAS and technical certificate graduates.

4.3: Motlow State Community College will maintain peer comparable instructional costs.

- **Objective 4.3.1:** The institution will develop and maintain a comprehensive instructional index for academic disciplines that will equal or exceed that of its peers.

4.4: Motlow State Community College will preserve institutional financial health.

- **Objective 4.4.1:** The institution will maintain a composite financial index that will equal or exceed that of its peers.

Strategic Plan 2015 – 2025 for *Nashville State Community College*

TBR Mission

Through innovation and judicious use of resources, the Tennessee Board of Regents System advances excellence in its diverse educational programs, research, service, and outreach in order to benefit Tennessee and its citizens.

Mission of Nashville State Community College

The mission of Nashville State Community College is to provide comprehensive educational programs and partnerships, exemplary services, an accessible, progressive learning environment, and responsible leadership to improve the quality of life for the community it serves. The college serves a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties, and the Upper Cumberland region.

Nashville State offers associate degrees and certificates that prepare students to think and perform well whether entering the workforce or transferring to a university upon graduation.

TBR Key Priority 1: Access

Nashville State Community College Key Priority 1: Access

Nashville State (NSCC) successfully expanded access to those in its service area during the 2010-2015 strategic planning cycle. University transfer degrees, which the college began offering in 2004, now account for 43% of degrees awarded. The college has also maintained and expanded its career/technical degrees during this period.

NSCC enrollment has grown by 3.4% headcount and 10.6 % FTE enrollment since the previous strategic planning cycle began. In fall 2015 the college enrolled more than 10,192 headcount and 6,204 FTE. The student body is very diverse in terms of students 25 years of age or older (39%) and racial/ethnic minorities (42%). The dual enrollment program, serving those who are not yet high school graduates, increased significantly during the last strategic planning cycle.

During 2015-2025, NSCC will give priority to removing access barriers for the population it serves. This will be accomplished through increasing online and hybrid course enrollments, adding off-campus sites, and improving success rates of at-risk student populations.

Key Priority 1: Access
Improve higher education opportunities for Tennesseans.

NSCC ACCESS GOAL 1.1	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will increase enrollment to a level sufficient to achieve its fair share of the TBR 2025 target	Unduplicated HC enrollment by term	Total Headcount = 10,192	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	Effective growth rate of 16%
NSCC ACCESS GOAL 1.2	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will use technology to increase participation in post-secondary education and workforce development.	FTE enrollment by term of distance education enrollment, to include ITV	3yr Rolling Average of Distance Education FTE Enrollment = 1,074.5	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average	2.5% increase over previous 3-year rolling average
NSCC ACCESS GOAL 1.3	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
In order to increase access at all levels, NSCC will develop a methodology to utilize access and diversity resources to implement best practices for increasing participation levels of traditionally underserved populations.	Explore childcare, food truck, bring child to school day, healthcare on campus	Zero plan at inception of strategic planning cycle	Completion of institutional plan	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress	Plan activities in progress

Strategic Plan 2015 – 2025 for

Nashville State Community College

Key Priority 1: Access
Improve higher education opportunities for Tennesseans.

NSCC ACCESS GOAL 1.4	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will increase the size and number of off-campus sites to maximize convenience for students. New sites will be located in Madison, Hermitage, and other areas as determined by need	Off-campus on-ground FTE enrollment

No. of off-campus sites | Total onground off-campus FTE enrollment = 1,930
Off-campus sites = 5 | 3% increase over previous year

Off-campus sites = 5 | 3% increase over previous year

Off-campus sites = 5 | 3% increase over previous year

Off-campus sites = 5 | 12% increase over previous year

Off-campus sites = 6 | 3% increase over previous year

Off-campus sites = 6 | 3% increase over previous year

Off-campus sites = 6 | 12% increase over previous year

Off-campus sites = 7 | 3% increase over previous year

Off-campus sites = 7 | 3% increase over previous year

Off-campus sites = 7 | 12% increase over previous year

Off-campus sites = 8 | 3% increase over previous year

Off-campus sites = 8 |
| **NSCC ACCESS GOAL 1.5** | **INDICATOR** | **BASELINE** | **2015-16 Benchmark** | **2016 -17 Benchmark** | **2017 -18 Benchmark** | **2018 -19 Benchmark** | **2019 -20 Benchmark** | **2020 -21 Benchmark** | **2021 – 22 Benchmark** | **2022 – 23 Benchmark** | **2023 – 24 Benchmark** | **2024 - 25 Benchmark** | **2025 TARGET** |
| NSCC will increase dual enrollment with Metro Schools | # of dual enrollment students fall/spring semesters from Metro Schools | # dual enrollment students in 2014-15 =1390 | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | 1.5% increase over previous year | Effective growth rate of 16% |

TBR Key Priority 2: Student Success
Increase the number of students receiving post-secondary awards.

Nashville State Community College Key Priority 2: Student Success

The Nashville State student body includes a disproportionate number of students who are high-risk in terms of successful graduation. Compared to TBR community colleges as a whole, Nashville state students are more likely to be enrolled part-time, members of racial/ethnic minorities, older, and have lower ACT scores. During 2015 – 2025, the college will focus on keeping students enrolled for a longer period of time and increasing their ability to earn an academic credential through:

- Increasing student life opportunities that connect students to the college outside the classroom (2.1.2)
- Enhancing technology that enriches the classroom experience (3.1.2)
- Increasing success of Learning Support completers who succeed in college-level math or English (2.2.4)
- Expanding opportunities for students to accumulate college credits while still in high school (2.2.4)
- Strengthening student ties with universities early in their college careers (2.2.3)

Key Priority 2: Student Success

Increase the number of students receiving post-secondary awards.

NSCC STUDENT SUCCESS GOAL 2.1.	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will increase the percent of courses where at least 70% of the students are successful to the TBR threshold level for courses designated as critical to student success	Progress on increasing 70% course success rate	Fall 2014 = 54.9% of course sections with at least 70% grade of at least C	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold	TBR threshold
NSCC STUDENT SUCCESS GOAL 2.2	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will enhance student persistence to the completion of a post-secondary credential or degree.	Progression rate, which measures both full time and part time degree or certificate-seeking students who did not earn an award	Average % fall 2014 students who enrolled spring 2015 = 72%	72.7%	73.0%	73.3%	73.6%	74.0%	75.0%	76.0%	77.0%	78.0%	79.0%	80.4%
NSCC STUDENT SUCCESS GOAL 2.3	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will increase # of students accumulating 12, 24, or 36 hours during the academic year by 1.5% over the 3-year rolling average	Improved progression rate	Fall 2014 12hrs=2,477 24hrs=1,878 36hrs=1,540	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average	1.5% increase over previous 3-year rolling average
NSCC STUDENT SUCCESS GOAL 2.4	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018-19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**

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	INDICATOR	BASELINE	2015-16 Benchmark	2016-17 Benchmark	2017-18 Benchmark	2018-19 Benchmark	2019-20 Benchmark	2020-21 Benchmark	2021–22 Benchmark	2022–23 Benchmark	2023–24 Benchmark	2024-25 Benchmark	2025 TARGET
NSCC will increase # of Quality Assurance Funding subpopulation members accumulating 12 SCH during the year	Increase in # accumulating 12 SCH among Quality Assurance subpopulations	Fall 2014 Adults=772 Low Income =1496 Academic Underprepared =1563 Total=3831	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average
NSCC STUDENT SUCCESS GOAL 2.5	**INDICATOR**	**BASELINE**	**2015-16** Benchmark	**2016-17** Benchmark	**2017-18** Benchmark	**2018-19** Benchmark	**2019-20** Benchmark	**2020-21** Benchmark	**2021–22** Benchmark	**2022–23** Benchmark	**2023–24** Benchmark	**2024-25** Benchmark	**2025 TARGET**
NSCC will increase # of Quality Assurance Funding subpopulation members accumulating 24 SCH during the year	Increase in # accumulating 24 SCH among Quality Assurance subpopulations	Fall 2014 Adults=775 Low Income =1306 Academic Underprepared =1276 Total=3354	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average
NSCC STUDENT SUCCESS GOAL 2.6	**INDICATOR**	**BASELINE**	**2015-16** Benchmark	**2016-17** Benchmark	**2017-18** Benchmark	**2018-19** Benchmark	**2019-20** Benchmark	**2020-21** Benchmark	**2021–22** Benchmark	**2022–23** Benchmark	**2023–24** Benchmark	**2024-25** Benchmark	**2025 TARGET**
NSCC will increase # of Quality Assurance Funding subpopulation members accumulating 36 SCH during the year	Increase in # accumulating 36 SCH among Quality Assurance subpopulations	Fall 2014 Adults=778 Low Income =1084 Academic Underprepared =1030 Total=2892	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average	Increase over previous 3-year rolling average
NSCC STUDENT SUCCESS GOAL 2.7	**INDICATOR**	**BASELINE**	**2015-16** Benchmark	**2016-17** Benchmark	**2017-18** Benchmark	**2018-19** Benchmark	**2019-20** Benchmark	**2020-21** Benchmark	**2021–22** Benchmark	**2022–23** Benchmark	**2023–24** Benchmark	**2024-25** Benchmark	**2025 TARGET**
NSCC will increase the 150% graduation rate of fulltime, first-time freshmen by 5% by 2025	Increase the 150% graduation rate	12.44%	12.94%	13.44%	13.94%	14.44%	14.94%	15.44%	15.94%	16.44%	16.94%	17.44%	150% graduation rate at least 17.94%
NSCC STUDENT SUCCESS GOAL 2.8	**INDICATOR**	**BASELINE**	**2015-16** Benchmark	**2016-17** Benchmark	**2017-18** Benchmark	**2018-19** Benchmark	**2019-20** Benchmark	**2020-21** Benchmark	**2021–22** Benchmark	**2022–23** Benchmark	**2023–24** Benchmark	**2024-25** Benchmark	**2025 TARGET**

	Indicator	Baseline	2015-16 Benchmark	2016-17 Benchmark	2017-18 Benchmark	2018-19 Benchmark	2019-20 Benchmark	2020-21 Benchmark	2021-22 Benchmark	2022-23 Benchmark	2023-24 Benchmark	2024-25 Benchmark	2025 Target
NSCC will increase the 300% graduation rate of fulltime, first-time freshmen by 10% by 2025	Increase the 300% graduation rate	13.93.%	14.93.%	15.93.%	16.93.%	17.93.%	18.93.%	19.93.%	20.93.%	21.93.%	22.93.%	23.93.%	300% graduation rate at least 23.93%
NSCC STUDENT SUCCESS GOAL 2.9	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will increase the number of students who complete a post-secondary credential, including technical certificates, transfer and terminal associates degrees.	Number of students completing a post-secondary credential annually	# degrees awarded in 2014-15 = 669 # certificates awarded in 2014-15 = 219	# degrees awarded in 2015-16 = 665 # certificates awarded in 2015-16 = 178	# degrees awarded in 2016-17 = 683 # certificates awarded in 2016-17 = 184	# degrees awarded in 2017-18 = 701 # certificates awarded in 2017-18 = 189	# degrees awarded in 2018-19 = 719 # certificates awarded in 2018-19 = 195	# degrees awarded in 2019-20 = 737 # certificates awarded in 2019-20 = 200	# degrees awarded in 2020-21 = 755 # certificates awarded in 2020-21 = 206	# degrees awarded in 2021-22 = 773 # certificates awarded in 2021-22 = 211	# degrees awarded in 2022-23 = 791 # certificates awarded in 2022-23 = 217	# degrees awarded in 2023-24 = 809 # certificates awarded in 2023-24 = 222	# degrees awarded in 2024-25 = 827 # certificates awarded in 2024-25 = 228	# degrees awarded in 2025 = 827 # certificates awarded in 2025 = 228
NSCC STUDENT SUCCESS GOAL 2.10	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will develop new student life activities to connect students to the college outside of classes	# of students participating in student organizations	# of organizations =32 # of students =600	# of organizations =33 # of students =630	# of organizations =33 # of students =660	# of organizations =34 # of students =690	# of organizations =34 # of students =720	# of organizations =35 # of students =750	# of organizations =35 # of students =780	# of organizations =36 # of students =810	# of organizations =36 # of students =830	# of organizations =37 # of students =845	# of organizations =38 # of students =860	# of organizations =38 # of students =860

Key Priority 2: Student Success
Increase the number of students receiving post-secondary awards.

NSCC STUDENT SUCCESS GOAL 2.11	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will offer new technical certificates that provide stepping stones to a degree in career areas.	# of certificates that articulate into an associate's degree.	Currently 14 certificates articulate into associate's degrees	14 certificates	15 certificates	15 certificates	16 certificates	16 certificates	17 certificates	18 certificates	18 certificates	19 certificates	20 certificates	20 certificates
NSCC STUDENT SUCCESS GOAL 2.12	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will forge AA/AS students' ties to universities early in their college career	Increase in # of students in dual admissions programs	# in dual admission in fall 2014	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year
NSCC STUDENT SUCCESS GOAL 2.13	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will increase the % Learning Support students who succeed in college-level math/English	% of LS completers who earn grade of A, B, or C in related college-level course	Co-requisite model baseline value to be determined	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year	1.5% increase over previous year

TBR Key Priority 3: Quality

Achieve excellence in the fulfillment of our institutional missions.

Nashville State Community College Key Priority 3: Quality

NSCC will maintain high standards for student achievement, program currency, and continuous improvement in its transfer, career, and workforce training programs.

The priority for the 2015 – 2025 planning period is driven by the mandates of the Complete College Tennessee ACT of 2010. Major focus will be placed on raising the College's low retention and graduation rates while maintaining and improving course and program quality. Major quality initiatives during the planning period will include:

- Transformation of all developmental studies classes with a goal of increasing student success
- Review of all on-line courses using the Quality Matters review process
- Addition of national certifications to appropriate courses and programs

Key Priority 3: Quality

Achieve excellence in the fulfillment of our institutional missions.

NSCC QUALITY GOAL 3.1	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will maintain a high pass rate for licensure and certification program graduates which will equal or exceed threshold levels set by TBR.	Indicator 1: Licensure and certification pass rates and student performance on national subject examinations	TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	At or above TBR Threshold Level	pass rates equal or exceeds TBR threshold

NSCC QUALITY GOAL 3.2	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will develop a list of career-furthering activities for faculty and promote their use.	Faculty progress in evaluation, promotion, and tenure	Current professional development process	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities	Increased career further activities

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NSCC QUALITY GOAL 3.3	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will ensure that 100% of accreditable programs are accredited or seeking initial accreditation	% of accredited programs	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation	100% of accreditable programs are accredited or seeking initial accreditation

NSCC QUALITY GOAL 3.4	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will monitor and improve the quality of their mission-specific research and creative activities and public service.	Number of third-party grants, contracts, agreements, and partnerships to advance research, creative activities, and/or public service in support of system and institutional missions	Zero reports at inception of strategic planning cycle	Annual report from each campus (template to be developed)	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus	Annual report from each campus

NSCC QUALITY GOAL 3.5	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will complete a quality review of online courses	Courses successfully passing the quality review	# of courses through review =X	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled	# of courses through review as scheduled
NSCC QUALITY GOAL 3.6	**INDICATOR**	**BASELINE**	**2015-16** Benchmark	**2016 -17** Benchmark	**2017 -18** Benchmark	**2018 -19** Benchmark	**2019 -20** Benchmark	**2020 -21** Benchmark	**2021 – 22** Benchmark	**2022 – 23** Benchmark	**2023 – 24** Benchmark	**2024 - 25** Benchmark	**2025 TARGET**
NSCC will increase students' eligibility to acquire external certifications	Number of certification tests students or graduates are eligible to take	# programs with eligibility for external tests in 2014-15	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification	Evaluate curriculum for opportunity to add certification

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TBR Key Priority 4: Resourcefulness & Efficiency

Expand resources and optimize administrative, instructional, and operational efficiencies.

Nashville State Community College Key Priority 4: Resourcefulness & Efficiency

[Institution's statement on Resourcefulness & Efficiency specific to institutional mission here]

NSCC will address fiscal and facilities deficiencies by advocating for: (1) equitable level of state funding per FTE and (2) equity in quantity and quality of physical facilities. NSCC will aggressively pursue distance education, especially web-based courses and off-campus locations as one means of coping with facilities shortages.

Key Priority 4: Resourcefulness & Efficiency

Expand resources and optimize administrative, instructional, and operational efficiencies.

NSCC RESOURCEFULNESS & EFFICIENCY GOAL 4.1	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will increase funds raised through sources other than state appropriations and student tuition and fees	Increase in unrestricted E&G funds	Fiscal year 2016 total = X	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average	Increase over previous three years rolling average
NSCC RESOURCEFULNESS & EFFICIENCY GOAL 4.2	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will work with TBR in developing an instructional index that is disaggregated by academic discipline	Develop and evaluate an instructional index	Initial outcomes from the instructional index	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency	Annual review of cost efficiency
NSCC RESOURCEFULNESS & EFFICIENCY GOAL 4.3	**INDICATOR**	**BASELINE**	**2015-16 Benchmark**	**2016 -17 Benchmark**	**2017 -18 Benchmark**	**2018 -19 Benchmark**	**2019 -20 Benchmark**	**2020 -21 Benchmark**	**2021 – 22 Benchmark**	**2022 – 23 Benchmark**	**2023 – 24 Benchmark**	**2024 - 25 Benchmark**	**2025 TARGET**
NSCC will work with TBR in developing a methodology to track post-award progression of graduates	Reduced number of graduates filing for unemployment	Initial outcomes from post-award tracking.	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Program improvement initiatives	Annual review of graduates filing for unemployment; program improvement initiatives

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NSCC RESOURCEFULNESS & EFFICIENCY GOAL 4.4	INDICATOR	BASELINE	2015-16 Benchmark	2016 -17 Benchmark	2017 -18 Benchmark	2018 -19 Benchmark	2019 -20 Benchmark	2020 -21 Benchmark	2021 – 22 Benchmark	2022 – 23 Benchmark	2023 – 24 Benchmark	2024 - 25 Benchmark	2025 TARGET
NSCC will maintain a composite financial index score that meets the expected performance standards 4:01:00:02	Return on Net Assets, Net Operating Revenues, Primary Reserve, and Viability	Initial outcomes from post-award tracking	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards	Annual review of composite financial index score to ensure that it meets the expected performance standards

2015 – 2025 Strategic Plan

Vision

Northeast State shall be a premier learning-centered institution whose students and graduates will be among the best-prepared individuals to meet current and emerging needs.

Mission

Northeast State is an open-access, public, comprehensive community college that advances lifelong learning and strengthens the economic and social/cultural aspects of the community. To facilitate teaching, learning, service, and student success, the College provides innovative, high-quality, and relevant associate, certificate, and career-focused educational programs and services. Programming and comprehensive support services are offered through varied delivery systems and at multiple campuses throughout its primary service area of Carter, Johnson, Sullivan, Unicoi, and Washington Counties. Within all aspects of its operations, Northeast State serves the public's interest through the judicious use of fiscal, human, and physical resources and through the provision of safe and secure campuses.

VALUES

Northeast State Community College embraces these values:

Respect - We value respect and provide an environment of inclusiveness, cooperation, and diversity.

Responsibility - We value responsibility and promote integrity, accountability, and excellence in teaching, learning, and services.

Responsiveness - We value responsiveness and facilitate personal, professional, and economic growth.

Goals/Objectives	Baseline	Baseline Date	2025 Target	Metric	Data Source(s)	Correlating Initiatives
Goal 1. Increase accessibility to educational and public service programs						
1.a. Increase overall headcount and full-time equivalent enrollment	Hdcnt: 5,865 FTE: 3,888	Fall 2014	Hdcnt: 6,705 FTE: 4,519	Student counts	14th Day Census File	TBR SP, CCTA Progression
1.b. Increase dual enrollment headcount and full-time equivalent enrollment	Hdcnt: 693 FTE: 265	Fall 2014	Hdcnt: 722 FTE: 280	Student counts	14th Day Census File	TBR SP, CCTA Dual Enrollment
1.c. Meet or exceed the race/ethnicity demographics of Northeast State's service area	American Indian or Alaska Native, 22, <1% Asian, 29, <1% Black or African American, 147, 3% Hispanic/Latino, 118, 2% Native Hawaiian/Pacific Islander, 1, <1% White, 5358, 91% (Note: others are race/ethnicity unknown or two or more races)	Fall 2014	Meet or exceed the race/ethnicity totals of the service area annually	Student counts	14th Day Census File and U.S. Census Bureau Data	Student Engagement, Retention, and Success (SERS) grant program
1.d. Develop additional course, program, and customized training offerings to respond to emerging markets and trends	10,000	Three-year average reported to the State in 2015	20,000	Participant counts	Workforce Training Totals Reported to State for CCTA	CCTA Workforce Training
1.e. Promote access and transform student learning and success	Status of College as denoted in the most recent master plan	2013	Major recommendations from master plan implemented, as appropriate	Percent of major recommendations from master plan that were implemented, as appropriate	2013 Master Plan	SACSCOC 2.5

Goals/Objectives	Baseline	Baseline Date	2025 Target	Metric	Data Source(s)	Correlating Initiatives
Goal 2. Promote student success through enhanced retention, graduation, and career-development efforts						
2.a. Increase student retention as demonstrated by student progression to select credit-hour benchmarks	12 Credit-hour: 1,542 24 Credit-hour: 1,156 36 Credit-hour: 991	2014-15	12 Credit-hour: 1,955 24 Credit-hour: 1,547 36 Credit-hour: 1,355	Student counts	End of Term Files	TBR SP, CCTA Progression
2.b. Increase success in courses most critical to student success	TBD	Fall 2014	70%	% of students earning an A, B, or C in TBR-identified critical courses	End of Term Files	TBR SP, CCTA Progression
2.c. Expand the Strategies for Teaching Excellence Program initiatives to include technology in order to transform the learning environment, increase retention/student success, and improve employability	State of technology	2014-15	Increase/improve the state of technology over the baseline	State of Technology Report from the Office of Information Technology	Institutional records	SACSCOC 3.3.2
2.d. Reduce the number of credit hours students accumulate beyond what is needed for their associate degrees	To be phased in. Under development	TBD	TBD	TBD	Institutional data files at time of graduation	TBR SP, CCTA Progression
2.e. Increase graduation rates	150% of time: 17.9% 300% of time: 26.6%	Fall 2011 Cohort Fall 2008 Cohort	150% of time: 20.6% 300% of time: 30.6%	Student counts	THEC Fact Book/ IPEDS Data	TBR SP, CCTA Progression
2.f. Increase the number of credentials awarded to include associate degrees and certificates	Associates: 828 Certificates: 281	2013-2014	Associates: 997 Certificates: 469	a. For one to two year certificates (award level = 22), all certificates will be counted with the exception of certificates with the CIP code '16.24.0101.01'. This matches the outcomes based formula.	Graduate Files	TBR SP, CCTA Associates, 1-2 Yr Certificates, & <1 Yr Certificates

Goals/Objectives	Baseline	Baseline Date	2025 Target	Metric	Data Source(s)	Correlating Initiatives
				b. For less than one year certificates (award level = 21), only technical certificates (award = C1) will be counted.		
2.g. Increase the total awards per full-time equivalent (FTE) student	24.9 awards per 100 FTE	2014-15	>24.9 awards per 100 FTE	THEC Funding Formula metric. However, only degree-seeking students will be included	THEC Funding Formula Outcomes	TBR SP, CCTA Awards Per FTE
Goal 3. Provide quality programs and services that are recognized for excellence						
3.a. Increase enrollment in high-impact practices	Service Learning: 1.10 Study Abroad: 1.09 Work-based Learning: 1.50 Badging: TBD e-Portfolio: TBD Undergraduate Research: TBD	2015-16	TBD	High impact practice counts	Institutional Records	TBR SP
3.b. Maintain or improve the number of accreditable programs that are accredited or seeking accreditation	100% of accreditable programs are accredited	2014-15	100% of accreditable programs are accredited	Percent of accreditable programs are accredited	THEC Quality Assurance Report	TBR SP, THEC QA
3.c. Achieve a satisfactory aggregate score on program reviews/academic audits for all non-accreditable programs	100% of non-accreditable programs achieved a satisfactory aggregate score	2014-15	100% of non-accreditable programs will achieve a satisfactory aggregate score	Percent of non-accreditable programs achieved a satisfactory aggregate score	THEC Quality Assurance Report	TBR SP, THEC QA
3.d. Faculty are involved in career-furthering professional development	To be phased in. Under development	TBD	TBD	TBD	TBD	TBR SP

Goals/Objectives	Baseline	Baseline Date	2025 Target	Metric	Data Source(s)	Correlating Initiatives
3.e. Maintain or improve licensure and certification pass rates and performance on national subject examinations	85% Nursing Pass Rate	May 2015	85% Nursing Pass Rate	Percent of students that passed the NCLEX exam	THEC Quality Assurance Report	TBR SP, THEC QA
Goal 4. Demonstrate institutional accountability, resourcefulness, and efficiency through the continuous assessment, planning, and implementation process						
4.a. Supplement state allotments and tuition through state, federal, private and other revenues, grants, contracts, and gifts.	$21.1M	FY15	>$21.1M	Total funds raised annually for the categories of 1.Federal Appropriations, Grants, and Contracts, 2.State Grants and Contracts 3.Local Appropriations, Grants, and Contracts, 4. Private Contracts and Gifts, 5. Endowment Income, 6. Sales and Services, 7. Other Sources of Education and General Revenue	Finance Office	TBR SP
4.b. Monitor the composite financial index score and its corresponding ratios that are within our control	Composite Financial Index: -1.81 Return on Net Assets: -7.15% Net Operating Revenues: -13.73% Primary Reserve: 0.20	FY15	Composite Financial Index: 3.0 Return on Net Assets: >=3% above the Consumer Price Index Net Operating Revenues: 4.0% Primary Reserve: >=0.40	Budget Data as submitted to TBR (The expected performance standards for the composite financial index and ratios are published in Board Policy 4:01:00:02: Institutional Financial Performance Review)	Finance Office	TBR SP

Goals/Objectives	Baseline	Baseline Date	2025 Target	Metric	Data Source(s)	Correlating Initiatives
4.c. Develop and implement an instructional financial cost center management system that is disaggregated by academic discipline	To be phased in. Under development	TBD	TBD	TBD	TBD	TBR SP
4.d. Increase the post-award progression of graduates, to include transfer and job placement rates	To be phased in. Under development	TBD	TBD	TBD	TBD	TBR SP

Note: Where possible, data will be disaggregated and monitored by Pell, Under-represented minority, and adult subpopulations.

Subpopulations

When possible, data will be disaggregated to understand how vital subpopulations are being affected by system and institution actions. The metrics below will *not* include subpopulation reporting.

1. Awards per 100 full-time equivalent students.
2. Licensure and certification pass rates and performance on national subject examinations.
3. Number of faculty involved in career-furthering activities.
4. Percentage of accreditable programs that are currently accredited or seeking accreditation.
5. Current aggregate score of non-accreditable programs calculated from program reviews and academic audits.
6. Total amount of funds raised through sources other than state appropriations and student tuition and fees.
7. Development of an instructional index that is disaggregated by academic discipline.
8. Composite financial index score.

All other metrics will eventually have subpopulation reporting, though not all will be available immediately.

Pell:

1. Award and Graduation Metrics: A student who receives a Pell Grant at any point at the institution awarding the degree or certificate would be identified as a Pell award or graduate.
2. Enrollment and Progression Metrics: A student must be receiving a Pell Grant during the term or academic year in question to be identified as a Pell recipient.

Under-represented Minority:

1. Includes Hispanic/Latino, Native Hawaiian/Pacific Islander, Black/African American, and Alaskan Native/American Indian. Asian and Multiple Races are NOT considered under-represented minorities.
2. For all metrics, the student's race is determined using the data reported in the most recent term's data reported to TBR.

Adult:

1. Adults are students that are 25 or older at the time of graduation. The student's age is calculated by subtracting the year of birth from the award year.
2. For all metrics, the student's age is determined using the data reported in the most recent term's data reported to TBR.

Pellissippi State Community College
Strategic Plan
2015-2020

Mission Statement

Pellissippi State Community College: a transformative environment fostering the academic, societal, economic, and cultural enrichment of the individual and the community.

Features of Our Mission

To fulfill its mission, Pellissippi State offers students the opportunity to earn the following credentials:
- Associate's degrees and certificates that lead to employment in a variety of career fields
- Associate's degrees, courses, programs, pathways, and partnerships that prepare students for transfer to baccalaureate-level colleges and universities
- Industry recognized certifications that increase the skills of the local workforce, support the development of existing and new employers, and foster economic growth

Our mission is guided by our commitment to the following values:
- Academic Integrity
- Accessibility
- Affordability
- Community and Civic Engagement
- Diversity
- Sustainability

In support of these values, we offer the following programs and services:
- Academic Support Services
- Arts and Cultural Events
- Early College Initiatives
- Non-credit Classes
- Service-Learning
- Student Support Services
- Study Abroad
- Sustainable Campus Initiative
- Technology-enhanced Course Delivery
- Veterans Support and Programming
- Workforce Development

Pellissippi State Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Pellissippi State Community College

Strategic Focus Area 1: Innovative Instructional Programs

Pellissippi State will expand its instructional programs, diversify delivery options and modes of instruction, and develop new programs for target populations in collaboration with business and industry to address workforce needs.

Initiatives

The College will

1.1   Increase participation in Structured Learning Communities (TBR SP Indicator: Student Success)

1.2   Expand and enhance dual enrollment opportunities and enrollment (TBR SP Indicator: Access and Student Success)

1.3   Offer a variety of course delivery methods and scheduling options (TBR SP Indicator: Student Success)

1.4   Increase participation in Prior Learning Assessment (TBR SP Indicator: Student Success)

1.5   Expand program offerings and degree opportunities at site campuses by creating structured cohorts, varied delivery methods, and alternative scheduling (TBR SP Indicators: Access and Student Success)

1.6   Provide enhanced support for the enrollment and retention of underprepared students (TBR SP Indicators: Access and Student Success)

1.7   Increase participation in high impact practices (TBR SP Indicator: Quality)

1.8   Explore the possibility of mandatory College Success courses (TBR SP Indicator: Student Success)

1.9   Increase participation in Study Abroad program for PSCC students (TBR SP Indicator: Quality)

1.10   Provide support as needed for faculty, students, and staff involved in Service Learning (TBR SP Indicator: Quality)

Key Performance Indicators

KPI 1: Headcount and full-time equivalent enrollment, by full-time/part-time status
KPI 2: Headcount and full-time equivalent enrollment of enrolled high school students
KPI 3: Students progressing to credit hour benchmarks
KPI 4: Graduation rates
KPI 5: Enrollment in high impact practices
KPI 6: Participation in PLA
KPI 7: Awards per 100 FTE

Strategic Focus Area 2: Exceptional Student Experiences

Pellissippi State will focus on the student experience by supporting all students to program completion, redesigning academic engagement and other processes, and marketing success strategies to specific student populations.

Initiatives

The College will

2.1   Implement a Strategic Enrollment Plan to increase enrollment and promote positive early experiences for students (TBR SP Indicators: Access and Student Success)

2.2   Implement Access to Success Plan to include adults, underrepresented minorities, and low income students to increase retention and graduation (TBR SP Indicators: Access and Student Success)

2.3   Expand Centers of Student and Community Engagement unique to the needs of each campus community (TBR SP Indicator: Student Success)

2.4   Establish an Honors Program ((TBR SP Indicator: Quality)

2.5   Provide a staff professional development plan to address identified needs (TBR SP Indicator: Student Success)

2.6   Ensure and monitor access to College programs for people with disabilities (TBR SP Indicator: Access and Student Success)

2.7   Develop a comprehensive five-year plan to implement identified principles for Universal Design of curriculum that provides all individuals equal opportunities to learn (TBR SP Indicator: Student Success)

2.8   Develop and implement an early intervention strategy with students struggling in critical courses or identified through trajectory analytics

Key Performance Indicators

KPI 1: Headcount and full-time equivalent enrollment, by FT/PT status
KPI 2: Headcount and full-time equivalent enrollment of enrolled high school students
KPI 3: Degrees, certificates, diplomas awarded, disaggregated by award level
KPI 4: Students progressing to credit hour benchmarks
KPI 5: Graduation rates
KPI 6: Progression in Universal Design implementation
KPI 7: Number of credit hours accumulated beyond needed hours for degree
KPI 8: Success in identified critical courses

Pellissippi State will identify new revenue streams and increase the funds secured through external grants and gifts in support of its programs and services.

Initiatives

The College will

3.1   Develop and implement a strategic marketing plan (TBR SP Indicators: Access and Resourcefulness & Efficiency)

3.2   Seek grant funding for new programs (TBR SP Indicator: Resourcefulness & Efficiency)

3.3   Develop and implement a major gifts campaign (TBR SP Indicator: Resourcefulness & Efficiency)

3.4   Increase alumni participation in resource development (TBR SP Indicator: Resourcefulness & Efficiency)

3.5   Establish a Resource Development Committee to increase awareness and engagement of faculty and staff in developing additional revenue streams (TBR SP Indicator: Resourcefulness & Efficiency)

Key Performance Indicators

KPI 1: Total amount of funds raised through sources other than state appropriations and student tuition and fees

Pellissippi State will invest in quality teaching support through an aggressive program of faculty and staff development to support pedagogical innovations throughout the curriculum and to enhance and integrate the use of technology where appropriate.

Initiatives

The College will

4.1   Establish a faculty/staff development center to provide professional development leading to incorporation of high impact practices (TBR SP Indicator: Quality)

4.2   Ensure certification of all online instructors and guarantee quality of online class offerings (TBR SP Indicator: Quality)

4.3   Strengthen the adjunct experience through use of temporary full-time positions and increased professional development opportunities, such as including adjuncts in the New Faculty Academy (TBR SP Indicator: Quality)

4.4   Develop a comprehensive, cohesive plan for faculty development throughout each academic year (TBR SP Indicator: Quality)

4.5   Provide support for educational technology through training and funding (TBR SP Indicator: Student Success, Quality, and Resourcefulness & Efficiency)

Key Performance Indicators

KPI 1:   Percentage of accreditable programs that are currently accredited or seeking accreditation

KPI 2:   Current aggregate score of non-accreditable programs calculated from program reviews and academic audits

KPI 3:   Licensure and certification pass rates and performance on national subject examinations

KPI 4:   Percentage of faculty involved in career furthering activities

Pellissippi State will redesign and restructure institutional processes to improve efficiency and communication.

Initiatives

The College will

5.1   Assess key college processes and make recommendations for improved efficiency (TBR SP Indicator: Resourcefulness & Efficiency)

5.2   Establish and implement a comprehensive, consistent plan for communication with students, alumni, faculty, staff, donors, and others in the community (TBR SP Indicator: Quality and Resourcefulness & Efficiency)

5.3   Continue to work with TBR in implementation of Business Process Mapping (TBR SP Indicator: Resourcefulness & Efficiency)

5.4   In conjunction with TBR, identify ways to manage costs of instruction more efficiently (TBR SP Indicator: Resourcefulness & Efficiency)

Key Performance Indicators

KPI 1:   On track for implementation of Business Process Mapping initiatives

KPI 2:   Composite financial index score

KPI 3:   Developed disaggregated instructional index

Strategic Focus Area 6: Community Connections

Pellissippi State will expand its outreach through connections in the community and partnerships with business, industry, organizations, individuals, and other educational providers at higher education and training agencies.

Initiatives

The College will

6.1   Strengthen and enhance Pellissippi State's partnership with Knox County Schools and the Career Magnet Academy located at the Strawberry Plains Campus (TBR SP Indicator: Student Success)

6.2   Strengthen partnerships with TCAT (TBR SP Indicator: Student Success)

6.3   Strengthen partnerships with K-12 in Blount County (TBR SP Indicator: Student Success)

6.4   Create co-op programs, internships, and apprenticeships for all CTE programs and develop method for evaluation of impact on student learning (TBR SP Indicator: Student Success and Quality)

6.5   Continue participation in the UT Bridge Program (TBR SP Indicator: Access and Student Success)

6.6   Improve involvement of Advisory Boards in program development (TBR SP Indicator: Student Success and Quality)

6.7   Continue to work with local employers to provide workforce training (TBR SP Indicator: Student Success and Quality)

6.8   Foster cultural engagement opportunities through the visual and performing arts (TBR SP Indicator: Quality)

6.9   Collaborate with community artists and arts organizations to host more events on all campuses (TBR SP Indicator: Quality)

7.0   Continue to offer personal enrichment opportunities for community members (TBR SP Indicator: Quality)

7.1   Continue and strengthen the College's role as an AmeriCorps Vista Hub which provides civic engagement opportunities for the college community (TBR SP Indicator: Quality)

Key Performance Indicators

KPI 1: Number of students participating in internship, co-op and apprenticeship programs

KPI 2: Number successfully participating in UT Bridge program

KPI 3: Number of workplace development hours taught

Roane State Community College

2015-2025 Strategic Plan

Tennessee Board of Regents

Roane State Community College

Vision Statement

Roane State Community College's vision is to be a premier learning institution that transforms lives, strengthens community, and inspires individuals to excellence.

Mission Statement

Roane State Community College is a comprehensive, public, two-year postsecondary institution serving the higher education needs of a diverse eight-county service area, which includes Roane, Anderson, Campbell, Cumberland, Fentress, Loudon, Morgan, and Scott counties and expands to include Knox and Blount counties for the delivery of a broad range of health science programs. Roane State provides multiple staffed teaching locations and a wide range of flexible teaching delivery modes and distance education technologies to accommodate the diverse learning needs of students balancing multiple priorities in the pursuit of their educational goals.

The college awards the Associate of Arts, Associate of Science, or Associate of Science in Teaching degree for students who wish to transfer to a four-year institution and provides career education for Associate of Applied Science degree or Technical Certificate graduates to enter the workforce. Roane State also upgrades employee skills with a wide range of continuing education and workforce development training offerings, provides a pathway to postsecondary education for high school students through dual studies, and brings cultural, educational, and recreational opportunities to its communities.

Regardless of their program of study, Roane State students are provided a sound foundation in critical thinking and communication skills and exposed to a curriculum and experiences designed to broaden their understanding and respect for wellness, civic engagement and service, diverse ideas and cultures, a sense of the global community, and the technology required to succeed in 21st century society.

Roane State's mission is to improve the lives of individuals through the transformative power of education and to build thriving communities through partnerships for strengthening economic development. Just as Roane State expects its students to challenge themselves to engage in lifelong learning, the college accepts the challenge to sustain a culture of innovation and to continually explore new ways to provide an educational experience that meets the current and future needs of its service area communities.

Values Statement

The college community affirms as its highest values honesty, integrity, respectful communication, and a commitment to personal and professional accountability and measures its institutional success by the success of its students.

2015-2025 Strategic Plan

1. RSCC Goal: <u>ACCESS</u>
Roane State will broaden opportunities for residents of its service area to access educational programs and services that will enrich their lives and strengthen their communities.

Access Objective #1.1	
RSCC will optimize recruitment and enrollment processes and services designed to remove barriers and personalize client interaction, facilitate timely and educationally appropriate registration, and maximize enrollment.	
Strategy 1.1.1: Improve communication with prospective and entering students through more personalized interaction and assistance to facilitate students' choice of academic program or focus area.	
Owners: **Enrollment Management (Jamie Stringer)**, Student Success Center, One-Stop, Financial Aid, Advising Resource Center, Completion Committee	
Indicator: 10% increase in enrollment by 2025; all first-time entering degree-seeking students assigned a success coach; Ready to ReConnect grant initiatives implemented per final report	
Baseline 2014/2015: Entering students assigned advisors based on major; Success Coach model planned	

Year	Benchmark	Progress
2015/16	Success coaches hired; training developed and implemented; students assigned coaches during registration for fall 2016; "Enrollment funnel" strategies implemented; 1% enrollment increase	
2024/25 Target	Enrollment increase to 6816 per TBR target; students assigned success coach per guidelines	

Access Objective #1.1	
RSCC will optimize recruitment and enrollment processes and services designed to remove barriers and personalize client interaction, facilitate timely and educationally appropriate registration, and maximize enrollment.	
Strategy 1.1.2: Develop academic program choices, organized by discipline area focus or articulated pathways, aligned to specific career and/or educational targets.	
Owners: **Vice President for Student Learning (Diane Ward),** Academic deans, program directors, General Education Committee, Director of Advisement & Articulation, Director of Public Relations, Completion Committee	
Indicator: 10% increase in enrollment by 2025; All RSCC academic programs published in "GPS" format for two-year and three-year options; program maps updated as needed	
Baseline 2014/2015: Model for Nursing created; faculty introduced to concept at Convocation	

Year	Benchmark	Progress
2015/16	At least 80% of programs converted to GPS format.	

2024/25 Target	Enrollment increase to 6816 per TBR target; all curriculum maps implemented and updated as needed	

Access Objective #1.1

RSCC will optimize recruitment and enrollment processes and services designed to remove barriers and personalize client interaction, facilitate timely and educationally appropriate registration, and maximize enrollment.

Strategy 1.1.3: Optimize efficiency and effectiveness of enrollment process and services.

Owners: **Enrollment management, (Jamie Stringer),** Student Success Center, One-Stop, Financial Aid, site directors, Computer Services, Roane State Foundation,

Indicator: **10% increase in enrollment; reduced cycle time; reduction in "later" registration; increased financial aid and support resources**

Baseline 2014/2015: **Application process streamlined so that students are "provisionally" admitted allowing them to gain access to Raidernet upon application submission rather than college acceptance. Students personally contacted to file FAFSA by priority date; 44% filed timely. Students receive Raider Alert with notification of projected loan processing. One-Stop training ongoing**

Year	Benchmark	Progress
2015/16	Develop comprehensive recruitment plan for different constituencies; continue efficiency strategies	
2024/25 Target	Enrollment increase to 6816 per TBR target; Incremental improvements in recruitment/enrollment processes	

Access Objective #1.2

RSCC will increase students' access to educational opportunities through the development and implementation of market-driven, flexibly-delivered courses and programs.

Strategy 1.2.1: Develop and implement credit and non-credit academic programs to meet the needs of the service area job market

Owners: **Vice President for Student Learning (Diane Ward),** academic deans, program directors, **Vice President for Workforce Development (Teresa Duncan),** Director of Workforce Training and Placement, Public Relations

Indicator: **Incremental increases in enrollment in new program options; increase in PLA crosswalks and assessments**

Baseline 2014-2015: **Financial Services degree developed based on area business request; approved by TBR and SACSCOC. Mechatronics AAS developed to replace Certificate from STEM grant. Multiple short courses developed for non-credit healthcare through RxTN grant.**

Year	Benchmark	Progress
2015/16	Continue development of Customer Care, Retail Management, Welding certificate programs based on discussions with area business/industry. Select faculty trained in PLA evaluation through Ready to Reconnect grant.	

20204/25 Target	Incremental increases in enrollment in new program options; increase in PLA crosswalks and assessments

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Access Objective #1.2

RSCC will increase students' access to educational opportunities through the development and implementation of market-driven, flexibly-delivered courses and programs.

Strategy 1.2.2: Develop and implement non-traditional delivery options for selected programs to increase access for students with barriers to traditional enrollment.

Owners: **Vice President for Student Learning (Diane Ward), (Jamie Stringer),** academic deans, program directors, CTAT, IT, site directors, Public Relations

Indicator: Incremental increases in enrollment in alternatively delivered program options

Baseline: Accelerated offerings in 8 disciplines/programs; online options in 26 disciplines

Year	Benchmark	Progress
2015/16	Identify programs with potential for acceleration; develop additional accelerated course options (Music Theory sequence, for ex.)	
2024/25 Target	Incremental increases in enrollment in alternatively delivered program options	

Access Objective #1.2

RSCC will increase students' access to educational opportunities through the development and implementation of market-driven, flexibly-delivered courses and programs.

Strategy 1.2.3: Develop and implement plan for delivery of selected programs at satellite campus locations

Owners: Vice President for Student Learning (Diane Ward), Vice President for Advancement and Community Relations (Melinda Hillman), academic deans, program directors, site directors, Public Relations

Indicator: Increases in program offerings, Increase in off-campus enrollment

Baseline 2014-2015: 50%+ through traditional delivery offered for AA/AS/AFA/AST/AAS General Technology at satellite campuses; Mechatronics offered at Clinton Training Center

Year	Benchmark	Progress
2015/16	Identify and develop at least one complete program offering for one satellite campus	
2024/25 Target	Documented increase in program offerings; increase in off-campus enrollment	

Access Objective #1.3

RSCC will increase participation of priority student populations, including those that are under-represented and under-served.

Strategy 1.3.1: Develop strategies to increase participation of student populations with declining enrollment trends, including adults over 25 and students from 21-24 years old.	

Owners: **Enrollment Management (Jamie Stringer), Vice President for Institutional Effectiveness (Karen Brunner),** Vice President for Student Learning, academic deans, Student Success Center, One-Stop, Student Services, RSCC Foundation, Completion Committee, Public Relations, site directors, Director of Workforce Training and Placement

Indicator: Increased enrollment of priority student subpopulations

Baseline fall 2015: Students 21-24 = 831; students 25 and over = 1472

Year	Benchmark	Progress
2015/16	Stabilize enrollment decline; target 1% increase	
2024/25 Target	10% increase in enrollment of priority student populations	

Access Objective #1.3
RSCC will increase participation of priority student populations, including those that are under-represented and under-served.

Strategy 1.3.2: Develop strategies to increase participation of minority students, veterans, and under-represented genders in non-traditional occupations	

Owners: **Enrollment Management (Jamie Stringer), Vice President for Institutional Effectiveness (Karen Brunner),** Student Services, Student Success Center, Completion Committee, program directors, site directors, Public Relations, Director of Workforce Training and Placement

Indicator: Increased enrollment of priority student subpopulations

Baseline fall 2015: 269 minority students; 156 under-represented genders in non-traditional occupations based upon Perkins re-definition; approx. 125 veterans accessing services

Year	Benchmark	Progress
2015/16	Begin development of strategy to increase participation for completion 2016-2017; implementation 2017-2018	
2024/25 Target	10% increase in enrollment of priority student populations	

Access Objective #1.3
RSCC will increase participation of priority student populations, including those that are under-represented and under-served.

Strategy 1.3.3: Develop strategies to increase participation by enrolled high school students	

Owners: **Vice President for Student Learning (Diane Ward), Director of Middle College (David Lane), Director of Dual Studies (Kelly Thomas),** academic deans, site directors, Enrollment Management

Indicator: Increased enrollment of priority student subpopulation

Baseline fall 2015: 1233 dually enrolled students; Middle College cohort in Roane County; development of Anderson County Middle College

Year	Benchmark	Progress
2015/16	Implement Anderson County Middle College cohort; continue Roane County Middle College;	

	engage in discussions with at least one additional school system for 2016-2017 cohort	
2024/25 Target	1,320 dually enrolled students per TBR target	

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2. RSCC Goal: Student Success
Roane State will build pathways, design and deliver learning environments, and provide supportive services that will advance students' accomplishment of their educational goals.

Student Success Objective #2.1
RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.
Strategy 2.1.1: Deploy corps of success coaches at designated campus locations to provide mandatory holistic advisement and support for first-time entering students through completion of 24 credit hours; implement mandatory academic advisement for all students
Owners: Vice President for Institutional Effectiveness (Karen Brunner), Enrollment Management (Jamie Stringer), Student Success Center, Financial Aid, Advising Resource Center, Completion Committee; Vice President for Student Learning, academic deans, faculty
Indicator: Percent students with academic plan/major at 24 credit hours; increased progression, awards (10%), awards per FTE and graduation rate (disaggregated by sub-population; compared to "traditional" students); decreasing number of credit hours accumulated beyond number needed for degree
Baseline 2014-2015: develop student success coach concept

Year	Benchmark	Progress
2015/16	Hire and train initial corps of success coaches; begin advisement for fall 2016 semester; begin development of parameters for mandatory advisement for all students	
2024/25 Target	Maintain Awards per FTE rate above threshold; 150% graduation rate of 22.9%; 300% at 32.1% per TBR targets; decrease in credit hours beyond needed per TBR established threshold; credit hour progression benchmarks met (12=1,900; 24=1,503; 36=1,284)	

Student Success Objective #2.1

RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.

Strategy 2.1.2: Provide required COLS 1010 Learning Strategies course for designated first-time entering students.

Owners: Vice President for Student Learning (Diane Ward), COLS 1010 Coordinator (Nancy Hamilton), Office of Institutional Effectiveness and Research

Indicator: Course completer success rate meeting benchmarks, LASSI post-survey gains, increase in retention/completion, benchmarks met for student and faculty perception of learning gains

Baseline 2014-2015: COLS 1010 sections offered at all RSCC campuses with exception of Knox County; new COLS 1010 coordinator hired to replace QEP Director returning to the classroom

Year	Benchmark	Progress
2015/16	Approve COLS 1010 an institutional requirement for first-time entering students; establish any waiver parameters; train and hire faculty needed for deployment fall semester 2016; information campaign for advisors and students	
2024/25 Target	All benchmarks met for COLS success metrics indicators	

Student Success Objective #2.1

RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.

Strategy 2.1.3: Develop strategies to enhance the educational experience of priority student sub-populations (first-time entering students, adults, under-represented minorities)

Owners: Completion Committee, Office of Institutional Effectiveness and Research (Karen Brunner), Student Services, Student Engagement, Library, Learning Center, academic deans, Director of Grants Development

Indicator: Percent students with academic plan/major at 24 credit hours; increased progression, awards (10%), awards per FTE and graduation rate (disaggregated by sub-population; compared to "traditional" students); benchmarks met for SENSE and CCSSE survey perception and focus groups

Baseline 2014-2015: develop concept of success coaches; curriculum maps; continue study of best practices in scheduling software; Ready to Reconnect grant awarded to implement adult strategies

Year	Benchmark	Progress
2015/16	Hire and train initial corps of success coaches; begin development of curriculum maps; schedule visit to community college utilizing Infosilem scheduling software; implement Ready to Reconnect strategies, including Adult Advisory Council.	
2024/25 Target	Maintain Awards per FTE rate above threshold; 150% graduation rate of 22.9%; 300% at 32.1% per TBR targets; decrease in credit hours beyond needed per TBR established threshold; ; credit hour progression benchmarks met (12=1,900; 24=1,503; 36=1,284)	

Student Success Objective #2.1

RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.

Strategy 2.1.4: Develop academic schedules and delivery options that enable students' timely completion of academic program plan requirements

Owners: Vice President for Student Learning (Diane Ward), academic deans, site directors, program directors, Completion Committee (scheduling office?),Public Relations, Office of Institutional Effectiveness and Research

Indicator: Academic schedules align with curriculum program maps for two-year and three-year completion; Percent students with academic plan/major at 24 credit hours; increased progression, awards (10%), awards per FTE and graduation rate (disaggregated by sub-population; compared to "traditional" students);

Baseline 2014-2015: Multiple term options (5,7,10 wk) for various courses help students accelerate schedules; Interactive, web, and hybrid delivery options also available; college consulting with Infosilem scheduling software company for possible technology assistance for wide-scale scheduling re-engineering

Year	Benchmark	Progress
2015/16	Develop schedule and delivery options designed for Ready to ReConnect adult students; plan flexible scheduling options to accommodate curriculum maps; plan for purchase of Infosilem scheduling software	
2024/25 Target	Maintain Awards per FTE rate above threshold; 150% graduation rate of 22.9%; 300% at 32.1% per TBR targets; decrease in credit hours beyond needed per TBR established threshold; ; credit hour progression benchmarks met (12=1,900; 24=1,503; 36=1,284)	

Student Success Objective #2.1

RSCC will increase student retention and persistence through targeted initiatives to enhance the first-year experience and academic advisement and improve scheduling and delivery options to facilitate timely completion.

Strategy 2.1.5: Develop and implement student success/completion plan per Achieving the Dream best practices/templates

Owners: Completion Committee, ATD Data Committee, (Karen Brunner), President, President's Cabinet

Indicator: Implementation plan on track per established timelines; ATD coach recommendations implemented as appropriate; Percent students with academic plan/major at 24 credit hours; increased progression, awards (10%), awards per FTE and graduation rate (disaggregated by sub-population; compared to "traditional" students);

Baseline: Core ideas discusses with ATD Coaches at Kick-off Institute

Year	Benchmark	Progress
2015/16	Complete Achieving the Dream Implementation Plan per April 2016 due date	
2024/25 Target	Maintain Awards per FTE rate above threshold; 150% graduation rate of 22.9%; 300% at 32.1% per TBR targets; decrease in credit hours beyond needed per TBR established threshold; ; credit hour progression benchmarks met (12=1,900;	

	24=1,503; 36=1,284); achievement of Leader College status	

Student Success Objective #2.2

RSCC will improve the success of students with academic deficiencies or other factors that put them at risk for accomplishing their academic goals.

Strategy 2.2.1: Improve success rate of students with academic deficiencies in Reading, Writing, and Math through implementation of co-requisite model of instruction.

Owners: Vice President for Student Learning (Diane Ward), deans of Humanities and Math/Science, Director of Learning Center/Learning Support, Office of Institutional Effectiveness and Research, Student Success Center

Indicator: Increased percentage of students successfully completing LS competencies, increased percentage of LS students successfully completing college-level reading, writing, math

Baseline: Per TBR analysis: (Fall 2012 cohort): 9.5% of freshmen in LS Math completed college level math by end of spring 2013; 44.1% of freshmen in LS Writing completed ENGL 1010 by end of spring 2013

Year	Benchmark	Progress
2015/16	Meet or exceed fall 2015 co-requisite results: 57.5% of freshmen enrolled in LS Math completed college level Math in same term; 65.4% of freshmen enrolled in LS Writing completed ENGL 1010 in same term.	
20024/25 Target	Incremental increase in success rate of students completing college-level courses through co-requisite instruction.	

Student Success Objective #2.2

RSCC will improve the success of students with academic deficiencies or other factors that put them at risk for accomplishing their academic goals.

Strategy 2.2.2: Develop and implement intervention system for faculty, success coaches, and others in student support positions to alert and advise students at risk of non-completion.

Owners: Vice President for Student Learning (Diane Ward), Student Services (Jamie Stringer), Student Success Center, Learning Center/Learning Support, Deans, Completion Committee

Indicator: Early Alert or similar intervention process developed and implemented, reduction in number of students in SAP; increased retention

Baseline: Pilot Academic Alert efforts have had limited success; intrusive advising more integrated through SAP and new change of major requirement processes.

Year	Benchmark	Progress
2015/16	Identify process for faculty to interact with success coaches for timely intervention.	
2024/25 Target	Effective alert intervention strategy in place and utilized by faculty and success coaches	

Student Success Objective #2.3

RSCC will enhance student learning support services and curricular and co-curricular learning opportunities to increase student engagement and success.

Strategy 2.3.1: Develop and implement strategies to enhance engagement and improve student learning through utilization of Library and Learning Center resources and services.

Owners: **Library Services (Robert Benson), Learning Center (Mike Hill), Vice President for Student Learning (Diane Ward),** Deans

Indicator: **New and/or enhanced resources and services; increased utilization of Library and Learning Center (faculty and students); user satisfaction per feeback**

Baseline: **Mobile learning initiative in place and embraced by faculty; library research guides in place in multiple disciplines; embedded librarians in key courses**

Year	Benchmark	Progress
2015/16	Redesign Library online services portal; develop new Learning Center webpage; integrate accessibility guidelines	
2024/25 Target	Incremental increases in faculty and student utilization of services; user satisfaction confirmed per feedback	

Student Success Objective #2.3

RSCC will enhance student learning support services and curricular and co-curricular learning opportunities to increase student engagement and success.

Strategy 2.3.2: Develop and implement strategies to increase student success in top critical courses.

Owners: **Vice President for Student Learning (Diane Ward),** Deans, CTAT, Learning Center, Library

Indicator: **Decrease in number of courses that fall below TBR established threshold for percentage achieving success (A, B, C grades)**

Baseline: **30% of Top 20 enrollment courses currently have average success rate (A,B,C grades) under 70%**

Year	Benchmark	Progress
2015/16	TBD: TBR faculty groups convening to establish thresholds	
2024/25 Target	Meet threshold established by TBR	

Student Success Objective #2.3

RSCC will enhance student learning support services and curricular and co-curricular learning opportunities to increase student engagement and success.

Strategy 2.3.3: Develop and implement strategies to strengthen the culture of innovation to enhance learning and engagement.

Owners: **Jamie Stringer and Innovation Teams, Vice President for Student Learning (Diane Ward),** Deans, CTAT, Information Technology

Indicator: Increase in student performance and persistence in distance learning courses; new and improved options for distance learning delivery adopted; innovation plan developed for long-range planning		
Baseline: Innovation identified as institutional priority; added to mission statement; President asked Assistant VP Stringer to establish teams to develop and implement strategies		
Year	Benchmark	Progress
2015/16	Innovation teams identified; initial work to begin with revitalizing distance learning delivery options.	
2024/25 Target	Incremental progress to implement innovation strategies identified through consensus of all stakeholders as most critical to student engagement and success.	

Student Success Objective #2.4		
RSCC will build strategic pathways into Roane State programs and into articulated programs at other higher education institutions and facilitate the reverse transfer process for transferring students.		
Strategy 2.4.1: Develop dual enrollment plans with participating high schools to provide the most appropriate curriculum options for students.		
Owners: **Vice President for Student Learning (Diane Ward), Director of Dual Studies (Kelly Thomas)**, Deans, site directors, SACSCOC Accreditation Liaison		
Indicator: Number of high schools with dual enrollment curriculum plan		
Baseline: 18 high schools offering 25%-49% of a degree		
Year	Benchmark	Progress
2015/16	Develop special Gear Up dual enrollment plan with Anderson County Schools; work with schools to stay at <50% or develop long-term plan for 50%+ if not opting for Middle College	
2024/25 Target	1320 dually enrolled students per TBR target; curriculum plans in place for all schools	

Student Success Objective #2.4
RSCC will build strategic pathways into Roane State programs and into articulated programs at other higher education institutions and facilitate the reverse transfer process for transferring students.
Strategy 2.4.2: Develop Middle College plans for schools/school systems ready to partner
Owners: President, **Vice President for Student Learning (Diane Ward), Director of Middle College (David Lane),** RSCC Foundation, Deans, site directors
Indicator: **Number of Middle College Cohorts; percentage of Associate degree completers**
Baseline: **Middle College cohort in Roane County**

Year	Benchmark	Progress
2015/16	Second Roane County cohort; first Anderson County cohort (ORBC); plan for at least one additional school system cohort	
2024/25 Target	Middle College cohorts established for all interested school systems; 85% associate degree completers	

Student Success Objective #2.4
RSCC will build strategic pathways into Roane State programs and into articulated programs at other higher education institutions and facilitate the reverse transfer process for transferring students.

Strategy 2.4.3: Develop 2+2, dual admission, and other articulation models with four-year public and private institutions.

Owners: **President, Vice President for Student Learning (Diane Ward), Director of Advisement and Articulation (Amy Keeling), Deans, Program Directors**

Indicator: **Number of articulation/transfer options into 4-yr institutions**

Baseline: **Articulations and 2+2 agreements in place with TTU, King, and Bethel universities**

Year	Benchmark	Progress
2015/16	Add TTU 2+2 program, initiate planning with MTSU for aeronautics program	
2024/25 Target	Documented increase in transfer options for students to 4-yr. institutions	

Student Success Objective #2.4
RSCC will build strategic pathways into Roane State programs and into articulated programs at other higher education institutions and facilitate the reverse transfer process for transferring students.

Strategy 2.4.4: Develop and implement methodologies for awarding credit for prior learning, including acceptance of aligned TCAT competencies

Owners: **Vice President for Student Learning (Diane Ward), Dean of Academic Support Services (Kathy Rhodes), Deans, Program Directors, Director of Advisement and Articulation, Vice President of Workforce Development (Teresa Duncan), Director of Workforce Training and Placement, SACSCOC Accreditation Liaison**

Indicator: **Increase in PLA evaluations; increase in progression metrics**

Baseline: **faculty trained in areas of criminal justice, business, computer science, health science, and environmental health to accept credits based on competencies**

Year	Benchmark	Progress
2015/16	Develop competency-based PLA crosswalks for General Business to recruit adults; work with TCATs to develop additional competency crosswalks	

20024/25 Target	Credit hour progression benchmarks met (12=1,900; 24=1,503; 36=1,284); documented increase in PLA credits earned	

Student Success Objective #2.4
RSCC will build strategic pathways into Roane State programs and into articulated programs at other higher education institutions and facilitate the reverse transfer process for transferring students.

Strategy 2.4.5: Implement procedures to promote and award reverse transfer degrees

Owners: Registrar (Brenda Rector), Adult Recruiter, Vice President for Student Learning, Deans, Public Relations

Indicator: Increase in number of reverse transfer awards

Baseline: 24 degrees awarded per reverse transfer (7=AA; 16=AS; 1=TTP History)

Year	Benchmark	Progress
2015/16	Increase reverse transfer awards by 30%	
2024/25 Target	Overall increase in reverse transfer awards of 50% over baseline	

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3. **RSCC Goal: Quality**

   Roane State will demonstrate excellence and institutional effectiveness through a commitment to the identification and maintenance of high standards, ongoing assessment, and continuous improvement of programs, services, personnel, and student learning.

Quality Objective #3.1
RSCC will demonstrate evidence of effectiveness and ongoing improvement of all credit and non-credit educational programs, administrative services, academic/institutional support services, and community services and partnerships.

Strategy 3.1.1: All educational programs/disciplines, administrative, academic/institutional support, and community service units will establish outcomes of effectiveness/quality, identify and implement strategies to achieve those outcomes, assess the accomplishment of those outcomes, and use the results for continuous improvement.

Owners: Vice President for Institutional Effectiveness (Karen Brunner), All SPOL planning unit managers

Indicator: Completed and comprehensive outcomes-based SPOL objectives, including use of results; completed annual strategic plan progress reports; 3.3.1.1 SACSOC standard with no findings at reaffirmation

Baseline: Educational programs and academic disciplines have recorded thorough documentation; other units are less consistent

Year	Benchmark	Progress
2015/16	Conduct refresher training in SPOL to all units; all 2015/2016 objectives completed by 8/1/2016.	
2024/25 Target	All units complete planning and effectiveness documentation; 3.3.1.1 SACSOC standard with no findings at reaffirmation	

Quality Objective #3.1

RSCC will demonstrate evidence of effectiveness and ongoing improvement of all credit and non-credit educational programs, administrative services, academic/institutional support services, and community services and partnerships.

Strategy 3.1.2: Educational programs and participating academic disciplines will meet established benchmarks for successful Academic Audit and/or program review

Owners: **Vice President for Student Learning (Diane Ward), Vice President for Institutional Effectiveness (Karen Brunner),** Deans, program directors, lead faculty

Indicator: **Average score on Academic Audit/program review criteria, implementation of Academic Audit improvement initiatives**

Baseline: **14.8 score for 2010-2015 cycle**

Year	Benchmark	Progress
2015/16	Based upon new Academic Audit criteria, benchmark set at 2.5 average score for two programs undergoing audit spring 2016	
2024/25 Target	RSCC meets or exceed average community college score for QAF academic audit review.	

Quality Objective #3.2

RSCC will meet or exceed established benchmarks for student engagement and achievement, including student learning outcomes.

Strategy 3.2.1: Program directors/faculty in all academic programs and disciplines will establish program and student learning outcomes and success benchmarks, assess accomplishment of program outcomes and students' achievement of the learning outcomes, and use the results of assessment for continuous improvement of student learning in all instructional delivery modes

Owners: **Vice President for Student Learning (Diane Ward), Vice President for Institutional Effectiveness (Karen Brunner),** Deans, program directors, lead faculty, Faculty Senate, Distance Learning/CTAT

Indicator: **Evidence of student accomplishment of program outcomes and student learning outcomes documented in SPOL, including assessment data and use of results; student performance in distance learning and/or other alternative delivery modes; results of major field tests reported to THEC QAF.**

Baseline: **Program and student learning outcomes documented in SPOL; SACSCOC standard 3.3.1.1 accepted with no follow-up**

Year	Benchmark	Progress
2015/16	Establish outcomes for Mechatronics; CITC	

20024/25 Target	3.3.1.1 and 4.1 SACSOC standards with no findings at reaffirmation	

Quality Objective #3.2

RSCC will meet or exceed established benchmarks for student engagement and achievement, including student learning outcomes.

Strategy 3.2.2: Roane State will analyze data on student achievement and engagement benchmarks such as retention, completion, GPA, satisfaction and engagement, job placement and transfer and use the results to develop improvement strategies

Owners: President's Cabinet, Deans, Vice President for Institutional Effectiveness and Research (Karen Brunner), ATD Data Team (Shelley Esquivel)

Indicator: Results from Achievement Arch data and other analyses; SPOL document strategies to address improvement opportunities

Baseline: Improvement strategies identified for Nursing program resulted in significant increase in NCLEX scores; faculty use peer review process to improve online instruction

Year	Benchmark	Progress
2015/16	Use SENSE survey data results to identify improvement strategies	
2024/25 Target	3.3.1.1 and 4.1 SACSOC standards with no findings at reaffirmation	

Quality Objective #3.2

RSCC will meet or exceed established benchmarks for student engagement and achievement, including student learning outcomes.

Strategy 3.2.3: Roane State will incrementally increase the percentage of students enrolled in courses employing high impact practices

Owners: Vice President for Student Learning (Diane Ward), Director of Workforce Training and Placement (Kim Harris), Deans, Program Directors, Coordinator of Service Learning, Coordinator of International Education,

Indicator: Percentage of students enrolled in courses designated as high impact practices by TBR

Baseline: 16% (930) enrolled in clinicals, internships, and study abroad

Year	Benchmark	Progress
2015/16	Increase internships available to students; incrementally increase percentage of students enrolled annually	
20024/25 Target	Meet or exceed target set by TBR	

Quality Objective #3.3

RSCC will maintain compliance with all federal, regional, state, and regulatory standards and maintain or seek new institutional and professional accreditation/certifications to demonstrate quality.

Strategy 3.3.1: Maintain accreditation of currently accredited programs		
Owners: Vice President for Student Learning (Diane Ward), Vice President for Institutional Effectiveness (Karen Brunner), Deans, Program Directors,		
Indicator: Percentage of accredited programs; all required documentation submitted per due dates; documentation of all accreditation activity maintained and accessible		
Baseline: ECED awaiting removal of conditional accreditation; all other programs accredited		
Year	**Benchmark**	**Progress**
2015/16	Massage Therapy preparing for reaffirmation	
2024/25 Target	All programs maintain accreditation	

Quality Objective #3.3

RSCC will maintain compliance with all federal, regional, state, and regulatory standards and maintain or seek new institutional and professional accreditation/certifications to demonstrate quality.

Strategy 3.3.2: Obtain additional accreditation/certification for programs and services as appropriate to demonstrate quality.		
Owners: Vice President for Student Learning (Diane Ward), Vice President for Institutional Effectiveness (Karen Brunner), Deans, Program Directors.		
Indicator: Number of new accreditations/certifications; documented evidence of designations/approvals		
Baseline: Surgical Technology submitted self-study		
Year	**Benchmark**	**Progress**
2015/16	Surgical Technology site team report resulted in No Findings; plan for accreditation schedule for Mechatronics and Computer Information Technology	
20024/25 Target	All programs maintain accreditation	

Quality Objective #3.3

RSCC will maintain compliance with all federal, regional, state, and regulatory standards and maintain or seek new institutional and professional accreditation/certifications to demonstrate quality.

Strategy 3.3.3: Demonstrate compliance with all SACSCOC requirements, standards, and policies		
Owners: President's Cabinet, Vice President for Institutional Effectiveness (Karen Brunner)		
Indicator: No recommendations resulting from SACSCOC reporting activities		
Baseline: 5th Year Interim Report prepared; all substantive change requests accepted		
Year	**Benchmark**	**Progress**

Year	Benchmark	Progress
2015/16	5th Year Interim Report accepted with no follow-up; all requests for substantive change approved	
2024/25	SACSCOC reaffirmation successful; any required follow-up completed and accepted	

Quality Objective #3.3

RSCC will maintain compliance with all federal, regional, state, and regulatory standards and maintain or seek new institutional and professional accreditation/certifications to demonstrate quality.

Strategy 3.3.4: Maintain compliance with standards/regulations for all applicable administrative and support units

Owners: **Executive Vice President for Business and Finance (Danny Gibbs),** all unit managers with compliance/regulatory requirements

Indicator: **"Clean" compliance audits in all applicable areas; findings addressed satisfactorily**

Baseline: **No findings for last financial audit; IT audit conducted**

Year	Benchmark	Progress
2015/16	IT audit findings addressed	
224/25 Target	All audits result in no findings or minor findings satisfactorily addressed	

Quality Objective #3.4

RSCC will demonstrate evidence of institutional commitment to recruitment, retention, and development of highly qualified faculty and staff.

Strategy 3.4.1: Implement schedule of salary plan payments as fiscally feasible.

Owners: **President (Chris Whaley), Executive Vice President for Business and Finance (Danny Gibbs),** President's Cabinet, Human Resources, **Payroll**

Indicator: **Salary plan payments**

Baseline: **RSCC salary plan approved by TBR; first small payment made**

Year	Benchmark	Progress
2015/16	Pay out percentage of salary plan per feasibility; budget parameters	
20024/25 Target	Salary plan paid out per institutional goals	

Quality Objective #3.4

RSCC will demonstrate evidence of institutional commitment to recruitment, retention, and development of highly qualified faculty and staff.

Strategy 3.4.2: Incrementally increase the percentage of full-time faculty completing career furthering activities

Owners: **Vice President for Student Learning (Diane Ward),** Deans, Faculty Senate

Indicator: **Percentage of full-time faculty completing career furthering activities**

Baseline: **(see benchmark below)**

Year	Benchmark	Progress
2015/16	Develop institutional list of TBR recognized activities and reporting structure; establish baseline	

20024/25 Target	Meet or exceed threshold/target set by TBR.	

Quality Objective #3.4

RSCC will demonstrate evidence of institutional commitment to recruitment, retention, and development of highly qualified faculty and staff.

Strategy 3.4.3: Provide resources and training to support ongoing development of faculty and staff

Owners: **Executive Vice President for Business and Finance (Danny Gibbs), President's Cabinet, CTAT, Human Resources, Workforce Development**

Indicator: **Documentation of training activities and participation in professional and/or personal development activities not included as CFA's**

Baseline: **Administrative Council provided CPR and wound training; Active Shooter training provided to faculty and staff**

Year	Benchmark	Progress
2015/16	Establish "owners", process for documentation	
20024/25 Target	Documentation of resources and training provided annually.	

Quality Objective #3.4

RSCC will demonstrate evidence of institutional commitment to recruitment, retention, and development of highly qualified faculty and staff.

Strategy 3.4.4: Implement processes to recruit and hire the most highly qualified faculty and staff to meet institutional mission and goals.

Owners: **Executive Vice President for Business and Finance (Danny Gibbs), Director of Human Resources (Odell Fearn), Vice President for Student Learning**

Indicator: **Documentation of compliance with new and/or revised institutional policies and processes related to recruitment.**

Baseline: **PA-18-01: Hiring and Recruiting last reviewed 5/28/2014**

Year	Benchmark	Progress
2015/16	Conduct review of PA-18-01 with all stakeholders to determine if new and/or revised policies and procedures are needed.	
2024/25 Target	Recruiting policies and procedures in place to promote most effective hiring practices.	

4. **RSCC Goal: Resourcefulness and Efficiency**
   Roane State will enhance the effectiveness and efficiency of the institution through competent management of resources, strategic pursuit of alternative sources of support, and active outreach for the establishment of collaborative and entrepreneurial partnerships and initiatives.

Resourcefulness and Efficiency Objective #4.1

RSCC will obtain alternative sources of financial support for institutional initiatives and student scholarships.

Strategy 4.1.1: Develop grant proposals for externally funded projects that align with institutional mission priorities.

Owners: **Vice President for Institutional Effectiveness (Karen Brunner), Director of Institutional Research and Grants Development (Shelley Esquivel),** President's Cabinet, requesters of Cabinet approved projects, Business Office

Indicator: **Number of grant proposals submitted; number of grant projects awarded; increase in funding from external sources**

Baseline: **$1,234,660 secured through grants in 2014-2015**

Year	Benchmark	Progress
2015/16	Submit at least three grant proposals annually; obtain one grant award	
2024/25 Target	Meet or exceed 30% award rate	

Resourcefulness and Efficiency Objective #4.1

RSCC will obtain alternative sources of financial support for institutional initiatives and student scholarships.

Strategy 4.1.2: Roane State Foundation will implement initiatives identified in its strategic plan to enhance support for students and institutional priorities.

Owners: **President, Vice President for Advancement and Community Relations (Melinda Hillman),** Roane State Foundation

Indicator: **Increase in Foundation scholarships, donations, and endowments.**

Baseline: **Total contributions as of June 20, 2015 = $441,494**

Year	Benchmark	Progress
2015/16	Meet or exceed current level of contributions	
2024/25 Target	Incremental increase over the planning period to equal at least 10% over baseline.	

Resourcefulness and Efficiency y Objective #4.2

RSCC will enhance institutional capabilities through collaborative and/or entrepreneurial initiatives.

Strategy 4.2.1: Implement institutional strategies in coordination with TBR business process model and community college centralization initiatives.

Owners: **Executive Vice President for Business and Finance (Danny Gibbs)**, all units participating in TBR efficiency initiatives (Business Office, Information Technology, Payroll/Human Resources, etc.)

Indicator: **Evidence of implementation of TBR initiatives; evidence of identified efficiencies or enhanced services**

Baseline: **FLAC training and installation; workflow server consolidation completed; Degree Works installed**

Year	Benchmark	Progress
2015/16	Install Business Intelligence and Data Warehousing; Luminus 5 implemented; purchase Next Generation firewall	
2024/25 Target	Documentation of incremental implementation of TBR initiatives	

Resourcefulness and Efficiency Objective #4.2

RSCC will enhance institutional capabilities through collaborative and/or entrepreneurial initiatives.

Strategy 4.2.2: Identify and implement partnerships and other interactions with business and industry and educational institutions to facilitate accomplishment of institutional goals.

Owners: **President (Chris Whaley), Vice President for Student Learning (Diane Ward), Vice President for Workforce Development Teresa Duncan),** Deans, Program Directors

Indicator: **Number of projects undertaken through partnerships; graduate placement rates**

Baseline: **GIS program in partnership with ORAU for Center for Excellence in Geospatial Science; Workforce division participation with IACME; participation in TVC**

Year	Benchmark	Progress
2015/16	Partner with TCAT Harriman to offer Welding; begin discussions with Oak Ridge/Anderson County leaders for workforce training facility.	
20024/25 Target	Incremental increase in partnership initiatives; placement rates meet or exceed community college average	

Resourcefulness and Efficiency Objective #4.2

RSCC will enhance institutional capabilities through collaborative and/or entrepreneurial initiatives.

Strategy 4.2.3: Identify and implement revenue generating strategies that align with institutional goals.

Owners: **President (Chris Whaley), Executive Vice President for Business and Finance (Danny Gibbs),** President's Cabinet

Indicator: **Revenue amounts generated through sources other than credit enrollments**

Baseline: **Robust non-credit health science training offerings; GovDeals for disposition of surplus; admin costs from grant awards; 2014-2015 total revenues from sources other than credit enrollments.**

Year	Benchmark	Progress
2015/16	Evidence of incremental growth	
2024/25 Target	Documentation of overall increase in revenue generated from sources other than credit enrollments	

Resourcefulness and Efficiency Objective #4.3

RSCC will demonstrate efficient and effective use of resources to support short-term and long-range planning in support of the college's mission.

Strategy 4.3.1: Identify and implement cost/time-saving or other efficiency/effectiveness strategies to demonstrate effective use of financial and human resources	
Owners: **Executive Vice President for Business and Finance (Danny Gibbs)**, Administrative/institutional support units	
Indicator: Cost and/or time-saving or other efficiency/effectiveness strategies and results documented in SPOL and annual strategic plan report.	
Baseline: Cable TV over fiber installed; Goff Building completed with geo-thermal utilities infrastructure	

Year	Benchmark	Progress
2015/16	Banner Web Time Entry; Continuation of HVAC project; electronic check acceptance at satellite campuses; pilot of automated financial statements for TBR study	
2024/25 Target	Documentation of implementation of annual efficiency/effectiveness strategies over the course of the planning period.	

Resourcefulness and Efficiency Objective #4.3	
RSCC will demonstrate efficient and effective use of resources to support short-term and long-range planning in support of the college's mission.	
Strategy 4.3.2: Utilize institutional and system data resources to enhance research capabilities for departmental, programmatic, and institutional decision-making	
Owners: President's Cabinet, **Vice President for Institutional Effectiveness and Research (Karen Brunner), Director of Institutional Research and Grants Development (Shelley Esquivel),** ATD Data Team, Information Technology	
Indicator: ATD Data Team reports; evidence of decisions taken based on analysis of data from institutional sources and/or system data/dashboards	
Baseline: Utilization of NCCBP, Clearinghouse, THEC data; COLS 1010 designated as institutional requirement based upon retention/progression data results	

Year	Benchmark	Progress
2015/16	Reports created for Achieving the Dream implementation plan	
2024/25 Target	Evidence of utilization of advanced data sources for planning and decision making (SPOL, ATD reports, etc.)	

Resourcefulness and Efficiency Objective #4.3	
RSCC will demonstrate efficient and effective use of resources to support short-term and long-range planning in support of the college's mission.	
Strategy 4.3.3: Provide evidence of financial stability using performance standards for composite financial index and ratios as well as growth in unrestricted fund balance.	
Owners: **Executive Vice President for Business and Finance (Danny Gibbs)**; Business Office	
Indicator: Institutional performance against benchmarks on financial index and ratios; documentation of unrestricted fund balance.	

Baseline:		
Year	**Benchmark**	**Progress**
2015/16	Thresholds to be determined by TBR	
2024/25 Target	Meet or exceed thresholds established by TBR; incremental growth in unrestricted fund balance over course of planning period.	

Resourcefulness and Efficiency Objective #4.2
RSCC will demonstrate efficient and effective use of resources to support short-term and long-range planning in support of the college's mission.

Strategy 4.3.4: Identify strategies for long-range facilities planning through development of institutional master plan

Owners: **Executive Vice President for Business and Finance (Danny Gibbs), President's Cabinet, Deans, Site Directors, Roane State Foundation**

Indicator: **Development of master plan; implementation of master plan priorities**

Baseline: **2006 Master Plan utilized for facilities planning**

Year	Benchmark	Progress
2015/16	New Master Plan preparation documents submitted	
2024/25 Target	New Master Plan developed and utilized for facilities planning.	

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

FOCUS 2025

Strategic Plan 2016-2025

Dr. Tracy D. Hall, President
Southwest Tennessee Community College

March 4, 2016

History

Southwest began operation on July 1, 2000, through 1999 legislation that consolidated Shelby State Community College and State Technical Institute at Memphis. Each school had unique programmatic strengths based on different missions and three decades of service to the community. Shelby State primarily offered university transfer, allied health, business, education, and criminal justice studies. State Tech primarily offered engineering, industrial, computer, and automotive service technologies, along with programs in business and paralegal studies. The programs and campuses of both institutions were brought together through the consolidation.

Strategic Plan 2005-2015: Goals and Accomplishments

Under the leadership of Dr. Nathan Essex, Southwest's goals for 2005-2015 included a focus on student access and success, quality, resourcefulness and facilities. Our accomplishments during this timeframe include: the construction of the new Nursing, Natural Sciences and Biotechnology building, increasing its capacity to serve the growing number of nursing students; the relocation of the Whitehaven Center into a renovated 44,000 sq. ft. facility, with program emphasis on both general education and workforce development; 10-year reaffirmation of our SACSCOC accreditation; the accreditation of 100% of our accreditable programs, to include the new accreditation of the Culinary Arts program; successful program reviews in all academic areas; TAAACCT grants totaling more than $12 million increasing the institution's ability to address the workforce needs in our service areas; a new degree program in industrial technology, and new certificate programs in advanced manufacturing, which support the needs of the medical manufacturing community.

Strategic Plan 2016-2025

<u>Guiding Documents, References, Process and Timeline</u>

Key documents and resources used to guide the planning process include The Tennessee Board of Regent's Completion agenda, Governor Bill Haslam's "Drive to 55" initiative, the Huron Study of internal and external constituents, the survey of entering students (SENSE) data, data from the Community College Survey of Student Engagement (CCSSE), the survey of Adult Learners (ALI), IPEDS data, Employee Satisfaction Surveys, and the SACSCOC institutional self-study. Key reference materials from authors including Jim Collins, Patrick Lencioni, and Lee G. Bolman and Terrence E. Deal also factor into the development of the plan. Additionally, administrators, faculty, staff, students and community members have and will continue to participate in planning sessions through May, 2016. The final plan will be completed by June 30, 2016.

FOCUS 2025

Southwest is excited to engage in the 2016-2025 planning cycle. Dr. Tracy D. Hall assumed the presidency on July 13, 2015, inheriting a predominantly interim senior staff. It is anticipated that most key executive positions will be filled by mid-April. Despite the challenge of developing long-term goals with interim staff, discussions have, however, taken place with the current team and have resulted in the development of four overarching goals for the next 9 years, tentatively entitled *FOCUS 2025*. The details are as follows:

Priority I: Focus on Students: Southwest will take the necessary steps to increase the number of degrees, certificates and diplomas awarded. We will increase recruitment efforts in current and new markets and identify and eliminate institutional barriers to student access and success.

Additionally, in collaboration with community partners, we will identify programs and services that address the social barriers that prevent students from achieving their goals.

Priority II: Focus on Community: The institution will build a stronger partnership with the business and industry communities by developing high-demand, sustainable programs consistent with community needs, which create pathways from job-readiness training, to technical training, and to degree attainment. Southwest will also strengthen our relationship with the local K-12 school systems, launching additional programs that will increase the percentage of students entering post-secondary institutions college-ready and with college credit. Southwest will also establish and/or increase educational partnerships with civic, governmental and university partners. Southwest will increase its strategic marketing efforts to promote our successes and academic programs and services to the community.

Priority III: Focus on Employees: We will place emphasis on creating a smart, healthy and high-performing organization through talent acquisition, effective onboarding, training and professional development, employee diversity, establishing performance expectations, and celebrating employee success. In addition, the institution will address long-standing issues involving inadequate employee compensation and will be intentional in its effort to develop a culture of trust, collegiality, transparency, and accountability.

Priority IV: **Focus on Efficiency, Effectiveness and Resourcefulness**: The College will conduct a comprehensive review of all policies, procedures, processes and business practices. The entire organizational structure will be reviewed and resources (human, financial, space, etc.) will be allocated, reallocated, or repurposed to critical need areas and initiatives. Southwest will also actively and aggressively pursue other means of financial support from sources other than state appropriations and student tuition and fees. In addition, the institution will identify

innovative and entrepreneurial ways to reduce costs and generate revenue. Southwest will also strengthen its internal controls, building and supporting a sound financial base and establishing financial stability sufficient to support the college's mission. Southwest will increase our use of data to inform decisions. Furthermore, the goals of all supporting units (IT, Marketing/Communications, Finances, etc.) will be aligned in support of our core: Academics, Student Services, and Workforce Development.

Conclusion

During its 16 years in existence, Southwest has served well the citizens of Shelby and Fayette counties and the surrounding mid-south region. However, since 2005, the higher education landscape has changed from an emphasis on student access to student success. This paradigm shift demands that we improve in every area and increase our focus on students, the community, our employees, and be more efficient, effective and resourceful. Our *Focus 2025* strategic plan will be a "living" document, which will evolve over the ten-year period to meet the changing needs and challenges of the service area populations of Shelby and Fayette counties and the mid-south region.

Volunteer State Community College
Strategic Plan 2015-2025
January 25, 2016

Vision: Volunteer State Community College will be the premier provider of higher education, training, and service meeting the diverse needs of our constituencies.

Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to our constituencies. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural awareness, and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Core Values:
We believe STUDENTS matter. Students invest in Vol State to meet their individual needs. Our goal is to help them realize their potential.

We are LEARNERS: We aspire to continuously increase our knowledge to improve ourselves and those we serve.

We are EDUCATORS: Faculty are educators within and beyond the classroom; staff and administrators are educators outside the classroom.

We are RESOURCEFUL: We use our skills, abilities, and technology to develop creative and innovative solutions.

We are part of a global COMMUNITY: We are all responsible for supporting the communities where we live and work.

Institutional Profile: Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of twelve counties in northern middle Tennessee through course offerings held at the Gallatin main campus, two degree granting centers (one located in Livingston and one in Cookeville) and over 30 off-site locations throughout the service area. Flexible course offerings respond to emerging labor force and educational needs culminating in associate of arts, associate of science, associate of applied science, and associate of science in teaching degrees and certificates. Programs designed for transfer assist approximately 45% of the College's students in transferring to local universities. Sixty-one (61) percent of full-time students pursuing a certificate leading to employment complete within three years. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met

through a globally competitive curriculum, innovative workforce programs and emerging technologies. Fifty-three (53) percent of all students enroll full-time and 77% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Health Science credit curriculum of the College.

Key Priority: Access
TBR Goal: 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 by optimizing 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.

Volunteer State Access Goals:
Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through more effective use of technology, learning partnerships, and physical resources.

Performance Indicators:
Associate and Certificate Awards: 2015-16: 1245; 2019-2020: 1387; 2024-2025: 1564

Degree Seeking Headcount Enrollment: Fall 2015: 7820; Fall 2019: 8232; Fall 2024: 8777

Dual Enrollment: Fall 2015:   1460; Fall 2019: 1529; Fall 2024: 1621

Access Key Indicators:
Objective A.1. Increase unduplicated fall term headcount enrollment through the effective use of course delivery technology including online, hybrid, and other mobile interactive platforms.

Initiatives:
1. Increase the number of courses and sections offered through one or more of these formats through the development of courses in these formats.
2. Explore other potential formats, develop and implement course(s).
3. Expand to include mode neutral delivery (students may attend in person or remotely).
4. Pilot and implement Flipped Classroom.

Objective A.2. Increase in unduplicated fall term headcount enrollment for the following subpopulations: Low Income, African Americans, Males, Veterans, Health Program Students, Adults, and Learning Support

Initiatives:
1. Initiatives will be developed with focus on each specific subpopulation.
2. Develop 2015-2020 Diversity Strategic Plan focusing on one or more of the subpopulations. The plan will describe the underrepresented groups and will include targets and goals for improvement and methodologies for achieving the target and goals.

Objective A.3. Establish learning partnerships with business and industry addressing the education and training needs of the workforce**.**

Initiatives:
1. Identify specific educational and training needs for business and industry.
2. Include credit and non-credit opportunities.
3. Develop curriculum and/or training to address learning partnership needs.
4. Expand role of Advisory Boards to provide input in curriculum and potential training.
5. Expand use of internship programs (paid and unpaid).

Objective A.4. Expand partnerships with Tennessee secondary schools to enhance student preparedness and early college opportunities.

Initiatives:
1. Increase dual enrollment opportunities to include AAS and certificate programs.
2. Engagement between secondary and college faculty discussing preparedness – alignment of high school learning outcomes with college learning outcomes.
3. Expand joint enrollment opportunities.
4. Expand dual credit opportunities.
5. Utilize P-16 Council to offer 8th and 9th grade career exploration opportunities.
6. Increase opportunities to enhance student preparedness (SAILS, Summer Bridge Program).

Objective A.5. Expand higher education partnerships to enhance transfer opportunities.

Initiatives:
1. Expand the availability of Tennessee Transfer Pathways (TTPs).
2. Expand articulation agreements with universities.
3. Establish and/or expand on higher education partnerships at Gallatin, Highland Crest, Cookeville Higher Education Center, and Livingston.
4. Expand the use of reverse transfer. Include educating students on reverse transfer.

Objective A.6. Extend degree and certificate program offerings to additional locations within the College service area.

Initiatives:

1. Provide course offerings at the Tennessee Colleges of Applied Technology (TCAT) in the service area (Hartsville, Lebanon, and Livingston). Identify courses that will articulate from TCAT programs to VSCC programs.
2. Expand off-campus locations to Cookeville Higher Education Center and to Mt. Juliet. Identify programs to deliver at the Cookeville Higher Education Center and begin implementation by fall 2016. Identify location for Mt. Juliet course offerings and appropriate course offerings for this location.
3. Develop new programs for the Spurlock Property and the McCormick Property.
Spurlock Property – explore the potential for a Wine Viticulture Enology AAS degree.
McCormick Property – explore the potential for a Construction Management AAS degree.

Key Priority: Student Success
TBR Goal: The TBR System will increase the number of citizens with diplomas, certificates, and degrees.

Volunteer State Student Success Goal:
Volunteer State Community College will increase student academic achievement and persistence to degree, certificate, and credential attainment by utilizing innovative student success initiatives leading to completion of career and transfer programs

Performance Indicators:
Completion of 12 hours: 2015-16: 2007; 2019-2020: 2223; 2024-2025: 2527
Completion of 24 hours: 2015-16: 1499; 2019-2020: 1660; 2024-2025: 1888
Completion of 36 hours: 2015-16: 1305; 2019-2020: 1446; 2024-2025: 1644

Graduation Rates (150%): Fall 2015: 15.3%; Fall 2019: 16.1%; Fall 2022: 16.7%

Student Success Key Indicators:
Objective S.1. Increase the number of associate degrees and certificates awarded.

Initiatives:
1. Restructure existing and develop new degree and certificate programs to ensure timely and cost effective completion through the use of alternative delivery methods, compressed timeframes, and accelerated course offerings.
2. Expand use of parts of term in fall and spring semester.
3. Provide four 3 week sessions each semester with a maximum of 12 credits completed in one semester.
4. Expand 3 week, 5 week and 10 week schedule to all semesters.
5. Develop and implement technology-based architected choice systems learning to an experience of community and inclusion.

6. Explore, develop, and use new technologies and technology-based virtual delivery methods to enhance teaching, research, service and student achievement.
7. Integrate use of iPads in the curriculum.

Objective S.2. Fully implement prior learning assessment including portfolio credit, credit by exam, and credit for professional certification.

Initiatives:
1. Identification and development of exams that currently do not exist. Includes both internal and external exams.
2. Develop and offer online self-paced courses that students will take for free. Credit will be awarded upon passing of an exam. Students will be charged a fee to take the exam for course credit.
3. Develop and implement portfolio credit by developing a streamlined process for the review and awarding of credit. Includes individual course credit that is part of an academic program.
4. Develop and establish procedures and rules for the awarding of course credit for professional certification credit.
5. Integrate the use of prior learning assessment into the proactive advising process to inform students of the availability and use of prior learning assessment.

Objective S.3. Increase fall to fall retention rate.
Increase fall to spring persistence rate. Both rates will be increase through the use of innovative student success initiatives.

Initiatives:
1. Develop and implement high impact practices including:
   a. Work-Based Learning: Utilizing strengthened business and industry partnerships, identify and develop work-based experiences to include student learning opportunities that are equivalent to on-ground instructional courses.
   b. Service Learning: Identify and develop service learning course and/or program components that contribute to the student's educational experiences. Define and develop service learning opportunities that are an integral part of programs. Service learning should be directly related to the degree program.
   c. Study Abroad: Develop and strengthen study abroad opportunities that are a component of specific degree programs. Expand the opportunities for both student and employee participation.
   d. Undergraduate Research: Identify courses and/or programs where undergraduate research is a proven method to contribute to student learning. Explore possibilities in all academic disciplines.

e. Learning Communities: Identify student populations and/or academic programs most conducive to the learning community method of engagement. Focus on comprehensive learning communities where students take all courses together and also participate in both campus and cultural enrichment experiences.

f. Badging/Certifications: Identify potential certifications that could be awarded by the College. Provide professional development for faculty who will be teaching/evaluating certifications. Determine how certifications "fit" into the existing academic programs and the appropriateness of awarding degree credit for certifications. The same processes apply to badging.

2. Fully implement proactive advising.
   a. Develop and implement two-year schedule to permit students the opportunity to register for all courses in an academic program upon entry to the College. This ensures course availability and permits students the opportunity to have a schedule for the two-years of the associate degree.
   b. Implement a discussion of the 30 critical courses when advising students. Information will include the grade needed in a critical course that will most likely lead to success in the academic program. A report will be generated of students not making the required grade in critical courses and a hold will be placed on the student to ensure advising occurs. Students will be advised to change their major if they are not successful in critical courses. Advising will focus on career opportunities where students can be most successful in completing degree requirements.
   c. Develop advising tool that provides, in graphic format, the grades required for successful completion of the degree program.
   d. Utilize Completion Advisors to advise students with a GPA of 2.0 to 3.2 to permit for proactive advising. In this role, Completion Advisors will work with students who are receiving Early Alerts to ensure students are aware of and use student support services that will increase the opportunities for successful completion of the courses.

3. Early Alerts:
   a. Faculty will submit academic alert information through Starfish during the second and fifth week of class each semester, at a minimum.
   b. Professional development to ensure understanding of usefulness of early alerts, proactive advising and development of proactive advising techniques.
   c. Required advising for students who receive 2 or more academic alerts in a single course. Completion Advisors will work with students with a cumulative GPA of 2.0 to 3.2 receiving 2 or more alerts in a single course.
   Faculty advisors will work with students receiving 2 or more alerts in a single course already assigned to them as part of their advising load, and who do not have a GPA of 2.0 to 3.2.

Advisor Counselors will work with undecided majors who receive 2 or more alerts in a single course regardless of GPA.

Note: These standards only apply during the required advising that will occur mid-semester to assist students who are experiencing academic difficulties. This will be additional advising that will occur outside of the normal advising periods to assist students experiencing academic difficulties.
   d. Pilot Starfish Spring 2016 with full implementation Fall 2016.

Objective S.4. Increase the success rates (C or higher) in the 30 critical courses.

Initiatives:
   1. Consolidate all academic tutoring into one department.
   2. Includes math lab, Language Center, reading lab, NewSkills, supplemental instruction, Tutor.COM, Disability Services, etc. Conduct best practice research and consolidate all tutoring under Academic Affairs.

Objective S.5. Increase the number of students earning 12, 24, or 36 hours at the end of spring semester

Objective S.6. Increase the three-year graduation rate.

Objective S.7. Reduce the percentage of students exceeding the number of required hours for graduation.

Objective S.8. Score at or above the peer mean for 30 questions on the Survey of Entering Student Engagement (SENSE).

Objective S.9. Score at or above the peer mean for 38 questions on the Community College Survey of Student Engagement (CCSSE).

Key Priority: Quality
TBR Goal: 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.

Volunteer State Quality Goals:
Volunteer State Community College will embrace continuous improvement processes to ensure quality in all educational programs, support services, and community/public service.

Quality Key Indicators:

Objective Q.1. Develop and fully implement public service activities to assist students with becoming dynamic leaders and conscientious citizens.

Initiatives:
1. Review existing student clubs and organizations to identify ways to increase public service activities with a focus on leadership development.
2. Develop processes to ensure active engagement of students on College Standing Committees.
3. Further enhance the Student Leadership Retreat to expand student participation and development of leadership skills.
4. Expand Advisory Board membership to include students
5. Explore possibility of awarding college credit for participation [VSCC 1000, service learning component in identified course(s)].

Objective Q.2. Implement an Alumni sponsored day for community service participation by students. Participants will include alumni, students, faculty and staff. Focus will be on leadership development of students and to provide community service opportunities for students.

Objective Q.3. Expand creative and cultural opportunities for students and community members.

Initiatives:
1. Fully utilize the Humanities Building to offer opportunities for cultural development.
2. Develop a cultural opportunities series of events.

Objective Q.4. 95% of all first-time freshmen licensure and/or certification test takes will pass on first attempt.

Initiatives:
1. All programs with licensure and/or certificates will develop initiatives to ensure student success with regards to obtaining a 95% first-time test taker pass rate.
2. Any program with a passage rate less than 95%, will document initiatives through the Institutional Effectiveness Process.

Objective Q.5: 100% of all graduates sitting for an academic program exit exam will score 85% or higher on the exam.

Initiatives:
1. Identification of programs currently without an exit exam.
2. Development of exit exam.
3. Annual administration of exit exam.

4. Any program with an exit exam score below 85% will document initiatives through the Institutional Effectiveness Process.

Objective Q.6. 100% of accreditable programs will receive and maintain full accreditation.

Initiatives:
1. New programs eligible for accreditation will seek accreditation.
2. Annual reports filed with accrediting agencies.
3. Accreditation reports filed according to accrediting agency requirements.

Objective Q.7. Exceed the national norm on the Educational Testing Service (ETS) Proficiency Profile exam.

Initiatives:
1. Instructional Assessment Committee will review results each year as part of the general education outcomes review. The Committee will develop initiatives to improve student performance if below the national mean.

Objective Q.8. 100% of all AAS and certificate programs will earn satisfactory rating on the Graduate Satisfaction Survey.

Initiatives:
1. Development of Graduate Satisfaction Survey for programs that currently do not have a survey.
2. Development of strategies to address weaknesses identified to ensure a positive satisfaction rating.
3. All programs not earning a satisfactory rating on the Graduate Satisfaction Survey will document initiatives through the Institutional Effectiveness Process.

Objective Q.9. All programs and services will provide evidence of continuous improvement based on assessment results by fully participating in the institutional effectiveness process. Includes educational programs including student learning outcomes, administrative support services programs, educational support services programs, and community/public service programs.

Initiatives:
1. Quality Matters rubric will be used for all online courses on a three year evaluation cycle.
2. All courses will be accessible to all students regardless of delivery method. Student surveys administered to students with disabilities for 30 critical courses to ensure accessibility.

3. Peer review will be used for all delivery methods except online through the use of a rubric designed to ensure quality course content and delivery.
4. Develop rubric and implement.
5. All programs and services will develop key performance measures to be used in measuring the effectiveness of programs and services.
6. Any program with an exit exam score below 85% will document initiatives through the Institutional Effectiveness Process.

Objective Q.10. 100% of programs required to conduct an academic audit will complete and implement the recommendations.

Initiatives:
1. Implementation of academic audits based on master academic audit schedule.
2. Collaborative preparation of academic audit through faculty teams.
3. Documentation addressing recommendations will occur through the Institutional Effectiveness process.

Objective Q.11. Implement yearly listening sessions.

Initiatives:
1. Determine timeframe in which to deliver listening sessions.
2. Focus on progress of strategic planning implementation.
3. Capture additional initiatives to be integrated into the strategic plan.

Objective Q.12. Develop and implement Employee Salary Plan.

Objective Q.13. Faculty will participate in career furthering activities.

Initiatives:
1. TBR defines and develops collection mechanism.
2. Fully participate in reporting of career furthering activities.

Key Priority: Resourcefulness and Efficiency
TBR Goal: The TBR System will achieve its mission through innovation and judicious use of resources.

Volunteer State Resourcefulness and Efficiency Goal:
Volunteer State Community College will achieve its mission through strategic development and prudent management of resources, utilization of benchmarks, and adoption of best practices.

Resourcefulness and Efficiency Key Indicators:

Objective R.1. Increase in the total amount of outside revenue. Outside revenue is defined as any revenue that does not come from tuition, student fees, or state appropriations.
Includes: Federal Appropriations, Grants and Contracts
State Grants and Contracts
Local Appropriations, Grants, and Contracts
Private Contracts and Gifts
Endowment Income
Sales and Services
Other Sources of Education and General Revenue

Initiatives:
External:
1. Develop relationships with major donors to encourage them to donate to the foundation.
2. Develop relations with the Cookeville Higher Education Center Foundations.
3. Develop employer sponsored credit education where the employer pays for the employee college costs.
4. Identify and develop a relationship with business and industry that provide educational reimbursement programs.
5. Seek and obtain funding from business and industry to fund faculty positions, purchase equipment, and to donate to the College.

Internal
1. Greater emphasis on Grants.
2. Develop strategic plan to guide the plans for grant growth.
3. Explore placing a Coffee shop in the Library to generate revenue and provide student engagement opportunities.
4. Increase revenues produced through the Testing Center.
5. Expand revenues generated through the use of facilities on the Gallatin campus, Highland Crest, Cookeville and Livingston.
6. Explore the implementation of Summer Camps.

Objective R.2. Implement strategies to improve operational efficiencies.

Initiatives:
1. Full implementation of electronic signatures by 2017.
2. Implementation of frontend scanning of transcripts by 2016.
3. Improve workflow in the Records Office through the automation of change of major for students (students can change their major themselves).
4. Implement interactive map online and digital sign way finding maps.
5. Implement key and access control upgrades.
6. Expand use of cloud storage and platforms for digital storage.

7. Expand use of electronic workflow.
8. Explore adoption of curricula tracking software.
9. Implement two-year schedule of classes to assist with projections of number of adjunct faculty required and to facilitate more efficient use of classrooms.
10. IT and maintenance work order system.
11. Replace and update HVAC systems.
12. Plan and implement a targeted marketing strategy with emphasis on marketing by location (Gallatin, Highland Crest, Cookeville Higher Education Center, and Livingston).

Objective R.3. Completion of Humanities Building and Backfill use of space.

Initiatives:
1. Finalize the Humanities Building and offer classes beginning Fall 2016.
2. Continue fund raising efforts in support of Humanities Building construction costs.
3. Develop Backfill Plan for space that will become available as a result of relocation of personnel and classrooms to the Humanities Building. Include timelines and projected dates of completion.

Objective R.4. Increase the number of workforce development hours.

Initiatives:
1. Identify business and industry training needs as a result of strengthened partnerships.
2. Develop and deliver training.

Objective R.5. Meet or exceed the expected performance standards for the composite financial index and ratios as defined in TBR policy.

Initiatives:
1. Include four ratios: Return on Net Assets; Net Operating Revenues; Primary Reserves; and Viability.

Objective R.6. Fully implement the Instructional Cost Index.

Initiatives:
1. TBR currently developing the instructional cost index.
2. Upon completion of development fully implement.

Strategic Plan

2015-2025

Table of Contents

Introduction

The Walters State Community College (WSCC) Strategic Plan establishes a framework for operations across the institution. The plan is based on the Tennessee Board of Regents' (TBR) four key planning priorities – access, student success, quality, and resourcefulness. It also takes into account the priorities defined in the Tennessee Higher Education Commission's (THEC) statewide master plan, Postsecondary Attainment in the Decade of Decision – The Master Plan for Tennessee Postsecondary Education 2015-2025.

WSCC's strategic plan assists the institution in fulfilling its mission, meeting the needs of stakeholders, and meeting the aspirational goals established by the State of Tennessee. The new plan consists of goals and indicators for 10 years rather than five-year cycles represented in previous strategic plans. The horizon aligns with Governor Haslam's Drive to 55 initiative to raise the proportion of the state's working-age population (ages 25-64) with a college credential to 55 percent by the year 2025. The indicators contained in the plan focus on the completion agenda, while sustaining educational quality and efficient use of resources.

Subsequent to the WSCC Vision, Mission and Campus Compact in this document, each TBR Key Planning Priority and Indicators is followed by Walters State's associated goals and local indicators. Walters State's plan has been developed through thoughtful discussion with stakeholders. The Strategic Planning and Continuous Improvement Council provides oversight and support for the college's planning and continuous improvement processes. The council is composed of faculty, staff, and students representing a cross section of the college.

WSCC Vision

Walters State, as a premier community college, will be committed to increasing educational attainment and workforce preparedness through excellence in teaching and service.

WSCC Mission

Walters State is a learning-centered, comprehensive, public community college dedicated to increasing educational attainment and supporting economic development by providing affordable, high quality educational opportunities.

To accomplish the mission, the college:

♦ Offers programs of study leading to associate degrees or certificates

♦ Fosters and inspires student engagement and success

♦ Delivers public service and non-credit programs in support of workforce development and personal enrichment

♦ Employs highly qualified faculty and staff

♦ Provides convenient access through multiple campuses and advanced technology including distance learning through digital means

♦ Partners with other educational institutions to promote access and facilitate articulation and transfer

♦ Pursues external sources of support and entrepreneurial initiatives

♦ Assesses and responds to community needs

♦ Provides opportunities for promoting diversity and enhancing cultural awareness

♦ Pursues resourcefulness, effectiveness, and efficiency through comprehensive accountability and continuous improvement programs

WSCC Campus Compact

Walters State Community College is:

◊ *An Educationally Purposeful Community,* where students, faculty, administrators, and staff share academic goals and work together to strengthen teaching and learning.

◊ *An Open Community,* where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.

◊ *A Just Community,* where the sacredness of the person is honored and where diversity is aggressively pursued.

◊ *A Disciplined Community,* where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.

◊ *A Caring Community,* where the well being of each member is sensitively supported and where service to others is encouraged.

◊ *A Celebrative Community,* where the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

◊ *A Grateful Community,* where we are thankful for all of our generous benefactors and supporters.

Campus Compact adapted from Ernest Boyer with permission
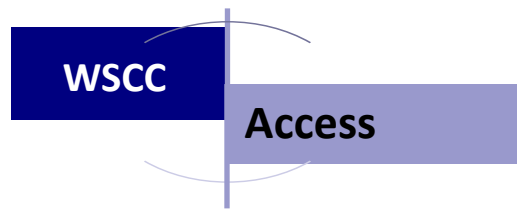
Access

TBR Key Planning Priority

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 the 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. 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.

TBR Indicators

- Headcount and full-time equivalent enrollment, disaggregated by full-time/part-time status
- Headcount and full-time equivalent enrollment of enrolled high school students

To meet 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.

WSCC

Access

Goal A1 — Walters State will provide more opportunities for citizens of its region to access courses and programs and complete a certificate, degree, or workforce development credential through the use of technology and the development of campus sites.

Goal A2 — Walters State will provide greater accessibility and a broader array of student services through the use of technology.

Goal A3 — Walters State will increase participation levels of historically underrepresented and underserved populations through its Access and Diversity Plan.

Goal A4 — Walters State will seek partnerships with private, public, and corporate entities to provide and expand educational and workforce development opportunities, especially for non-traditional students and underserved populations.

WSCC Indicators

- Headcount and FTE enrollment disaggregated by select subpopulations, by enrollment status, and by campus delivery method
- Headcount and FTE of enrolled high school students
- Number of WSCC Promise Scholarships awarded
- Progress toward goals in approved Access and Diversity Plan
- Continued development and implementation of the Campus Master Plan
- Continued implementation of the college-wide Mobile Learning Initiative
- Number of faculty and staff attending technology training
- Number of partnerships that provide educational or workforce development opportunities
- Annual contact training hours per annual THEC Report submitted by the division of Workforce Training

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Student Success

Increasing the number of citizens with diplomas, certificates, degrees, and graduate and professional qualifications 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, learning, research, service, and student achievement.

TBR Indicators

- Success in courses most critical to student success, as determined by the percentage of students achieving an A, B, or C grade in a particular course
- Students progressing to credit-hour benchmarks
- Graduation rates
- Number of credit hours accumulated beyond needed hours for degree, measured from the time that the student last enters the degree awarding institution
- Degrees, certificates, and diplomas awarded, disaggregated by award level
- Awards per 100 full-time (FTE) equivalent students

WSCC

Student Success

Goal S1 — Walters State will enhance student persistence to the completion of the postsecondary credential or degree.

Goal S2 — Walters State will develop student support and communication strategies to foster student success.

Goal S3 — Walters State will increase the number of students who complete a postsecondary credential, including certificates and associate degrees.

WSCC Indicators
• Student success in critical courses as determined by embedded assessment of student learning outcomes
• Number of students progressing to 12, 24, and 36 credit-hour benchmarks, disaggregated by full-time and part-time students
• Degrees and terminal certificates awarded in an academic year (summer, fall, spring) disaggregated by award level and select subpopulations
• Awards (associate and long-term [1-2 year] certificates) per 100 full-time equivalent (FTE) degree-seeking students conferred in an academic year (summer, fall, spring) disaggregated by award level and select subpopulations
• Graduation rates for 150% and 300% cohorts tracked for IPEDS and TBR, respectively
• Student success in co-requisite learning
• Student success in programs designed for successful transition from high school to college
• Student engagement as measured by responses on the customer satisfaction surveys
• Emphasis on degree completion through increased advising and student success strategies particularly in support of student populations identified in the Access and Diversity Plan and the Quality Assurance Plan

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.

TBR Indicators

- Licensure and certification pass rates and performance on national subject examinations
- Enrollment in high impact practices
- Percentage of faculty involved in career furthering activities
- Percentage of accreditable programs that are currently accredited or seeking accreditation
- Current aggregate score of non-accreditable programs calculated from program reviews and academic audits

WSCC Quality

Goal Q1 — Walters State will monitor and improve the effectiveness of its educational programs.

Goal Q2 — Walters State will monitor and improve its effectiveness in the areas of administrative support services, academic and student support services, and community and public service.

Goal Q3 — Walters State will provide effective educational programs, activities, and services by continuously enhancing quality through the use of data from monitoring multiple indicators.

Goal Q4 — Walters State will develop and maintain effective partnerships in support of its institutional mission.

WSCC Indicators

- Professional licensure and certification pass rates on licensure or industry-recognized exams
- Percentage of faculty involved in professional development activities
- Number of students involved in high impact practices
- Quality Assurance Funding score
- Percentage of academic programs accredited or seeking accreditation or percentage of successful academic audits for non-accreditable programs
- Successful completion of administrative or service audits or alternative institutional effectiveness processes
- Public service, outreach programs, and workforce training provided to meet the needs of area community organizations and employers

Resourcefulness & Efficiency

TBR Key Planning Priority

The Tennessee Board of Regents System 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 TNPromise 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.

TBR Indicators
• Total amount of funds raised through sources other than state appropriations and student tuition and fees
• Post-award progression of graduates
• Development of an instructional index that is disaggregated by academic discipline
• Composite financial index score

The TBR System and its institutions are committed to continuously identifying additional financial resources through alumni giving, endowments, foundations, and private fundraising. 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.

WSCC

Resourcefulness & Efficiency

Goal R1 — Walters State will address efficient use of resources through multiple approaches such as prudent management, development of other sources of support, and pursuit of entrepreneurial initiatives.

Goal R2 — Walters State will achieve greater efficiency through developing and adopting best practices, pursuing collaborations, and eliminating duplication and obstacles to competitiveness.

WSCC Indicators

- Total funds raised through external sources
- Graduate placement rate, accounting for the number of graduates continuing their education and number of graduates employed
- The number of students who transfer to public higher education institutions
- Composite financial index score of institution calculated by TBR
- Increased efficiency efforts through conservation of resources and adopting best practices
- Entrepreneurial initiatives for saving costs, maintaining or improving quality, and enhancing accessibility
- Implementation of applicable Business Process Modeling initiatives
- Continuing development and implementation of effective communication and marketing strategies

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WSCC Institutional Profile

Located in the geographically and economically diverse Great Smoky Mountains Region of East Tennessee, Walters State Community College is a public two-year institution noted for national prominence in using mobile technologies to enhance student learning. To provide access and services throughout its area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties and also serves students from Cocke, Grainger, Hancock, Hawkins, and Union counties. In the college's history, students from all over the United States and more than 70 countries have attended classes at one of the physical facilities or through distance education.

Innovative instructional methods are used to deliver affordable, high quality, general education and career-specific courses in programs of study that prepare students for transfer to other higher education institutions or for immediate employment. Academic offerings include degrees in associate of arts, associate of fine arts, associate of science, associate of science in teaching, and associate of applied science; as well as academic and workforce development certificates.

To enhance student learning and retention, a majority of entering students participate in co-requisite learning. Student support services place emphasis on student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum.

Workforce training services include customized corporate and non-credit healthcare training to support local workforce development. Other services include youth development programs and lifelong learning opportunities. The college partners with secondary and postsecondary educational institutions and local and regional business and industry to offer a range of learning and career advancement opportunities**.**

WSCC Strategic Planning and Continuous Improvement Council Membership

◊ President
◊ Vice President for Academic Affairs
◊ Vice President for Business Affairs
◊ Vice President for College Advancement
◊ Vice President for Communication and Marketing
◊ Vice President for Planning, Research and Assessment
◊ Vice President for Student Affairs
◊ Assistant Vice President for Academic Affairs
◊ Assistant Vice President for Business Affairs
◊ Assistant Vice President for Facilities Management
◊ Assistant Vice President of Human Resources/Affirmative Action Officer
◊ Assistant Vice President for Information Educational Technologies
◊ Assistant Vice President for Student Affairs/Special Assistant for Diversity
◊ Assistant Vice President for Student Affairs/Associate Director for Athletics
◊ Assistant Director of Plant Operations and Facilities Planning
◊ Assistant Dean of Online Instruction
◊ Dean of Behavioral and Social Sciences
◊ Dean of Business
◊ Dean of Distance Education
◊ Dean of Humanities
◊ Dean of Health Programs
◊ Dean of Greeneville/Greene County Campus
◊ Dean of Library Services
◊ Dean of Mathematics
◊ Dean of Natural Sciences
◊ Dean of Public Safety
◊ Dean of Technical Education
◊ Dean of Sevier County Campus
◊ Dean of Workforce Development
◊ Dean of Workforce Training
◊ Director of Accounting Services and Fixed Assets
◊ Director of Retention Services
◊ Director of Student Tutoring
◊ Executive Director of Counseling and Testing
◊ Executive Director of Financial Aid
◊ Executive Director of Great Smoky Mountains Expo Center
◊ Executive Director of Planning, Research and Assessment
◊ Executive Director of the Student Success Center
◊ Executive Director to the President
◊ Faculty Council President
◊ Faculty representative from each academic division
◊ Internal Auditor
◊ Two support staff representatives

New Mission Statement

The mission of Nashville State Community College is to provide comprehensive educational programs and partnerships, exemplary services, an accessible, progressive learning environment, and responsible leadership to improve the quality of life for the community it serves. The college serves a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties.

Nashville State offers associate degrees and certificates that prepare students to think and perform well whether entering the workforce or transferring to a university upon graduation.

Old Mission Statement

The mission of Nashville State Community College is to provide comprehensive educational programs and partnerships, exemplary services, an accessible, progressive learning environment, and responsible leadership to improve the quality of life for the community it serves. The college serves a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties, and the Upper Cumberland region.

Nashville State offers associate degrees and certificates that prepare students to think and perform well whether entering the workforce or transferring to a university upon graduation.

Volunteer State Community College
Mission Statement
February 3, 2016

New Mission Statement:

Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to our constituencies. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural awareness, and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Old Mission Statement:

Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Walters State's Proposed Mission Statement 2015-2025

Walters State is a learning-centered, comprehensive, public community college dedicated to increasing educational attainment and supporting economic development by providing affordable, high quality educational opportunities.
To accomplish the mission, the college:

- Offers programs of study leading to associate degrees or certificates
- Fosters and inspires student engagement and success
- Delivers public service and non-credit programs in support of workforce development and personal enrichment
- Employs highly qualified faculty and staff
- Provides convenient access through multiple campuses and advanced technology including distance learning through digital means
- Partners with other educational institutions to promote access and facilitate articulation and transfer
- Pursues external sources of support and entrepreneurial initiatives
- Assesses and responds to community needs
- Provides opportunities for promoting diversity and enhancing cultural awareness
- Pursues resourcefulness, effectiveness, and efficiency through comprehensive accountability and continuous improvement programs.

Walters State's Old Mission Statement

Walters State Community College Mission 2010-2015

Walters State is a learning-centered, comprehensive, public community college dedicated to increasing educational attainment and supporting economic development by providing affordable, high quality educational opportunities for the residents of East Tennessee.
To accomplish the mission, the college:

(1) Offers programs of study that lead to associate degrees or to certificates in programs of study of one year or less.
(2) Delivers public service and non-credit programs in support of workforce development and personal enrichment.
(3) Employs highly qualified faculty and staff.
(4) Fosters and inspires student engagement and success.
(5) Provides convenient access through multiple campuses and advanced technology.
(6) Partners with other educational institutions to promote access and facilitate articulation and transfer.
(7) Pursues external sources of support and entrepreneurial initiatives.
(8) Assesses and responds to community needs.
(9) Provides opportunities for promoting diversity and cultural awareness to enhance quality of life.
(10) Pursues resourcefulness, effectiveness and efficiency through comprehensive accountability and continuous improvement programs.
   Approved by TBR: 3/25/11

TENNESSEE BOARD OF REGENTS

MEETING:	Quarterly Board Meeting
SUBJECT:	Approval of the March 15, 2016 Minutes of the Special Called Meeting of the Finance and Business Operations Committee
DATE:	March 30, 2016
PRESENTER:	Regent Gregory Duckett
ACTION REQUIRED:	Roll Call Vote
STAFF'S RECOMMENDATION:	Approval

BACKGROUND INFORMATION:

The Board will review and consider for approval the minutes of the March 15, 2016 special called meeting of the Finance and Business Operations Committee which include disclosure amendment to the 2016-17 capital budget request and a recommendation on mandatory and incidental fee requests which would become effective Fall 2016.

REPORT OF THE
COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

SPECIAL CALLED MEETING

March 15, 2016

The Committee on Finance and Business Operations met in a special called session on March 15, 2016, at 1 p.m. Central Daylight Time.

A quorum was present and the meeting was called to order by Chairman Duckett.

The first agenda item was consideration of the proposed disclosure amendment to the 2016-17 capital budget request. Regent Duckett recognized Dick Tracy, Facilities Development Executive Director, who discussed the disclosure amendment which would add 27 project disclosures in the amount of $135,605,000 to the 2016-17 capital budget request. After discussion, Regent Thomas moved to approve the disclosure amendment with a second by Regent Griscom. The motion passed by roll call vote. The approved disclosure

amendment is included as an attachment to the official copy of this report.

The second and final agenda item was consideration of staff recommendations for mandatory and incidental fee requests which would become effective Fall 2016.

Regent Duckett recognized Vice Chancellor Sims who summarized the items recommended by staff which included 1) mandatory fee increases, 2) non-mandatory fee increases, 3) prior year phase-ins, 4) textbook fees, and 5) housing fee requests. Regent Griscom suggested in subsequent years that the institution's Student Government Association be advised of any suggested fee decreases as well as suggested fee increases. After discussion among Committee members, Regent Smith moved to approve the staff recommendations with a second by Regent Griscom. The motion passed unanimously by roll call vote. A list of the approved fees is included as an attachment to the official copy of this report.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

COMMITTEE ON FINANCE
AND BUSINESS OPERATIONS

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Gregory Duckett, Chair

FY 16/17 Disclosure Amendments

Prj	filename	Institution	Project Name	Amount	Source(s) of Funding
1	05-PT	ETSU	Building #2 Physical Therapy Renovation	$1,000,000	Plant Funds
2	05-Nell	ETSU	Nell Dossett Parking Lot Expansion	$550,000	Plant Funds (auxiliary, parking)
3	05-space	ETSU	Several Buildings Space Renovations	$1,500,000	Plant Funds
4	05-Wilson	ETSU	Wilson Wallis Solar Lighting	$250,000	Student fees and TDEC grant
5	09-Bball	MTSU	Baseball Weight Room Construction	$600,000	Gifts
6	09-light	MTSU	Floyd Stadium and Practice Field Lighting Systems	$1,500,000	Plant Funds
7	09-video	MTSU	Floyd Stadium Video Boards Upgrades	$1,000,000	$500k gifts and $500k plant funds
8	09-Up	MTSU	Floyd Stadium Elevator Replacements	$350,000	Plant Funds
9	09-Honor	MTSU	Honors Plaza	$300,000	Gifts
10	09-tennis	MTSU	Tennis Court Improvements	$400,000	Plant Funds
11	09-soft	MTSU	Women's Softball Facility Upgrades	$250,000	Plant Funds
12	11-Engin	TTU	Engineering and Research Facility	$500,000	Plant Funds
13	11-Facil	TTU	Facilities Services Complex	$10,100,000	Plant Funds
14	11-Fire	TTU	Fire Alarm System Updates	$600,000	Plant Funds
15	11-poult	TTU	Poultry Research Facility	$320,000	Gifts
16	11-Volpe	TTU	Volpe Library First Floor Expansion	$1,060,000	Gifts
17	07-Lab	UoM	Advanced Manufacturing Research Lab	$3,000,000	Plant Funds
18	15-Webb	CoSCC	Webster Athletic Building Renovation	$1,200,000	Plant Funds
19	34-david	NaSCC	East Davidson County Teaching Facility	$16,000,000	Plant Funds
20	34-Madi	NaSCC	Madison Teaching Facility	$16,000,000	Plant Funds
21	38-labs	NeSCC	Elizabethton Science Labs	$550,000	Plant Funds
22	32-Green	PSCC	Blount County Greenhouse Construction	$85,000	Plant Funds
			Subtotal	**$57,115,000**	

Projects proposed for TSSBA funding

Prj	filename	Institution	Project Name	Amount	Source(s) of Funding
23	05-Garg	ETSU	East Main Campus Parking Garage	$10,000,000	TSSBA (parking)
24	11-house	TTU	Residence Hall Improvements	$12,020,000	$11.920m TSSBA (rent), $100k aux., housing
25	11-park	TTU	Transportation Updates	$14,970,000	$13,970,000 TSSBA (parking) $1m plant funds
26	32-Blount	PSCC	Blount County Building Construction	$16,500,000	$1.650m gifts and $14.850m TSSBA (rent)
27	00-enery	Statewide	Energy Savings Initiatives	$25,000,000	TSSBA (energy savings)
			TSSBA	**$78,490,000**	
			TOTAL	**$135,605,000**	

	Institution	Description	Campus Request			Student Exposure to Proposal	Prior Increase		Revenue Generated	Justification	Staff Rec.
			Current	Proposed	Increase						
1	**APSU**	Increase student recreation fee	$55/sem	$60/sem	$5/sem	SGA Executive Committee supports	Increased $20 Fall 2013	$	82,600	Mandatory salary/benefit increases; inflationary costs	Support
2	**APSU**	Increase health services fee	$25/sem	$30/sem	$5/sem	SGA Executive Committee supports	Increased $10 Fall 2013	$	82,600	Mandatory salary/benefit increases; transition to electronic medical records for more secure records management and storage; part-time nurse practioner position	Support
3	**ETSU**	Increase campus access fee	$50/$6 per hr	$60/$8 per hr	$10/$2 per hr	Discussed with SGA Executive Committee. Executive Committee was supportive of increase.	Increased $25 Fall 2011	$	280,000	Parking Services is a 100% auxiliary enterprise operation and is totally dependent on the parking fee for its shuttle services for students, utilities and maintenance cost of the Parking Office. This increase is needed for staffing and benefit increases and for inflationary increases in overhead expenses.	Support
4	**ETSU**	Increase student activity fee	$143/$18 per hr	$158/$20 per hr	$15/$2 per hr	Approved by SGA; vote was 14-1-3	Increased $25 Fall 2015	$	371,000	This fee will underwrite the cost of additional personnel necessary to extend library hours to 24/5 or 24/7. The fee will also enable continued building renovations in response to student need, and will help address other issues related to student learning, support and access to materials.	Do not support
5	**MTSU**	Increase athletic fee	$175/sem	$200/sem	$25/sem	Fee increase approved by SGA Executive Committee 11/30/2015.	Increased $25 Fall 2010	$	950,000	The Conference USA's adoption of providing athletic scholarships that provide funds to pay the full costs of attending college will have an effect on the athletic scholarship budget. The estimated annual cost will be $400,000 - $500,000, with some funds being provided in the first three years by the Conference to offset some of the cost. MTSU's adoption of providing full costs of attendance (COA) to athletes is critical in leveling the recruiting field. In addition, the rising cost of travel and other operating costs justifies an increase the Athletic Fee.	Do not support
6	**MTSU**	Increase in campus access fee	$107/sem	$109/sem	$2/sem	Fee increase approved by SGA Executive Committee 11/30/2015.	Increased $2 Fall 2015	$	100,000	Parking Services is a 100% auxiliary enterprise operation and is totally dependent on the Parking fee for its shuttle services for students, utilities and maintenace cost of the Parking office and shuttle buses, and various parking lot, campus lighting, and sidewalk maintenance projects. The $2 increase is needed to help fund the purchase of a new campus-wide parking access control system.	Support
7	**MTSU**	Increase in health services fee	$81.50/sem	$83.50/sem	$2/sem	Fee increase approved by SGA Executive Committee 11/30/2015.	Increased $2 Fall 2015	$	70,000	Student Health Services is a 100% auxiliary enterprise operation and is totally dependent on the Student Health Services fee for its services to students and operations and its portion of the shared capital cost (with Campus Recreation) for the 202,000 square foot building. The $2 increase is needed for: required salary and benefit increases $45,000, inflationary cost of software support and medical supplies $13,000, and overhead increases $2,000.	Support

	Institution	Description	Campus Request			Student Exposure to Proposal	Prior Increase	Revenue Generated		Justification	Staff Rec.
			Current	Proposed	Increase						
8	MTSU	Increase recreation center fee	$53/sem	$55/sem	$2/sem	Fee increase approved by SGA Executive Committee 11/30/2015.	Increased $2 Fall 2015	$	70,000	Campus Recreation is a 100% auxiliary enterprise operation and is totally dependent on the Recreation Center fee for its services to students and operations and its portion of the shared capital cost (with Student Health) for the 202,000 square foot building. The $2 increase is needed because overhead expenses are expected to increase 5%, or $45,000, (utilities, maintenance) and to cover inflationary costs of recreational programs and services provided to the student body $25,000.	Support
9	TSU	Reallocate use of debt service fee	$89/sem	$89/sem	$ -	SGA approved reallocating $68 of debt service fee to fund new Health Sciences Building ($30) and Hale Stadium Project ($38).	Increased $24 Fall 2011	$	-	There is no increase proposed for this fee. TSU would like to redirect $68 of current fee to Health Sciences Building ($30) and Hale Stadium Project ($38). In 2017 North Campus Project (-$60) will be paid off. The Indoor Practice Facility will be overfunded (-$8).	Support
10	TTU	Increase athletic fee	$228/sem	$250/sem	$22/sem	The proposed increase in the Athletics Student Activity Fee was approved at the January 2016 meeting of the Student Government Association.	Increased $28 Fall 2014	$	450,000	To budget for annual inflationary expenses in scholarships in order to maintain Title IX and OCR compliance requirements, and to also budget for other inflationary expenses such as state-mandated pay raises and associated benefits that have to be absorbed within the TBR cap on expenditures.	Do not support
11	UOM	Increase campus access fee	$42/$7 per hr	$69/$11.50 per hr	$27/$4.50 per hr	The SGA passed a resolution in support of the increase on February 4, 2016.	Increased $12 Fall 2010	$	930,000	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
12	CHSCC	Reduce campus access fee	$2/hr max at 5 hr	$1.40/hr max at 5 hr	($0.60)/hr	Student input was not solicited for a decrease in fees.	Increased $7 per year 2008	$	(63,500)	Debt retired on amphitheatre	Support
13	JSCC	Establish Facilities fee	$0	$25	$25	Fee was discussed with the SGA. They unanimously endorsed the fee.	N/A	$	262,400	To provide students with upgraded classroom facilities and to fund campus infrastructure improvements and deferred maintenance. The incremental fee increase will provide collective structural/upkeep benefits that outweigh the cost to the individual students.	Defer
14	MSCC	Reduce International education fee	$12	$1	($11)	President Kinkel spoke with SGA president on 1/12/16. SGA President was supportive. President Kinkel met with all SGA members on 1/29/16 and it passed.	Increased $7 per year Fall 2010	$	(111,000)	Reduce International Education fee to level needed to fund campus festivales ($12,000) and replace with an increase in the campus access fee	Support
15	MSCC	Increase campus access fee	$20 flat rate	$20 plus $1.50 per hour up to 9 hours, then from 9 to 11 hours, it is $20 plus $13.50 and then 12 hours and above is $20 plus $14 for the semester	$1.50 per hour up to 9 hours, then from 9 to 11 hours, it is $13.50 and then 12 hours and above is $14 for the semester	President Kinkel spoke with the SGA President, Jesse Fanning, who represents Motlow students the College's President Council, on 1/12/16. President Fanning is supportive of the fee proposal. Additionally, President Kinkel met with all of the SGA members on 1/29/16 about the fee proposal and it passed.	Increased $12.50 Fall 2015	$	111,000	The International Education Fee was initiated in fall 2007 to support the College's QEP project for SACSCOC accreditation. Per SACSCOC re-affirmation process, the College is in the process of developing a new QEP topic. The increase in the Access Fee would replace the reduction in the International fee and would be revenue neutral to the students. The proposed access fee increase would also be more equitable to part-time students since the fee structure would be applied on a per hour basis. The increase in the access fee will be applied to the immediate student need of increased security on all four of the Motlow campuses.	Support

	Institution	Description	Campus Request			Student Exposure to Proposal	Prior Increase	Revenue Generated		Justification	Staff Rec.
			Current	Proposed	Increase						
16	**NESCC**	Establish International education fee	$0	$12/$1 hr	$12/$1 hr	Surveyed student leaders in PTK, Honors classes, CLASS meeting, President's Council members, Scholars Student Organization and a few random students. Of the 75 students surveyed, 69 supported the fee.	N/A	$	94,400	The International Education fee shall assist the college in establishing its international education program and promoting cultural understanding.	Support
17	**VSCC**	Increase campus access fee (in conjunction with eliminating application fee)	$3 flat rate	$11 flat rate	$8	This is part of a Board initiative to remove a barrier for incoming students. As part of a Board initiative, it did not require student input.	Increased $1 Fall 2011	$	132,000	Increase in the access fee is coupled with the elimination of the application fee to be net revenue neutral for the College. Elimination of the application fee is to remove initial expenditure as a barrier to enroll in College to support the Complete College Tennessee Act of 2010 and the Tennessee Promise Program. The application fee being eliminated produces $132,000 in revenue. The proposed increase for the access fee generates $132,000.	Support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
1	**APSU**	Establish hybrid course fee	$ -	$15/credit hr	$15/credit hr	$ 200,000	N/A	Emergence of hybrid course model	Do not support
2	**APSU**	Establish full sprectrum learning fee	$ -	$2500/sem	$2500/sem	$ 150,000	N/A	New program piloted in 2015/16 committed to helping students with Autism Spectrum Disorder achieve success with academic, social, and independence needs. This fee is in addition to the maintenance fees, etc.	Support
3	**APSU**	Establish aviation lab fee	$ -	TBD	TBD	TBD	N/A	Pending approval of new concentration - Professional Rotor-wing Pilot - flight instruction. Fee tbd pending approval of the concentration and completion of the selection process of an aviation company.	Pending
4	**APSU**	Increase undergraduate application fee	$ 15.00	$ 25.00	$ 10.00	$ 91,700	Prior to 1999	Increased cost of processing and evaluating undergraduate and graduate applications for admission	Support
5	**APSU**	Increase graduate application fee	$ 25.00	$45/domestic; $55/international	$20-$30	Included above	Prior to 1999	Increased cost of processing and evaluating undergraduate and graduate applications for admission	Support
6	**ETSU**	Increase specialized academic course fee for Business	$25/credit hr	$40/credit hr	$15/credit hr	$ 427,960	Increased $5 Fall 2010	Increase in faculty salaries in business disciplines, support for student services, instructional resources provided to the students, and facilities improvements.	Support a $5 increase
7	**ETSU**	Establish specialized academic course fee for Computing	$ -	$10/credit hr	$10/credit hr	$ 68,310	N/A	Fee will support costs related to course including: software, equipment, and salaries for teaching the course.	Support
8	**ETSU**	Establish specialized academic course fee for Engineering	$ -	$60/credit hr	$60/credit hr	$ 7,200	N/A	The fee would be used to purchase and maintain needed equipment; purchase supplies needed for student laboratory experiences; support engineering faculty salaries and benefits; enhance student support services(advisors, internship placement, and career services); and fund other program expenses.	Support
9	**ETSU**	Increase Engineering Technology course fee	$20/credit hr	$60/credit hr	$40/credit hr	$ 278,620	Established in 2008 at current amout.	*Fee to align with new specialized academic course fee in Engineering*. Engineering Technology programs require new equipment that is representative of current industrial environments, and timely maintenance, as well existing equipment upgrades and calibration. As a result of diminished funding from the University level, the department must look to other sources to fund laboratories, salaries, and research so that the education quality is not compromised. The proposed fee increase would be used to fund those priorities listed, as well as provide maintenance of laboratories and equipment. The fee increase would also align with the new specialized academic course fee in Engineering.	Do not support
10	**ETSU**	Increase Computing fee	$20/course	$10/credit hr	$10/three-hr course	$ 44,000	Increased $8 Fall 2015	Increase will support costs related to course including: software, equipment, and salaries for teaching the course. Increase will also align with other CSCI fee proposal ($10 per credit hour). This request is submitted if specialized academic course fee is not approved. If SACF is approved, the existing computing fee of $20/course would be replaced by the SACF.	Replaced by item 7 above
11	**ETSU**	Establish Department of Appalachian Studies recording technology fee	$0	$25/credit hr	$25/credit hr	$ 4,000	N/A	Students enrolled in BLUE 1810, 3810, 3820, and 4810 use the ETSU Recording Laboratory extensively. Multiple labs are assigned to students, with tasks ranging from multi-track recording, mastering, and mixing digital audio. The wear and tear incurred by the students' use of the lab has necessitated that some equipment needs to be repaired, replaced, or updated each year. Currently the only funds specifically budgeted for upkeep of the recording lab are dependent upon the recording lab manager taking on entrepreneurial recording projects. The inclusion of this new fee would give the ETSU recording lab a modest but sustainable budget from which to work and ensure that students have access to needed technology. The typical cost of repair and replacement of equipment within one year's time is within the proposed annual revenue from the proposed fee.	Do not support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
12	ETSU	Increase Department of Biological Sciences lab fee	$35/lab course	$50/lab course	$15/lab course	$ 28,000	Increased $15 Fall 2013	The current flat fee of $35 per course is inadequate to meet both the increasing costs of laboratory materials and allow for replacement of outdated equipment. Our student laboratories utilize a variety of complex and costly scientific equipment which requires regular maintenance and/or replacement. Additionally, costs of materials for our laboratory courses, particularly upper level undergraduate and/or graduate level courses, continue to increase as we expand the integration of technology-based laboratory approaches. A substantial increase in enrollment from a four-year historical average of 1536 students to 1857 students in the 2015-2016 academic year has also necessitated an increase in the number of lab offerings and subsequently, the costs associated with them. We request an increase to $50 per course for all BIOL laboratory courses listed.	Support a $5 increase
13	ETSU	Increase graduate application fee	$35 domestic/$45 international	$45 domestic/$55 international	$10	$ 44,500	Increased $10 Fall 2010	To fund admission and retention initiatives	Support
14	ETSU	Increase motor vehicle registration fee for faculty and staff	$50/yr	$60/yr	$10/yr	$ 24,600	Increased $15 Fall 1999	Parking Services is a 100% auxiliary enterprise operation and is totally dependent on the parking fee for its shuttle services for students, utilities and maintenance cost of the Parking Office. This increase is needed for staffing and benefit increases and for inflationary increases in overhead expenses.	Support
15	MTSU	Expand Concrete Management materials fee	$15	$15	$0	$ 10,800	Established at current rate	Added the following additional courses: CIM 3090, CIM 4070, CIM 4400, CIM 4500, CIM 4600	Support
16	MTSU	Establish specialized academic course fee for Aerospace	$0	$15/credit hr	$15/credit hr	$ 151,290	N/A	The infrastructure required to provide the necessary educational experiences for students require the continuous development and upkeep of a variety of laboratories. Many equipment updates and software updates are urgently needed. The cost of lab operation has also limited the travel budget needed for faculty to participate in expected scholarly activities.	Support
17	MTSU	Establish specialized academic course fee for College of Media and Entertainment	$0	$10/credit hr	$10/credit hr	$ 290,000	N/A	To fund new and emerging technologies, maintain and upgrade recording studio, television studio, mobile production facilities, field production equipment, computers, servers, specialized labs, broadcast facilities, and professional software.	Support
18	MTSU	Establish specialized academic course fee for Engineering and Engineering Technology	$0	$20/credit hr	$20/credit hr	$ 180,000	N/A	The success of the mechatronics engineering program has created a shortage of new equipment as well as issues with maintenance/replacement of old, sometimes outdated, equipment. The ET department needs a significant and sustainable increase to serve students with high quality laboratory experiences.	Support
19	MTSU	Establish corporate partnership rate	$0	e-rate for out-of-state students; in-state rate for in-state students	e-rate for out-of-state students; in-state rate for in-state students	$ 351,740	N/A	Requesting approval of a Corporate Partnership rate for corporations that have entered into a formal partnership with MTSU to develop and deliver a degree completion program to their employees. The rate would apply to out-of-state employees and would be equal to the approved online rate. MTSU is currently negotiating a partnership with Bridgestone for their employees worldwide. If an OOS student is taking online courses with the e-rate and they also take an on-ground, distance education, hybrid course, etc., their rate changes to the regular OOS rate and they lose the e-rate. The "corporate partnership rate" we are proposing would keep the rate the same for any course taken by an OOS corporate partner employee. This rate will only be available to companies that sign a formal partnership agreement with MTSU.	Support
20	TSU	Increase the specialized academic course fee for Engineering	$25/credit hr	$35/credit hr	$10/credit hr	$ 80,000	N/A	Specialized fees of other TBR engineering programs currently range from $45-60 per credit hour. The requested increase is to assist with rising costs of labs and equipment.	Support
21	TSU	Expand the specialized academic course fee for Education	$25/credit hr	$25/credit hr	$0	$ 195,000	Established at current rate Fall 2013	Expand fee to include all courses in the Teacher Education Program (17 additional undergraduate courses and 36 additional graduate courses).	Support
22	TSU	Expand the lab materials fee	$30/course	$30/course	$0	$ 22,500	Increased $5 Fall 2015	Expand fee to include Agricultural Science labs.	Support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
23	TSU	Establish Executive MBA program fee	$0	$8,093 + tuition and fees	$8,093 + tuition and fees	$ 110,960	N/A	Fee will cover expenses for special administrative support, stipends for executive presenters, special staff support, supplies and meals.	Support
24	TTU	Restructure and increase parking permits	Clerical & support - $20/yr; faculty & admin - $50/yr; student - $25 sem (included in maintenance fee)	Zone 1 - $205/yr; Zone 2 - $205/yr; Zone 3 - $77.50/yr; Zone 4 - $143/yr;	$57.50/yr to $185/yr	$ 1,758,000	Increased $10-$20 Fall 2008	Revenues from this fee will support upgrades to parking and traffic routing on campus. TTU proposes to move to zoned parking based upon whether the individual desires parking closer to inner-campus (more expensive) or at the perimeter of campus (less expensive). The financial plan will support construction of ground parking; parking garage; modifications to heavy traffic areas of campus (safety concerns); and an intra-campus shuttle service. The plan will be implemented over several years with parking permit rate increases occurring annually through FY2024. TTU has agreed to eliminate the Zone 5 (parking garage) rate from this request.	Support as amended
25	UOM	Increase specialized academic course fee for Engineering	$35/credit hr	$45/credit hr	$10/credit hr	$ 140,000	Increased $10 Fall 2012	To provide resources needed to fund the rising cost of engineering education. Funds will be used for lab equipment, computer hardware and software, instructional support as well as student support and services. This investment will ensure continuation of a high-quality and competitive engineering program.	Support
26	UOM	Increase and expand specialized academic course fee for Performing Arts	$20/credit hr	$30/credit hr	$10/credit hr	$ 29,000	Established at current rate Fall 2014	Increase requested to fund needed student enrichment and professional services at a more adequate level. Funds will be used to support student auditions; residencies and workshops by high-caliber guest professionals; entrepreneurship development; and acquisition of equipment, new technologies and software; all important to maintain a high caliber program. Also, add THEA 4549/6549, and DANCE 3101 to courses to be charged.	Support course expansion only.
27	UOM	Establish specialized academic course fee for Master's of Health Administration	$ -	$25/credit hr	$25/credit hr	$ 39,000	N/A	The fee will cover costs for Team Trek leadership program and team building immersion experience, resume and interviewing workshops, business etiquette and luncheon sessions, professional networking opportunities, and career launch preparation sessions. This fee is necessary to provide professional and career development opportunities for students and is expected by CAHME-accredited MHA programs. The fee will be applied to all 7000 level HADM prefix courses and will begin with the new incoming students in the fall of 2016.	Do not support
28	UOM	Increase MS Office Specialist Excel certification fee	$60	$100	$40	$ 40,000	N/A	Increase requested due to rising cost of purchasing the exam that is required for Business and Information Technology students.	Support
29	UOM	Establish flight training fee	$ -	TBD	TBD	TBD	N/A	UoM to direct bill contractor actual charges to students enrolled in the program. Contingent upon program approval. Fee has not yet been negotiated with vendor.	Pending
30	UOM	Reduce undergraduate application fee	$50	$25	($25)	$ (18,000)	Increased $25 Fall 2010	This decrease in application fee will result in charging the same application fee amount to all students regardless of application date, removing the penalty for late application. A discount is currently offered to students who apply before a certain date. The result of this fee decrease and removal of the early admission discount is to charge a consistent rate of $25 to all students regardless of application date. This is an effort to improve student access.	Support
31	UOM	Eliminate early admission discount	($25)	$0	$25	See above item	Established Fall 2010	See above item	Support
32	UOM	Increase student orientation fee	$100	$110	$10	$ 20,000	Increased $5 Fall 2009	Increase request due to rising costs related to managing the program, such as meals, housing, and facility fee usage. Participation in student orientation is voluntary.	Support
33	UOM	Increase student parking fee	$30 - $90/sem	$32-$95/sem	$2-$5	$ 24,000	Increased $10-$18 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
34	UOM	Increase faculty/staff parking fee	$15.30 - $54.63/mo	$24.94-$63.37/mo	$6.55-$9.64/mo	$ 240,000	Increased $4.37-$10.93 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
35	UOM	Increase invited visitor pass	$2 day	$3 day	$1 day	Included above	Increased $1 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
36	UOM	Increase department parking fee	$14-$30/mo	$23-$40/mo	$9-$10/mo	$ 50,000	Increased $4-$5 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
37	UOM	Increase garage validation coupons	$3 day	$4 day	$1 day	Included above	Increased $0.50 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
38	UOM	Increase conference housing guest parking fee	$2 day	$3 day	$1 day	Included above	Increased $1 Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
39	UOM	Increase garage parking rates	$2 hr - $12 day	$3 hr - $15 day	$1 hr - $3 day	$ 150,000	Increased $1/hr to $6/day Fall 2010	Provide resources to replace parking spaces lost due to the construction of the new recreation center and land bridge. This increase will fund technology upgrades, parking lot expansions and a new general access parking garage.	Support
40	All Community Colleges	Establish PLA fee	Varies	$25 fee for campus-based challenge exams	Varies	Not provided	Not provided	The THEC Task Force on Prior Learning Assessment, which includes representatives from 12 TBR community colleges, recommended in 2012 that community colleges move toward approving consistent fees for PLA opportunities. A recommendation was presented at the fall 2014 community college President's retreat. The Presidents approved the fee effective January 2015 but failed to seek Board approval. Students will not be charged maintenance fees/tuition for the course.	Support
41	CHSCC	EMT (EMSB Series) course fee	$60/sem	$75/sem	$15/sem	$ 1,725	Established 2015 at current rate	Price increase by vendor	Support
42	CHSCC	AEMT (EMSA Series) course fee	$90/sem	$110/sem	$20/sem	$ 2,400	Established 2015 at current rate	Price increase by vendor	Support
43	CHSCC	Paramedic (EMSP Series) course fee	$120/sem	$170/sem	$50/sem	$ 2,300	Established 2015 at current rate	Price increase by vendor	Support
44	CHSCC	Nursing testing fee	$220 to $223.50 per course	$248 to $250 per course	$28 to $26.50 per course	$ 17,700	Established 2015 at current rate	Price increase by vendor	Support
45	CLSCC	Reclassify Nursing fee to Nursing specialized academic course fee	$30	$25/credit hr	$45 per three hr course	$ 45,000	Established 2009-10 at current rate	Requested to cover increasing cost of testing, review materials and to purchase essential equipment. Six of 12 community colleges have fees that equal $25/credit hour. 58% of students surveyed agreed with the fee increase.	Support
46	CLSCC	Deferred payment plan late fee	$0	$25	$25	$ 2,000	Reduced to $0 2009-10	This fee was eliminated when CLSCC outsourced the deferred pay plan in 2007-08. Now that CLSCC is no longer outsourcing, would like to reinstitute the fee.	Support
47	CLSCC	Deferred payment plan service fee	$0	$25	$25	$ 10,000	Reduced to $0 2009-10	This fee was eliminated when CLSCC outsourced the deferred pay plan in 2007-08. Now that CLSCC is no longer outsourcing, would like to reinstitute the fee.	Support
48	DSCC	Increase HIT 2250 RHIT test fee	$300/course	$315/course	$15/course	$ 300	N/A	Vendor price increase for RHIT (Registered Health Information Technician) test	Support
49	DSCC	Establish Nursing 1700 Transition of Professional Practice ATI Test Fee	$ -	$251/course	$251/course	$ 18,100	N/A	Pay cost of ATI (Assessment Technologies Institute) test fees. DSCC has used these tests for nursing for 10+ years	Support
50	DSCC	Establish Nursing 1710 Fundamentals of Nursing ATI Test Fee	$ -	$125/course	$125/course	$ 6,000	N/A	Pay cost of ATI test fees. DSCC has used these tests for nursing for 10+ years	Support
51	DSCC	Establish Nursing 1720 Medical/Surgical ATI Test Fee	$ -	$126/course	$126/course	$ 6,000	N/A	Pay cost of ATI test fees. DSCC has used these tests for nursing for 10+ years	Support
52	DSCC	Establish Nursing 2730 Medical/Surgical II ATI Test Fee	$ -	$221/course	$221/course	$ 26,500	N/A	Pay cost of ATI test fees. DSCC has used these tests for nursing for 10+ years	Support
53	DSCC	Establish Nursing 2740 Medical/Surgical III ATI Test Fee	$ -	$221/course	$221/course	$ 26,500	N/A	Pay cost of ATI test fees. DSCC has used these tests for nursing for 10+ years	Support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
54	**DSCC**	Establish EMT/Paramedic Lab Fee	$ -	$30/course	$30/course	$ 16,000	N/A	To fund the high cost of lab supplies for the Emergency Medical Technician courses	Support
55	**DSCC**	Eliminate Paramedic 1801 EMSCAT Test Fee	$60/course	$ -	($60/course)	$ (4,500)	Increased $20 Fall 2015	Eliminate EMSCAT test	Support
56	**DSCC**	Eliminate Paramedic 2802 EMSCAT Test Fee	$60/course	$ -	($60/course)	$ (4,500)	Increased $20 Fall 2015	Eliminate EMSCAT test	Support
57	**DSCC**	Eliminate Paramedic 2403 EMSCAT Test Fee	$60/course	$ -	($60/course)	$ (4,500)	Increased $20 Fall 2015	Eliminate EMSCAT test	Support
58	**DSCC**	Establishe Paramedic 1311 FISDAP Test Fee	$ -	$80/course	$80/course	$ 6,000	N/A	Establish FISDAP test for this course	Support
59	**DSCC**	Eliminate Paramedic 1801 FISDAP Test Fee	$25/course	$ -	($25/course)	$ (1,900)	Increased $5 Fall 2015	Eliminate FISDAP test for this course	Support
60	**DSCC**	Increase Paramedic 2802 FISDAP Test Fee	$25/course	$75/course	$50/course	$ 3,800	Increased $5 Fall 2015	Vendor price increase for FISDAP test for this course	Support
61	**DSCC**	Establish AEMT 1111 FISDAP Test Fee	$ -	$80/course	$80/course	$ 6,000	N/A	Establish FISDAP test for this course	Support
62	**DSCC**	Establish AEMT 1502 FISDAP Test Fee	$ -	$25/course	$25/course	$ 1,900	N/A	Establish FISDAP test for this course	Support
63	**DSCC**	Eliminate EMT 1601 EMSCAT Test Fee	$30/course	$ -	($30/course)	$ (2,200)	Increased $10 Fall 2015	Eliminate EMSCAT test	Support
64	**DSCC**	Eliminate EMT 1602 EMSCAT Test Fee	$30/course	$ -	($30/course)	$ (2,200)	Increased $10 Fall 2015	Eliminate EMSCAT test	Support
65	**DSCC**	Establish EMT 1111 FISDAP Test Fee	$ -	$30/course	$30/course	$ 2,200	N/A	Establish FISDAP test for this course	Support
66	**DSCC**	Eliminate EMT 1601 FISDAP Test Fee	$30/course	$ -	($30/course)	$ (2,200)	Increased $10 Fall 2015	Eliminate FISDAP test for this course	Support
67	**DSCC**	Decrease EMT 1602 FISDAP Test Fee	$30/course	$20/course	$10/course	$ (800)	N/A	Amend FISDAP test for this course	Support
68	**MSCC**	Establish HESI (Health Information Systems, Inc.) Fundamentals test fee	$0	$31	$31	$ 3,100	N/A	HESI Fundamentals Exam for Nursing Students	Support
69	**MSCC**	Establish Docu Care practice fee	$0	$52	$52	$ 7,020	N/A	Docu Care Practice Access Fee for students to experience using an electronic health record (EHR) which provides students with a realistic clinical experiences in simulations, patient scenarios, and documentation activities.	Withdrawn
70	**MSCC**	Establish HESI OB exam fee	$0	$31	$31	$ 3,100	N/A	HESI OB Exam for Nursing Students	Support
71	**MSCC**	Establish HESI Pediatric exam fee	$0	$31	$31	$ 3,100	N/A	HESI Pediatric Exam for Nursing Students	Support
72	**MSCC**	Establish HESI Med-Surg exam fee	$0	$31	$31	$ 2,015	N/A	HESI Med-Surg Exam for Nursing Students	Support
73	**MSCC**	Establish HESI Exit exam fee	$0	$54	$54	$ 3,510	N/A	HESI Exit Exam Fee for Nursing Students	Support
74	**MSCC**	Establish HESI Pharmacology exam fee	$0	$31	$31	$ 2,015	N/A	HESI Pharmacology Exam Fee for Nursing Students	Support
75	**NASCC**	Establish Culinary Arts fee	$0	$225 per student enrolled in CULA 1320 and CULA 1310	$225 per student enrolled in CULA 1320 and CULA 1310	$ 39,400	N/A	Purchase uniform and knife kit	Withdrawn
76	**RSCC**	Establish Math for adventurers fee	$0	$700 max per course	$700 max per course	$ 7,000	N/A	To cover costs associated with traveling to an out-of-state destination where the class is taught.	Support

	Institution	Description	Campus Request			Revenue Generated	Prior Increase	Justification	Staff Rec.
			Current	Proposed	Increase				
77	**VSCC**	Establish Science consumable fee	$0	$20/sem/course	$20/sem/course	$ 44,600	N/A	Provide additional funding for science consumables in ASTR 1030L, BIOL 1010L, BIOL 1020l, BIOL 1030L, BIOL 1050L, BIOL 1110L, BIOL 2230l, CHEM 1030L, CHEM 1110L, CHEM 1120L, CHEM 2010L, ENGR 210L, GEOL 1030L, GEOL 1040L, ISCI 1030L, PHYS 1030L, PHYS 2120L, PSCI 1030L, VET 101L, VET 110L, VET 230L, VTA 150L.	Support
78	**VSCC**	Eliminate application fee (in conjunction with an increase in the campus access fee)	$20	$0	($20)	$ (132,000)	Increased Fall 2011	Elimination of the application fee is to remove initial expenditure as a barrier to enroll in College to support the Complete College Tennessee Act of 2010 and the Tennessee Promise Program . The elimination is coupled with an increase in the access fee to be net revenue neutral for the College. The application fee being eliminated produces $132,000 in revenue.	Support
79	**VSCC**	Eliminate IncludED textbook fee for Intro to Biology and Intro to Biology II	$85	$0	($85)	$ -	Established Fall 2015	Eliminate due to Instructors deciding not to implement because previous hard copy edition is available for use for both Intro to Biology I and II. With IncludED fee, students are required to purchase books for each course, resulting in higher cost to student.	Support
80	**VSCC**	Eliminate IncludED textbook fee for intro to film	$66	$0	($66)	$ -	Established Fall 2015	Eliminate due to Instructors deciding not to implement	Support
81	**VSCC**	Eliminate IncludED textbook fee for principles of accounting I & principles of accounting II	$63	$0	($63)	$ -	Established Fall 2015	Eliminate due to Instructors deciding not to implement	Support
82	**VSCC**	Eliminate IncludED textbook fee for general psychology	$105	$0	($105)	$ -	Established Fall 2015	Eliminate due to Instructors deciding not to implement	Support
83	**VSCC**	Eliminate IncludED textbook fee for intro to sociology	$50	$0	($50)	$ -	Established Fall 2015	Eliminate due to Instructors deciding not to implement	Support
84	**VSCC**	Eliminate IncludED textbook fee for music appreciation	$85	$0	($85)	$ -	Established Fall 2015	Eliminate due to unforeseen price increase from publishing company resulting in higher cost to student	Support
85	**VSCC**	Eliminate IncludED textbook fee for public speaking	$85	$0	($85)	$ -	Established Fall 2015	Eliminate due to unforeseen price increase from publishing company resulting in higher cost to student	Support
86	**WSCC**	Faculty & staff campus access fee/hangtag	$5/year	$0	($5/year)	$ (3,000)	Established at current rate	For the prior 6 years, the revenue collected has been less than $3,000 each year. The manpower costs to collect the fee, whether manually or electronically, exceeds the revenue. WSCC proposes distribution of a permanent hangtag at no cost to faculty and staff.	Support

	Institution	Description	Campus Request			Student Exposure to Proposal	Prior Increase	Revenue Generated	Justification	Staff Rec.
			Current	Proposed	Increase					
1	**MTSU**	Increase student government fee	$25/sem	$35/sem	$10/sem	Fee increase approved by SGA in 2014; On 9/23/2015, the SGA agreed to implement years 2 and 3 in FY16-17.	Increased $5 Fall 2014	$ 400,000	SGA Resolution 2-13-F increases the fee by $5 per semester for four years to a total of $40 per semester beginning in FY14-15. The new funds will be used to fund "Signature Events" managed by the SGA. Year 2 should have been implemented in FY15-16, but was overlooked. On 9/23/2015, the SGA agreed to implement years 2 and 3 in FY16-17.	Support
2	**UOM**	Increase debt service fee	$245/$27 per hr	$245/$41 per hr	$14 per hr	SGA approval received in 2014	Increased $149 Fall 2014	$ 450,000	This fee was increased in FY15 to fund the new Recreation Center and Land Bridge. The intent was always to increase the part-time rate at an equivalent hourly rate as the approved full-time rate. This increase will align the part-time rate with the full-time rate as initially intended and approved locally.	Support
3	**TTU**	Increase specialized academic course fee for Engineering	$40/hr	$60/hr	$20/hr	N/A to non-mandatory fees	Increased $10/hr Fall 2014	$ 820,000	As stated in the 2014-15 proposal, due to a significant enrollment increase additional resources are needed to maintain and expand existing support for student success; to maintain and upgrade state-of-the-art classrooms and laboratories required for expanded student focused services and academic program accreditation; and to provide enhancements designed to increase student success. The requested increase from $30 to $60 per hour was approved for incremental implementation over a three-year period. The initial $10 increment was implemented Fall 2014. Since no subsequent increase was presented for review prior to Fall 2015, the final two increments should be implemented as of Fall 2016.	Support

Comparison of Grade Distributions: Fall 2014 to Fall 2015
Courses with Approved Textbook Fees

	Institution	Course	Percent Students with Grade of "C" or Better		Fall 2015 Over (Under) Fall 2014
			Fall 2014	Fall 2015	Difference
1	MTSU	PSCI 1030	66%	50%	-15%
2	MTSU	UNIV 1010	90%	92%	2%
3	MTSU	ASTR 1030	75%	80%	5%
4		**MTSU Total**	**85%**	**85%**	**-1%**
5					
6	MSCC	Math 1010	88%	71%	-17%
7	MSCC	Theater Appreciation 1030	89%	84%	-4%
8	MSCC	Art Appreciation 1030	87%	85%	-2%
9	MSCC	Music Appreciation 1030	84%	82%	-2%
10		**MSCC Total**	**86%**	**81%**	**-5%**
11					
12					
13	STCC	English 0810/0820 (Note 1)	60%	69%	9%
14	STCC	Math 0810/0820 (Note 1)	45%	60%	15%
15	STCC	History 2010 (Note 2)			
16	STCC	Accounting 2210 (Note 2)			
17	STCC	Chemistry 1110 (Note 2)			
18	STCC	Criminal Justice 2010 (Note 2)			
19	STCC	Dietary 1310 (Note 2)			
20	STCC	Geography 2010 (Note 2)			
21	STCC	Legal 1060 (Note 2)			
22	STCC	Music 1030 (Note 2)			
23	STCC	Nursing 1126 (Note 2)			
24	STCC	Physics 2010 (Note 2)			
25	STCC	Speech 1010 (Note 2)			
26	STCC	Accounting 2024 (Note 2)			
27	STCC	Nursing 1114 (Note 2)			
28		**STCC Total**	**51%**	**65%**	**14%**
29					
30					
31	VSCC	Business Calculations	94%	52%	-41%
32	VSCC	Keyboarding with Word Processing	81%	53%	-28%
33	VSCC	Intermediate Keyboarding	100%	80%	-20%
34	VSCC	Intro to Law Enforcement	85%	78%	-7%
35	VSCC	A&P 1 and A&P 2	57%	51%	-6%
36	VSCC	Intro to Legal Process	90%	86%	-4%
37	VSCC	Intro to Physical Sciences	87%	85%	-2%
38	VSCC	Intro to Business	61%	61%	-1%
39	VSCC	Intro to Criminal Justice	86%	86%	0%
40	VSCC	Chemistry	76%	82%	7%
41	VSCC	Macroeconomics and Microeconomics	72%	79%	7%
42	VSCC	Business Communications	59%	72%	13%
43	VSCC	General Biology 1 and 2	58%	72%	15%
44	VSCC	Principles of Accounting 1 and 2 (Note 2)			
45	VSCC	General Psychology (Note 2)			
46	VSCC	Intro to Sociology (Note 2)			
47	VSCC	Public Speaking (Note 2)			
48	VSCC	Intro to Biology 1 and 2 (Note 2)			
49	VSCC	Microbiology (Note 2)			
50	VSCC	Music Appreciation (Note 2)			
51	VSCC	English 1030 (Note 2)			
52	VSCC	**VSCC Total**	**69%**	**68%**	**-1%**
		Grand Total	**88%**	**86%**	**-2%**

(1) STCC shifted from assigning letter grades to pass/fail between Fall 2014 and Fall 2015. For this table, students passing are assigned a "C" letter grade.
(2) Institution did not implement approved fee.

FY 2016-17 Textbook Fee Requests

	Institution	Proposed fee name	A Proposed Fee Physical Text	B Proposed Fee Digital Text	C Print Option	D Access Code Included?	E Revenue Generated	F Physical textbook cost in bookstore	G Proposed Fee Over (Under) Bookstore Cost	H Alternate Provider: Low Price	I Alt. Provider Price As % of Proposed Fee	J Number of students impacted by fee	K Average Sale-Thru Rate: Fall 2104 to Fall 2015	=(A or B*J)-(F*J*K) Institutional Revenue Increase / (Decrease)	=(F-A or B)*(J*K) Impact on Students Historicaly Purchasing at Bookstore	Staff Rec.
1	ETSU	Establish Department of Psychology fee		$ 81.25			$ 162,500									Withdrawn
2	MTSU	Establish IncludED textbook fee for INFS 2200		$ 112.50			$ 45,000	$ 177.50	$ (65.00)	$ 160.63	143%	400	16%	$ 33,527	(4,201)	Do Not Support
3	MTSU	Establish IncludED textbook fee for BIA 2610		$ 81.25			$ 40,600	$ 112.50	$ (31.25)	$ 76.16	94%	500	17%	$ 31,133	(2,637)	Do Not Support
4	MTSU	Establish IncludED textbook fee for COMM 2200		$ 100.00			$ 50,000	$ 123.75	$ (23.75)	$ 40.88	41%	750	17%	$ 59,300	(3,013)	Do Not Support
5	MTSU	Establish IncludED textbook fee for MKT 3820	$ 56.25				$ 61,800	$ 69.95	$ (13.70)	$ 55.55	99%	1,100	18%	$ 47,691	(2,778)	Do Not Support
6	MTSU	Establish IncludED textbook fee for PSY 1410	$ 70.00				$ 140,000	$ 79.95	$ (9.95)	$ -	0%	2,000	35%	$ 83,939	(6,977)	Do Not Support
7	MTSU	Establish IncludED textbook fee for PHYS 2010	$ 131.00				$ 16,500	$ 153.75	$ (22.75)	$ -	0%	599	46%	$ 36,049	(6,268)	Do Not Support
8	MTSU	Establish IncludED textbook fee for TXMD 1110	$ 105.00				$ 7,500	$ 114.25	$ (9.25)	$ 29.94	29%	72	30%	$ 5,075	(201)	Do Not Support
9	MTSU	Establish IncludED textbook fee for TXMD 1110 sewing kit	$ 98.00				$ 7,000	$ 98.00	$ -	$ -	0%	72	56%	$ 3,087	$ -	Do Not Support
10	RSCC	Establish Statistics Instructional materials fee		$ 81.25		Yes	$ 183,000	$ 150.70	$ (69.45)	$ -	0%	1,378	72%	(38,295)	(69,246)	Support
11	VSCC	Establish IncludED textbook fee for algebra essentials		$ 81.25	$ 40.00		$ 109,100	$ 176.75	$ (95.50)	$ -	0%	1,343	35%	$ 25,780	(45,029)	Do Not Support
12	VSCC	Establish IncludED textbook fee for math for liberal arts		$ 81.25	$ 40.00		$ 89,300	$ 172.00	$ (90.75)	$ -	0%	1,098	35%	$ 22,505	(35,196)	Do Not Support
13	VSCC	Establish IncludED textbook fee for college algebra		$ 81.25	$ 40.00		$ 125,200	$ 148.00	$ (66.75)	$ -	0%	1,541	39%	$ 35,312	(40,543)	Do Not Support
14	VSCC	Establish IncludED textbook fee for probability and statistics		$ 81.25	$ 40.00		$ 98,900	$ 169.25	$ (88.00)	$ -	0%	1,217	39%	$ 17,731	(42,193)	Do Not Support
15	VSCC	Establish IncludED textbook fee for finite mathematics		$ 81.25	$ 40.00		$ 15,800	$ 163.25	$ (82.00)	$ -	0%	194	32%	$ 5,595	(5,107)	Do Not Support
16	VSCC	Establish IncludED textbook fee for calculus for business		$ 81.25	$ 40.00		$ 15,500	$ 121.25	$ (40.00)	$ -	0%	191	40%	$ 6,199	(3,075)	Do Not Support
17	VSCC	Establish IncludED textbook fee for math for liberal arts co-req		$ 62.50	$ 40.00		$ 16,000	$ 172.00	$ (109.50)	$ -	0%	256	35%	$ 447	(9,901)	Do Not Support
18	VSCC	Establish IncludED textbook fee for algebra essentials co-req		$ 62.50	$ 40.00		$ 29,600	$ 176.75	$ (114.25)	$ -	0%	474	35%	$ 211	(19,013)	Do Not Support
19	VSCC	Establish IncludED textbook fee for probability and statistics co-req		$ 62.50	$ 40.00		$ 5,400	$ 169.25	$ (106.75)	$ -	0%	87	39%	(364)	(3,659)	Do Not Support
20	VSCC	Establish IncludED textbook fee for skills for college (Read 810 & VSCC 1000)		$ 100.00			$ 188,500	$ 124.50	$ (24.50)	$ 109.80	110%	1,885	34%	$ 108,073	(15,827)	Do Not Support
21	VSCC	Establish IncludED textbook fee for skills for college reader supplement (READ 1000 & 810)		$ 18.75			$ 36,300	$ 22.00	$ (3.25)	$ -	0%	1,885	34%	$ 21,132	(2,100)	Do Not Support
22	VSCC	Establish IncludED textbook fee for advanced networking and security		$ 87.75	$ 26.75		$ 4,000	$ 149.00	$ (61.25)	$ -	0%	-	0	$ -	$ -	Do Not Support
23	VSCC	Establish IncludED textbook fee for understanding terrorism		$ 62.50			$ 3,400	$ 115.25	$ (52.75)	$ -	0%	55	42%	$ 790	(1,212)	Do Not Support
24	VSCC	Establish IncludED textbook fee for criminal investigation		$ 62.50			$ 5,000	$ 136.00	$ (73.50)	$ -	0%	89	34%	$ 1,424	(2,236)	Do Not Support
25	VSCC	Establish IncludED textbook fee for intro to corrections		$ 62.50			$ 5,800	$ 99.25	$ (36.75)	$ -	0%	93	13%	$ 4,611	(445)	Do Not Support

FY 2016-17 Textbook Fee Requests

	Institution	Proposed fee name	Proposed Fee					Bookstore Cost		Alternate Provider						
			Proposed Fee Physical Text	Proposed Fee Digital Text	Print Option	Access Code Included?	Revenue Generated	Physical textbook cost in bookstore	Proposed Fee Over (Under) Bookstore Cost	Alternate Provider: Low Price	Alt. Provider Price As % of Proposed Fee	Number of students impacted by fee	Average Sale-Thru Rate: Fall 2104 to Fall 2015	Institutional Revenue Increase / (Decrease)	Impact on Students Historicaly Purchasing at Bookstore	Staff Rec.
26	VSCC	Establish IncludED textbook fee for medical terminology (in-class)		$ 62.50			$ 79,100	$ 92.95	$ (30.45)	$ 88.29	141%	851	51%	$ 12,980	$ (13,172)	Do Not Support
27	VSCC	Establish IncludED textbook fee for medical terminology (online)	$ 92.25			Yes	$ 112,000	$ 131.66	$ (39.41)	$ 134.22	145%	851	51%	$ (56,953)	$ (17,048)	Do Not Support
28	VSCC	Establish IncludED textbook fee for essentials of geology		$ 106.25			$ 14,100			$ -	0%			$ -	$ -	Withdrawn
		Totals					$ 1,666,900					18,981		$ 466,980	$ (351,077)	

* For number of textbooks purchased at campus bookstore for the co-req Math courses, the numbers are included in the regular courses, since it is the same textbook. This is also true for the Number of students impacted by fee.

	Type of Fee	Campus Request		Revenue Generated	Prior Increase	Staff Rec.
1 **APSU**	Residence halls	Increase (16%) to 5%	(1) $	317,600	Increased 1% to 2%	Support
2		from $2,550-$4,725			for FY 2015-16	
3		to $2,680-$4,800				
4						
5	Apartments	Increase 1% to 2%		(included above)	No change requested	Support
6		from $640-$840			for FY 2015-16	
7		to $650-$850				
8 **ETSU**	Residence halls	No change requested	$	-	No change requested	
9					for FY 2015-16	
10						
11	Advantage program	No change requested	$	-	Increased up to 4%	
12					for FY 2015-16	
13						
14	Apartments	No change requested	$	-	No change requested	
15					for FY 2015-16	
16						
17 **MTSU**	Residence halls	Increase 1% to 3%	$	658,000	Increased (46%) to 2%	Support
18		from $366-$3,055			for FY 2015-16	
19		to $377-$3,085				
20						
21	Apartments	Increase 3%	$	65,300	Increased (13%) to 7%	Support
22		from $719-$3,116			for FY 2015-16	
23		to $741-$3,209				
24						
25						
26 **TSU**	Residence halls	Increase 2% to 3%	$	216,700	Increased 2%	Support
27		from $1,190 to $3,390			for FY 2015-16	
28		to $1,225 to $3,460				
29						
30	Apartments	Increase 3%	$	123,900	Increased 1%	Support
31		from $2,940 to $3,025			for FY 2015-16	
32						
33 **TTU**	Residence halls	Increase 3% to 4%	$	180,000	Increased 5% to 15%	Support
34		from $725 -$4,475			for FY 2015-16	
35		to $750 -$4,610				
36						
37	Apartments	Increase 5%	$	44,000	Increased 5%	Support
38		from $700-$4,975			for FY 2015-16	
39		to $1,470-$5,220				
40						
41	Appalachian Center dormitories	Increase 7%	$	9,600	Increased 7% to 8%	Support
42		from $1,100 - $2,100			for FY 2015-16	
43		to $1,175 - $2,250				
44						
45 **UOM**	Residence halls	Increase 2% to 3%	$	285,000	Increased 1% to 2%	Support
46		from $830 to $3,025			for FY 2015-16	
47		to $850 to $3,120				
48						
49	Apartments	Increase 0% to 4%		(included above)	Increase 0% to 6%	Support
50		from $350 - $3,250			for FY 2015-16	
51		to $350 - $3,350				
52						

(1) The 16% reduction is a private room pilot program in Meacham.

TENNESSEE BOARD OF REGENTS
Projected Impact of Requested Fee Increases
All Amounts Annualized - Based on 15 hour enrollment for Fall and Spring semesters
FY 2016-17

Institution	Current Maintenance Fee	Current Other Mandatory	Total Mandatory	Recommended Other Mandatory	Total Before Maintenance Increase	% Increase Before Maint Inc	Projected 0.0% Maint Inc (1)	Total Increases	Projected Total Mandatory	% Increase for Total Mandatory
APSU	6,348	1,453	7,801	10	7,811	0.1%	-	10	7,811	0.1%
ETSU	6,828	1,649	8,477	20	8,497	0.2%	-	20	8,497	0.2%
MTSU	6,756	1,648	8,404	12	8,416	0.1%	-	12	8,416	0.1%
TSU	6,378	1,039	7,417	0	7,417	0.0%	-	-	7,417	0.0%
TTU	7,182	1,171	8,353	0	8,353	0.0%	-	-	8,353	0.0%
UOM	7,689	1,583	9,272	54	9,326	0.6%	-	54	9,326	0.6%
CHSCC	3,828	325	4,153	-6	4,147	-0.1%	-	(6)	4,147	-0.1%
CLSCC	3,828	299	4,127	0	4,127	0.0%	-	-	4,127	0.0%
COSCC	3,828	271	4,099	0	4,099	0.0%	-	-	4,099	0.0%
DSCC	3,828	299	4,127	0	4,127	0.0%	-	-	4,127	0.0%
JSCC	3,828	285	4,113	0	4,113	0.0%	-	-	4,113	0.0%
MSCC	3,828	301	4,129	6	4,135	0.1%	-	6	4,135	0.1%
NASCC	3,828	225	4,053	0	4,053	0.0%	-	-	4,053	0.0%
NESCC	3,828	287	4,115	24	4,139	0.6%	-	24	4,139	0.6%
PSCC	3,828	339	4,167	0	4,167	0.0%	-	-	4,167	0.0%
RSCC	3,828	303	4,131	0	4,131	0.0%	-	-	4,131	0.0%
STCC	3,828	315	4,143	0	4,143	0.0%	-	-	4,143	0.0%
VSCC	3,828	277	4,105	16	4,121	0.4%	-	16	4,121	0.4%
WSCC	3,828	288	4,116	0	4,116	0.0%	-	-	4,116	0.0%
ECOP	34,018	1,604	35,622	0	35,622	0.0%	-	-	35,622	0.0%
ECOM	30,036	2,179	32,215	0	32,215	0.0%	-	-	32,215	0.0%
UOM-Law	16,312	1,475	17,787	0	17,787	0.0%	-	-	17,787	0.0%

(1) THEC has recommended the following fee increases for FY 2016-17: 0% to 3% at universities, community colleges, and TCATs.

REPORT OF THE
COMMITTEE ON PERSONNEL AND COMPENSATION

MARCH 15, 2016

The Committee on Personnel and Compensation met at the TBR System Office on March 15, 2016.

The first item on the agenda was the approval of the Executive Performance Incentive Plan recommendations for the presidents and directors. If approved, system wide one-time payments for presidents and directors would total approximately $147,700. Regent Thomas made a motion to approve the recommendations as recommended to the Board. Regent Varlan provided a second. A roll call vote was taken and the motion passed. Supporting documentation is attached to the official Board minutes.

As the second item on the agenda, the Committee considered for approval the out of cycle faculty promotion from Nashville State Community College. It was recommended that Ms. Jenn Meyers be promoted from Instructor to Assistant Professor. The promotion increase is in accordance with the institution's compensation plan.

Regent Marcum made a motion to approve the faculty promotional increase at Nashville State Community College as presented. Regent Smith provided a second. A roll call vote was taken and the motion passed.

As the third and final item on the agenda, Regent Duckett led a discussion related to outside board service by senior leadership of the Tennessee Board of Regents or institutions. After considerable discussion, the Committee requested the Board Secretary work with interested Board members to examine existing policies, and propose recommendations for setting criteria related to clarification of requirements.

There being no further business, the Committee on Personnel and Compensation was adjourned.

Respectfully submitted,

Committee on Personnel and Compensation

_____

Regent Howard Roddy, Chair

TENNESSEE BOARD OF REGENTS

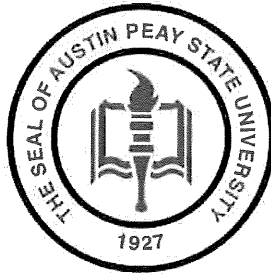|	
MEETING:	Quarterly Meeting
SUBJECT:	Austin Peay State University Naming of the Governors Stadium
DATE:	March 30, 2016
PRESENTER:	Acting Chancellor David B. Gregory
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approve

BACKGROUND INFORMATION:

A request to name the stadium at Austin Peay State University the "Fortera Stadium" has been submitted by President Alisa White for consideration by the Board at its meeting on March 30, 2016. The stadium which is located at 601 College Street, Clarksville, Tennessee, has historically been referred to as the Governors Stadium. If approved by the Board, the name on the stadium will read as follows:

<div align="center">

Fortera Stadium
Home of the Governors

</div>

Fortera Credit Union, formerly known as Fort Campbell Credit Union, has served the Clarksville, Fort Campbell, Oak Grove and Hopkinsville communities since 1954. The recent name change for the credit union combines the ideas of "Fort" Campbell and the credit union's 62-year legacy with the name associated with the local military installation, plus the idea of a new "era" in credit union service. The 25-year stadium sponsorship is one of many name change recognitions Fortera is implementing. Austin Peay is proud to partner with Fortera Credit Union in this naming.

The Austin Peay State University naming committee met on February 24, 2016 and voted to approve this naming. This request is in compliance with TBR Policy 4:02:05:01- Naming Buildings and Facilities and Building Plaques.

Office of the President

February 24, 2016

Chancellor David Gregory
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217

Dear Chancellor Gregory,

It is my pleasure to recommend that Austin Peay State University's Governor's Stadium be renamed to "Fortera Stadium" due to a sponsorship agreement that will span over the next 25 years. This recommendation to rename the stadium was made by a campus committee appointed in compliance with TBR Policy 4:02:05:01.

Thank you for your consideration of this renaming request. Please contact my office if additional information is needed.

Sincerely,

Alisa White
President

Enclosures

AP

Austin Peay
State University

February 24, 2016

Dr. Alisa White, President
Austin Peay State University
601 College Street
Clarksville, TN 37044

Dear President White,

The Naming Committee for the renaming of APSU's Governor's Stadium met on Wednesday, February 24, 2016. Will Roberts, Rylan Kean, and I discussed and voted unanimously to rename the stadium:

Fortera Stadium

Sincerely,

Tim Winters, PhD

From:	Shepard, Joanne on behalf of White, Alisa R.
Sent:	Wednesday, February 24, 2016 3:59 PM
To:	Winters, Timothy F; Roberts, William J.; SGA President; Kean, Rylan
Subject:	Naming of APSU's Governor's Stadium

AP Austin Peay State University — Office of the President — Alisa White

To: Tim Winters (Chair)
         Will Roberts
         Rylan Kean

Date: February 24, 2016

Subject: Naming of the APSU's Governor's Stadium

I am writing to ask each of you to serve on the naming committee for APSU's
Governor's Stadium, according to TBR policy 4:02:05:01. Please refer to this policy for
your deliberations. By way of this memo, I am asking Tim Winters to serve as chair of
this committee. Specifically, I ask you to consider the name "Fortera" due to a
sponsorship agreement that will span for 25 years. Fortera is the new name for Fort
Campbell Federal Credit Union, which has served our community for many years.

I would appreciate your willingness to serve on this Committee. I'm sorry for the need to
ask you to serve and deliberate so quickly. We have not been able to move forward until
now because of sponsorship negotiations. If I can be of assistance in your deliberations,
please do not hesitate to call.

Alisa White

Austin Peay State University | Clarksville, TN | APSU.edu | (877) 861-APSU

1

AP
Austin Peay
State University

When: February 24, 2016
Meeting: Building Naming Committee Meeting
Where: Browning 133
Time: 4:15 p.m.

Agenda (in Black) & Minutes (in Blue)

Attendees: Tim Winters, Will Roberts, and Rylan Kean (Minutes Pat Walton)

Meeting called to order by Tim Winters.

1. Memo from President White to Committee: Reviewed by committee.

2. TBR policy 4:02:05:01 (Attachment A)

3. Other businesses/people that received proposal or were asked to consider naming opportunity:
   - FedEX
   - RJ Young
   - Hand Family Industries
   - Johnny Piper
   - Mike Parchman
   - F&M- Sammy Stuart
   - Pilot Oil
   - Franklin American Mortgage
   - OB Garland/Nissan
   - Heritage Bank,

   none of which considered the opportunity. Fort Campbell Federal Credit Union agreed to provide cash up front and a sponsorship agreement, which will span for 25 years, if stadium is named Fortera Stadium. The name will be on the side on stadium, inside, and any mention of stadium.

   Funds going to Athletics and Development.

   Name on Stadium will read:

   Fortera Stadium
   Home of the Governor's

4. Process – (Sample – Attachment B)
   a. Minutes from meetings
   b. Letter from committee to President White
   c. Letter from President White to Chancellor

   Dr. Winters asked the committee to vote on renaming the stadium to Fortera Stadium. Committee voted unanimously to support the renaming of Governor's Stadium to Fortera Stadium.

   Meeting adjourned at 4:40 p.m.

TENNESSEE BOARD of REGENTS

MEETING:	Quarterly Meeting
SUBJECT:	Columbia State Community College Building Naming at the Williamson County Campus
DATE:	March 30, 2016
PRESENTER:	Acting Chancellor David B. Gregory
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approve

BACKGROUND INFORMATION:

On January 20, 2016, Dr. Janet Smith, President of Columbia State Community College, submitted a request to name the Arts and Humanities building at the new Williamson Campus located at 1228 Liberty Pike, Franklin, Tennessee, in honor of Representative Charles M. Sargent. Representative Sargent was very instrumental in the development of this project. His dedication and persistence facilitated the expansion of higher education opportunities in Williamson County and surrounding counties. The building described is requested to be named:

<div align="center">

Charles M. Sargent Building

</div>

The Honorable Charles M. Sargent has represented District 61 in the Tennessee State House of Representatives since 1997 and has been deeply involved in the community as a business man and through numerous boards, associations, and community events. Although Mr. Sargent has made a personal financial pledge to the campus, it is more important to recognize his gift of time and influence that made this campus a reality. Many Columbia State staff refer to him as a "Champion for Columbia State," because of his support and leadership at a crucial time when the college was working toward this new campus. Columbia State is very grateful for the work Representative Sargent has done and continues to do for higher education.

The Columbia State Community College naming committee met on January 19, 2016. They voted unanimously to approve this naming and their request is in compliance with TBR Policy 4:02:05:01 - Naming Buildings and Facilities and Building Plaques.

Recommendation for Naming of a Building
Williamson County Campus
Prepared for Dr. Janet Smith
January 19, 2016

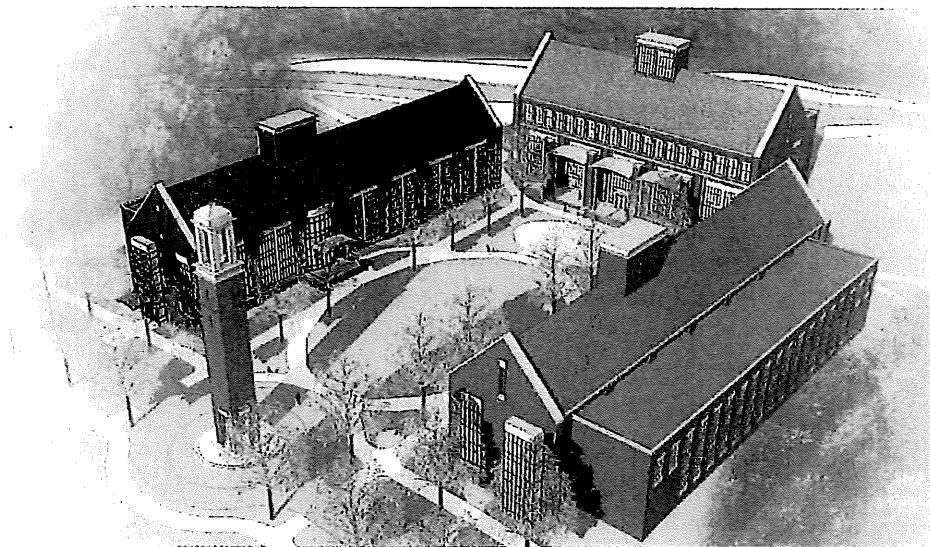**Guiding Document for Recommendation**

TBR Policy 4:02:05:01 incorporated by reference herein.

Naming Committee

Dr. Shanna Jackson, Administrator
Gena Ryan, Professional Staff
Spence Dowlen, Faculty
Bethany Lay, Advancement and Foundation
Jarod Funderburg, Student

Description of Building to be Named

The building under discussion is located on the new Williamson campus, 1228 Liberty Pike, and is currently designated to be used for Arts and Humanities. (See photo below)

January 20, 2016

Chancellor John Morgan
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, Tennessee 37217-2833
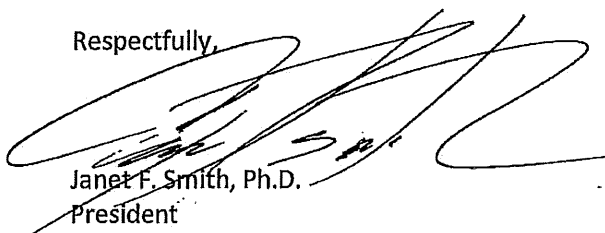
Dear Chancellor Morgan,

It is with delight that I write in support of the naming of the Arts and Humanities building at the new Williamson Campus in honor of Charles Sargent as recommended by Columbia State's Naming Committee.

Representative Sargent has played a pivotal role in advancing the Williamson Campus. He has served as a "Champion" in making it a reality for our students and the citizens of Williamson County. His work, persistence, and dedication have facilitated Columbia State's expansion of higher education opportunities in Williamson County and its surrounding counties for today and the future.

He is a proponent of higher education for improvement of lives, economic viability, and civic participation. I have great respect for Charles Sargent as an individual and as a state legislator. His character and ethics are consistent with the values of an individual whose name we would be proud to grace our building.

I appreciate the Board's consideration of this recommendation. Please do not hesitate to contact me if you need any other information.

Respectfully,

Janet F. Smith, Ph.D.
President

Columbia Campus
1665 Hampshire Pike
Columbia, TN 38401
931/540-2722

Clifton Campus
795 Main Street
Clifton, TN 38425
931/676-6966

Williamson Campus
104 Claude Yates Drive
Franklin, TN 37064
615/790-4400

Lawrence County Campus
1620 Springer Road
Lawrenceburg, TN 38464
931/766-1600

Lewisburg Campus
980 South Ellington Parkway
Lewisburg, TN 37091
931/359-0361

Suggested Namings
- Charles Sargent Building
- Charles Sargent Arts and Humanities Building
- Charles M. Sargent Building
- Charles M. Sargent Arts and Humanities Building
- Sargent Building
- Charles Sargent Hall
- Charles Sargent Arts and Humanities Hall
- Charles M. Sargent Hall
- Charles M. Sargent Arts and Humanities Hall
- Sargent Hall

Recommended Naming

It is the committee's unanimous recommendation that the building described above be named

Charles M. Sargent Building

with such name attached in a distinguished and appropriate manner to the building. We further recommend that directional/purpose of use signage only indicate Arts and Humanities. Should said building be repurposed in its use it will continue to bear the name of Charles M. Sargent.

Rationale

President Smith,

It is recognized that Charles M. Sargent has represented District 61 in the Tennessee State House of Representatives since 1997 and has been deeply involved in the community as a business man and through numerous boards, associations and community events. However, Mr. Sargent has a long history of service beginning with his time in the United States Navy from 1965-1967. Little did he know that the very college he would help to grow and expand in its service to the community was just coming out of the ground as Tennessee's first community college. He moved to Nashville and then Franklin in the 1970s while the college was making its move into Williamson County during the same time.

Charles Sargent and Columbia State intersected at a crucial time when the college was in need of a champion to make the case for a visible, functional and pleasant campus that was conducive to learning and student success. He became that champion and, without faltering, continued pressing forward for years – even when the prospects for success looked dim. He cheered the mission of the college, he educated community members and leaders, he supported the college president and staff and he looked for solutions to make the campus a reality within a climate of much change in higher education.

Although Mr. Sargent has made a personal financial pledge to the campus, the most important gift he gave was one of time and influence – so much so that it is commonly recognized within the community and at the state level that Charles Sargent is the champion for Columbia State. It has been suggested by others in the community that recognition of what he has contributed would be appropriate.

Charles Sargent will be the first to tell you that it took a lot of people to make it happen ....and those people will tell you that it would not have happened without him. He has made a significant difference and contribution to the immediate community and for those that come in the future. It is for these reasons and many more that the committee recommends naming this building in his honor.   He serves as an example of leadership that preservers and makes a difference.

Respectfully,