

**Tennessee Board of Regents**  
**Nashville State Technical Community College**  
**2005-2010 Institutional Strategic Plan**

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**Institutional Mission Statement**

The mission of Nashville State Technical 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.

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**TBR Leadership Priority**

The Tennessee Board of Regents System will provide leadership in promoting educational aspirations and accomplishments for Tennesseans that further economic development and improve the quality of life for the citizens of the State.

**1.0 TBR Leadership Goal**

The TBR System and its institutions will promote, document, and communicate to all stakeholders the value of higher education's outreach, educational, and research capacity to the economic development and quality of life for the citizens of the State.

**1.1 Goal: Leadership**

NSCC will demonstrate its capacity for leadership within the service area through increased partnership with all sectors of the communities it serves.

Rationale:

In 2002 the mission of the College expanded from that of technical institute to comprehensive community college. This change in mission creates new opportunities for the College to serve a larger segment of its service area population – including the traditional-aged student interested in a baccalaureate degree – thus increasing its market penetration. Serving this population necessitates new kinds of partnerships with universities and with public schools.

## Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

### 1.1.1 Objective: P-16 Initiatives

NSCC, working with Tennessee State University and Metro Schools through Alignment Nashville, will use the ACT Feedback Reports to initiate projects with principals in major feeder schools to improve students' success in entering college without need of remediation.

## Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** Currently there are no P-16 initiatives in progress at the College.

## 2005-06

### Projected Progress (including percentage accomplished)

Select 1 feeder and implement initiative

Activities/Actions During the Year
During the summer and fall of 2005, representatives from Nashville State Community College (NSCC) and Metro Nashville Public Schools (MNPS) met to discuss the development of a pilot project course. The proposed course would assist seniors needing academic assistance in mathematics so they could possibly bypass remediation upon entering a TBR postsecondary institution after high school graduation. NSCC submitted a sub-grant proposal to the State Tech Prep office at TBR which was reviewed and approved in November, 2005. During

October/November, MNPS staff discussed the proposed pilot with high school principals, and Glenclyff and Hillwood high schools chose to participate.

Counselors and teachers at these two schools determined that there were a total of about 39 seniors who had made 17-18 on their ACT math sub-score. Twenty-one of the 39 eligible seniors indicated they would consider signing up for the pilot course. However, only 10 of the 21 seniors attended the orientation session and on the first day of class, only four (4) seniors attended. With this result, NSCC developmental faculty unfortunately had to cancel the class due to low enrollment.

Both NSCC and MNPS high school staff were disappointed in the initial results of the project. Assessment meetings were held in order to determine how to revise the program for next year and increase participation rate. The primary changes are listed below:

- (1) Open the eligibility to all MNPS seniors meeting the ACT criteria. This would include 12 high schools plus the new Middle College high school on the NSCC campus campus. Get a large enough pool of eligible seniors so as to ensure 20-25 enrolling in the pilot class.
- (2) Hold the class two (2) afternoons per week, M & W at NSCC. Class to meet two (2) hours each day. MNPS staff thought this would lessen the after school activities conflict for most seniors.
- (3) During summer/early fall 06, develop a short informational flyer for students and their parents. Begin talking with eligible seniors early in fall semester. Schedule the orientation at NSCC in November, as convenient, so as to get this completed prior to the holidays.
- (4) If NSCC and MNPS spring break weeks differ as before, address how to handle this prior to the student orientation. Also address the issue of how to handle makeup of snow days. Discuss with MNPS faculty and staff any other pre-pilot issues that are pertinent.
- (5) Make sure that there is a large pool (50-60) of eligible students so as to insure 20-25 actually enrolled when the pilot starts in mid-January.

<b>Percent Attainment of Overall Objective</b>
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<b>100%</b>
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### **1.1.2 Objective: Workforce Development**

Workforce Training Center will increase net revenue (defined as gross, direct revenue minus controllable expenses) 10% per year.

#### **Related Outcomes**

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** Net revenue \$154,188

**2005-06**

**Projected Progress (including percentage accomplished)**

Net revenue growth over baseline of 10%

**Activities/Actions During the Year**

**Percent Attainment of Overall Objective**

<b>Activities/Actions During the Year</b>
Net Revenue reported on Performance Funding report:  \$236,530.90
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

**1.1.3 Objective: Civic Responsibility**

NSCC will help establish a Middle College High School in cooperation with Metropolitan Nashville Public Schools.

**Related Outcomes**

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** Middle College High School for Williamson County

**2005-06**

**Projected Progress (including percentage accomplished)**

Advocate and lobby for additional space

<b>Activities/Actions During the Year</b>
The strategic goal of establishing a MNPS Middle College on the main campus of Nashville State Community College was successfully completed well ahead of schedule. Through collaborative effort and a shared vision, NSCC and MNPS were able to move the process along in an efficient manner. The program is functional and currently there are 50 students enrolled. The program is expected to grow to 150 students by 2008.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

**1.1.4 Objective: Use of Technology**

Banner conversion will be completed which will facilitate a re-engineering of business processes.

**Related Outcomes**

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** Current business processes documented

**2005-06**

**Projected Progress (including percentage accomplished)**

HR and Payroll systems successfully brought on line and associated processes re-engineered.

<b>Activities/Actions During the Year</b>
Leadership Objective 1.4 has been accomplished. Both the Banner Human Resource system and the Banner Finance system are on line. Associated business processes have been re-engineered to the system. The Human Resource system went live on 01/01/2006. Banner Finance went live 07/01/2006.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

### 1.1.5 Objective: Research, Service, and Outreach

NSCC will establish a campus in the southeast Nashville area.

#### Related Outcomes

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** No current southeast Nashville campus.

**2005-06**

#### Projected Progress (including percentage accomplished)

Use old Tennessee Preparatory School (TPS) High School building for some classes

<b>Activities/Actions During the Year</b>
The old Tennessee Preparatory School (TPS) was acquired and renovated for use as the Southeast site for Nashville State Community College. Initial classes held during the fall 2005 semester accounted for 51.4 FTE students with duplicated headcount of 257, distributed through 21 classes. For fall 2006, 39 day and evening classes have been scheduled.
<b>Percent Attainment of Overall Objective</b>

**100%**

### **1.1.6 Objective: Research, Service, and Outreach**

The Center for Information Technology Education (CITE) will develop multiple “tracks” or sub-units which will focus on specific sub-areas of the overall mission. Each area will be aligned with a particular constituency (industry group, region, career cluster, etc.), and will seek guidance and funding from within that constituency or from organizations highly interested in that constituency. In doing so, CITE will expand from a National Science Foundation (NSF) solely funded model to one which includes funding from multiple sources.

#### **Related Outcomes**

- P-16 initiatives
- workforce development
- civic responsibility
- effective use of technology
- research, service, and outreach

**Baseline:** CITE is funded by NSF and focused on NSF objectives.

**2005-06**

#### **Projected Progress (including percentage accomplished)**

CITE develops first sub-unit.

#### **Activities/Actions During the Year**

The past academic year has been one of transition, both organizational and operational, for CITE. Preparations began for the transition from a center focused on Information Technology Education to one addressing the broader issues of Innovation in Technological Education. August 2005 marked the end of the initial NSF Center grant and the beginning of a transition to more targeted areas of emphasis and projects. Principal funding from NSF for 2005/2006 provided for concluding three projects that characterized the first three years of the Center: documentation of the results and impact of three pilot IT academies in Tennessee high schools, case studies and research into the development and impact of problem-based case learning through the CSS program, and dissemination and replication of lessons learned in the reform efforts of CITE.

Building on our experience with high school technological academies within the initial schools districts (most significantly in Metro Nashville Public Schools), replicating that experience in other school districts, and implementing the research of John Bransford caught the attention of the Ford Partnership for Advanced Studies ([www.fordpas.org](http://www.fordpas.org)) and its curriculum developers Education Development Center. In addition to becoming valued implementation partners and advisers to their professional development programs and receiving national recognition from Ford, CITE was awarded \$54,000 from the Ford Motor Fund to advance its work in the region to improve the preparation of students for post-secondary education and to develop skills required for success in the 21st century workplace.

The success of Synergy 06 in August confirmed CITE's continued leadership role and its national recognition in the reform of technological education; the awarding of a joint resource center grant with the University of Washington and the Northwest Center for Emerging Technologies from NSF marked the beginning of a new era and expectations for CITE as a national resource in education reform.

<b>Percent Attainment of Overall Objective</b>
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<b>100%</b>
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## **TBR Access Priority**

The Tennessee Board of Regents System will strategically provide access to higher education to an increasingly diverse population.

### **2.0 TBR Access Goal**

The TBR System and its institutions will demonstrate commitment to enhancing the rate and diversity of participation in higher education by Tennesseans.

#### **2.1 Goal: Access To Learning**

NSCC will focus on increasing the rate of student participation in both transfer and career/technical degree programs.

Rationale:

In fall 2004, of the 7,021 enrolled students at NSCC, there were 460 who graduated from high school during the 2003-04 year. The College



intends to increase this population of students who are typically interested in transfer degrees. The Computer and Engineering Technology career/technical programs have experienced precipitous enrollment decline since 1999. It is important to both the service area and the College to increase enrollment in both the transfer and career/technical programs.

**Related Outcomes**

- increasing target populations
- demonstrate fit of program

**2.1.1 Objective: Increase target population participation rate**

NSCC will increase the percentage of students enrolling who graduated from high school within the previous year to the NCCBP national median for urban institutions.

**Related Outcomes**

- increasing target populations
- demonstrate fit of program

**Baseline:** 8% (NCCBP national median = 18% in 2004)

**2005-06**

**Projected Progress (including percentage accomplished)**

10%

<b>Activities/Actions During the Year</b>
Nashville State, during the fall 2005 semester, enrolled 482 students that graduated within the past twelve months from high schools located within the service area. Data obtained from the Tennessee Department of Education website shows that there were 5690 regular diploma high school graduates in counties that make up the service area. The 482 students enrolled at Nashville State is 8.5% of the total service area graduates.
<b>Percent Attainment of Overall Objective</b>

**25%**

**2.1.2 Objective: Increase target population participation rate**

The three populations targeted in NSCC’s post-Geier Plan (African American, foreign-born students, and students 25 years of age or older) will have fall-to-fall retention rates equal to or above those of the total college population.

**Related Outcomes**

- increasing target populations
- demonstrate fit of program

**Baseline:** 41.4%

**2005-06**

**Projected Progress (including percentage accomplished)**

Total college population average

<b>Activities/Actions During the Year</b>
Nashville State’s fall2004 to fall2005 retention rate for the overall student body was 43.7%. Of the 7021 students enrolled fall2004, 569 graduated, leaving 6465 available to return fall2005. Of those students, 2819 returned for the fall2005 semester (43.7%). Using a similar technique, it was determined that 44.5% of students twenty-five and older returned, 46.1% of African American students returned, and 51.1% of International students returned the fall2005 semester. The retention rate for the three referenced groups exceeded the retention rate for the overall student population.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

<b>Activities/Actions During the Year</b>
The chart below shows that the fall-to-fall retention rate for the three target populations exceed the retention rate for the total college

population.

	HC Enrollment	Number	Percent	Number	Returned	Percent Retained
<b>Population Category</b>	Fall2004	Graduated	Graduated	Available	Fall2005	Fall 2004 to 2005
Total Fall2004 Population	7021	569	8.10%	6452	2819	43.7%
Age 25 or Older Students	3858	386	10.01%	3472	1546	44.5%
African American Students	1854	120	6.47%	1734	799	46.1%
International Students	569	46	8.08%	523	267	51.1%

**Percent Attainment of Overall Objective**

**100%**

Population Category	Enrolled Fall2004	Number Graduated	Percent Graduated	Number Available	Returned Fall2005	Retained F04 to 05
Total Fall2004 Population	7021	569	8.10%	6452	2819	43.7%
Age 25 or Older Students	3858	386	10.01%	3472	1546	44.5%
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International Students	569	46	8.08%	523	267	51.1%

The chart below shows that the fall-to-fall retention rate for the three target populations exceed the retention rate for the total college population.

**2.1.3 Objective: Demonstrating FIT of programs and services**

NSCC will initiate programs and partnerships to deliver programs that provide access to health-related certificate and associate degree programs for the population of our service area.

### **Related Outcomes**

- increasing target populations
- demonstrate fit of program

**Baseline:** Partnership with TSU Nursing and implementation of the Surgical Assistant certificate program.

### **2005-06**

### **Projected Progress (including percentage accomplished)**

1 additional partnership

#### **Activities/Actions During the Year**

Nashville State Community College established a partnership with Belmont University to deliver a program that provide access to a health-related degree program. Details of the partnership are summarized below.

### **NSCC/Belmont Partnership**

Through this partnership, Nashville State Community College (NSCC) students who are accepted into the program will earn their Associate of Science degree at NSCC. They will then transfer to Belmont University, where all of their credits from NSCC will apply towards a Bachelor's of Science degree in Nursing.

NSCC students apply for the program during the fall semester of their sophomore year. 16 students will be officially accepted following the successful completion of the Associate's degree. Representatives from NSCC and Belmont will select the 16 students accepted into the program.

#### **Admissions Requirements**

- A minimum score of 22 on the ACT.
- A minimum GPA of 2.5. Preference will be given to those who have a GPA of 3.0 and above.
- NSCC students seeking admission to the program must meet all Belmont University and Belmont University School of Nursing Admission and Progression criteria as listed in Belmont's course catalog. These requirements can be found by accessing the [Belmont Course Catalog](#).
- Students must graduate from NSCC with an Associate of Science degree prior to enrollment in the program.
- Students who are accepted into the program will receive a conditional letter of admission pending successful receipt and review of the final academic transcript indicating

completion of the associate's degree.

**Percent Attainment of Overall Objective**

**100%**

**TBR Quality Priority**

The Tennessee Board of Regents System will be accountable for the quality of programs and services in a changing and increasingly global educational market.

**3.0 TBR Quality Goal**

The TBR System and its institutions will define, monitor, improve, and communicate the quality of programs and services.

**3.1 Goal: Quality**

NSCC will establish and implement high standards for student achievement, currency, and continuous improvement of all its transfer, career, and workforce training programs.

Rationale:

NSCC is incorporating innovative and systematic continual improvement and institutional effectiveness processes. This College-wide focus results from the convergence of several processes, including the SACS Principles of Accreditation, program accreditation requirements, an NSF grant to establish a Center to reform Information Technology curriculum, and implementation of an Academic Audit process. The processes are driven by concerns about the weak preparation of many entering students and the College's low persistence and retention rates.

**Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

### 3.1.1 Objective: Effective programs and services

Implement continuous quality improvement processes identified in the Academic Audit self-studies and audit team reports. Ten programs will report annually on improvements made in their academic quality processes. The programs are Biology, Business Management, Computer Accounting, Computer Information Systems, Computer Networking, Culinary, Music Technology, Office Administration, Photography, and Visual Communications.

#### Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

**Baseline:** Academic Audits and reviews completed for 9 programs

**2005-06**

#### Projected Progress (including percentage accomplished)

Year 1 report due from all 9 programs

<b>Activities/Actions During the Year</b>
The nine programs that participated in Academic Audit followed up by establishing improvement objectives in the Institutional Effectiveness Tracking System (IETS) application. These objectives detailed specific actions that were to be taken along with criteria for determining successful implementation. Follow-up information to the objectives were recorded at the end of the 2005-2006 academic year.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

### 3.1.2 Objective: Recruit, develop, and retain faculty

Increase the percentage of African American faculty to at least the College affirmative action goal. This will be NSCC's primary post-Geier goal.

## Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

**Baseline:** NSCC is 6 faculty members below its affirmative action goal. A task force has been appointed to propose recruitment and incentive ideas.

## 2005-06

### Projected Progress (including percentage accomplished)

Reduce shortfall by at least 1 faculty member.

Activities/Actions During the Year
The current census data shows that the College is only two faculty members below its affirmative action goal, rather than six. During this academic year two African American faculty members left the College and three were hired. The College is two faculty members below its affirmative action goal.
Percent Attainment of Overall Objective
100%

### 3.1.3 Objective: Recruit, develop, and retain faculty

Increase accountability for using professional development experiences supported by the College to improve the effectiveness of classroom instruction.

## Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff

- benchmark to peers
- SACS QEP

**Baseline:** Faculty funding requests include a description of expected impact on classroom instruction

**2005-06**

**Projected Progress (including percentage accomplished)**

Follow-up report on actual impact will be required for all faculty.

<b>Activities/Actions During the Year</b>
The old professional development request form required faculty members to specify how they would benefit from the activity. The information was provided as part of the original request. The new accountability requirement on the professional development request form requires faculty members to submit a follow-up report after the activity is complete. The report must include specific details about the activities' benefit to the faculty member's job performance, benefit to other college employees, and benefits to the College.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

**3.1.4 Objective: Recruit, develop, and retain faculty**

Recruit and retain effective full-time faculty with rigorous hiring, mentoring, promotion, and tenure processes and with the types of appointments that are appropriate to our mission.

**Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP



**Baseline:**

% advertised positions filled = 57%

% faculty resignations = 5%

**2005-06**

**Projected Progress (including percentage accomplished)**

% advertised positions filled = 60%

% faculty resignations = 5%

<b>Activities/Actions During the Year</b>
There were nineteen faculty positions advertised. Of those, eighteen positions were filled which equates to ninety-five percent.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

**3.1.5 Objective: Recruit, develop, and retain staff**

Increase accountability for using professional development experiences supported by the institution to improve job performance.

**Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

**Baseline:** Staff funding request include description of expected impact on job performance.

**2005-06**

**Projected Progress (including percentage accomplished)**

Follow-up report on actual impact will be required for staff.

<b>Activities/Actions During the Year</b>
The old professional development request form required staff members to specify how they would benefit from the activity. The information was provided as part of the original request. The new accountability requirement on the professional development request form requires staff members to submit a follow-up report after the activity is complete. The report must include specific details about the activities' benefit to the staff member's job performance and benefits to other college employees, and benefits to the College.
<b>Percent Attainment of Overall Objective</b>
<b>100%</b>

### **3.1.6 Objective: Benchmarked quality attainments**

NSCC will improve students' relative performance on the key mission-related measure of Transfer Student Performance, as measured by first-year GPA at transfer institution, compared to peers in the National Community College Benchmark Project.

#### **Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

#### **Baseline:**

NSCC: 2.7

> NCCBP median for urban institutions (2.85 in 2004)

#### **2005-06**

#### **Projected Progress (including percentage accomplished)**

2.7

<b>Activities/Actions During the Year</b>
The actual first year cumulative grade point average for NSCC students at transfer institutions is 2.63. This represents a decline of .07 points in NSCC's student performance at transfer institutions as measured by cumulative GPA. In relative terms, 2.63 is 97% of the 2.7 GPA goal.
<b>Percent Attainment of Overall Objective</b>
<b>97%</b>

### 3.1.7 Objective: Benchmarked quality attainments

NSCC will improve students' relative performance on the key mission-related measure of program completers employed in a related field, compared to peers in the National Community College Benchmark Project.

#### Related Outcomes

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

#### Baseline:

NSCC: 69%

At NCCBP 90<sup>th</sup> percentile (87% in 2004)

#### 2005-06

#### Projected Progress (including percentage accomplished)

71%

<b>Activities/Actions During the Year</b>
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As reported in the 2005-2006 Performance Funding Report and the National Benchmark study, there were 521 completers for whom data are available. Of those completers, 392 are employed in related fields, which is 75.24 percent.

**Percent Attainment of Overall Objective**

**100%**

**3.1.8 Objective: Benchmarked quality attainments**

NSCC will improve students' relative favorable response on items related to the development of critical thinking skills in classes, as measured by items on the Academic Challenge subscale, compared with peers using the Community College Survey of Student Engagement.

**Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

**Baseline:** Five Academic Challenge subscale items concerning critical thinking emphases in coursework: baseline NSCC score = 49.9, Medium Colleges = 50.3

**2005-06**

**Projected Progress (including percentage accomplished)**

**Activities/Actions During the Year**

NSCC made significant gain in students' relative favorable response on items related to the development of critical thinking skills in classes, as measured by items on the Academic Challenge subscale, compared with peers using the Community College Survey of Student Engagement. NSCC scored 50.0 on the Academic Challenge subscale. The average score for the peer group of medium colleges is 50.1. The performance gap between NSCC and the peer group narrowed from .4

last year to .1 this year.

**Percent Attainment of Overall Objective**

**100%**

**3.1.9 Objective: Develop SACS Quality Enhancement Plan**

NSCC will develop a QEP with the capacity and potential to improve student achievement across all program areas in an area of core importance for the College mission.

**Related Outcomes**

- effective programs and services
- recruit faculty
- recruit staff
- benchmark to peers
- SACS QEP

**Baseline:** Identify QEP topic and identify campus leadership team

**2005-06**

**Projected Progress (including percentage accomplished)**

Develop draft of QEP and educate all campus personnel about its focus, activities, and expected outcomes

**Activities/Actions During the Year**

In preparation for Nashville State Community College's accreditation reaffirmation by SACS, the college has selected "Improving Critical Thinking" as the Quality Enhancement Plan topic. The QEP is a campus-wide effort, and everyone will be involved and informed. A committee was selected to coordinate the college's preparation and implementation of the QEP. Several sub-committees have been formed to make the process run smoothly. A website has been established that functions as an information clearinghouse to share information

about NSCC's QEP.

NSCC has an assessment plan in place to ensure that the College can measure its students' ability to learn essential critical thinking skills needed for success in both university classrooms and in the workplace.

They are as follows:

- The California Critical Thinking Skills Test provides an annual assessment of graduates' critical thinking skills. NSCC can monitor which programs are falling below the national norm and make a plan for remediation.
- The IDEA Student Evaluation System lets faculty choose the outcomes they emphasize in their classes. One result of this assessment is the ability to measure the difference between student and faculty perceptions.
- The Community College Survey of Student Engagement allows the College to analyze students' reports of what sort of activities are going on in the classroom. This assessment also allows for comparison among similar colleges across the nation.

During the next year, NSCC will complete development of a series of local, program and/or course-specific assessments as part of a Quality Enhancement Plan that will enable the College to measure and track student progress and take appropriate actions to ensure continuous improvement at all stages of the students' academic careers.

<b>Percent Attainment of Overall Objective</b>
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<b>100%</b>
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## **TBR Resourcefulness Priority**

The Tennessee Board of Regents System will meet fiscal constraints through strategic development and management of financial, physical, human, and information resources as well as through entrepreneurial and innovative strategies built on collaboration in an increasingly deregulated environment.

### **4.0 TBR Resourcefulness Goal**

The TBR System and its institutions will address fiscal constraints by advocating for appropriate levels of state support and by managing resources, benchmarking best practices, developing and documenting other sources of support, pursuing collaborative and entrepreneurial initiatives, and removing obstacles to competitiveness.

#### **4.1 Goal: Resourcefulness**

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.

Rationale: In FY2004, NSCC received state appropriation of \$3,453 per FTE, 11.2% below the system average of \$3887.78. There has been a significant negative, cumulative effect of this funding gap on the College, especially in light of its expensive technical programs. In FY2003 NSCC had 70 square feet per FTE, 38.6% below the system average of 114. This shortage severely limits the College's capacity to introduce new programs and offer high quality instruction to students.

#### **Related Outcomes**

- use benchmark tools
- attain other support
- entrepreneurial initiatives

#### **4.1.1 Objective: Benchmarking tools in resource management**

NSCC will improve the size and quality of campus facilities compared to peers in the TBR system and the national averages for two year colleges.

#### **Related Outcomes**

- use benchmark tools
- attain other support
- entrepreneurial initiatives

**Baseline:** 75% of the National Average

**2005-06**

**Projected Progress (including percentage accomplished)**

78% of the National Average

<b>Activities/Actions During the Year</b>
Regarding objective 4.1, the college has made progress toward the goal of obtaining facilities that are 78% of the national average. 13,000 square feet of office and classroom space was added with the Southeast site. The additional square footage at the Southeast site places the college at 72.6% of the APPA average for colleges of a similar size and 78.9% of the TBR community college average. The addition of the student services and classroom building that was recently funded will move the college to 92.1% of the TBR community college average and 84.7% of the APPA average.
<b>Percent Attainment of Overall Objective</b>
<b>75%</b>

**4.1.2 Objective: Attainment of other sources of support**

Increase private giving to the college foundation as a percent of total college expenditures to the Tennessee two-year college average of 3.33% or higher.

**Related Outcomes**

- use benchmark tools
- attain other support
- entrepreneurial initiatives

**Baseline:** For 2003-04, private giving was 2.17% of expenditures.

**2005-06**

**Projected Progress (including percentage accomplished)**

Private giving is 2.4% of expenditures.

<b>Activities/Actions During the Year</b>
The college has made no progress toward this objective, in spite of notable efforts. The expected return on the increase in commitment of personnel in the Development area has yet to materialize. Year-to-year collections were flat, discounting one large donation, while the unrestricted expenditures increased by about ten percent. This increase in expenditures makes the distance to target greater.
<b>Percent Attainment of Overall Objective</b>



### 4.1.3 Objective: Entrepreneurial initiatives nature and impact

Increase market penetration for credit students as a percentage of the service area population. The baseline national average is 3.2%.

#### Related Outcomes

- use benchmark tools
- attain other support
- entrepreneurial initiatives

**Baseline:** Total student market penetration of 2%.

**2005-06**

#### Projected Progress (including percentage accomplished)

Total student market penetration of 2.2%.

<b>Activities/Actions During the Year</b>
<p>The 2005 National Community College Benchmark Project report of 2003-2004 data reports Nashville State with a credit student market penetration of 1.3%, a slight decline from the previous year's 2%</p> <p>To increase penetration, NSCC has increased its marketing, is offering a new Process Control Technology degree in Humphreys County, and has opened an additional site in Davidson County.</p>
<b>Percent Attainment of Overall Objective</b>
<b>0%</b>

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