

# Nashville State Technical Community College Framework for Developing 2005-2010 Institutional Strategic Plans

**Instructions for Spring 2005 Institutional Strategic Plan Input. The text boxes below (shaded) provide a preliminary planning tool for institutions as they develop 2005-2010 Institutional Strategic Plans. Institutional goals with measurable objectives, baseline, and annual benchmarks completed in text boxes below can be copied to templates in the TBR Strategic Planning Web System when it is available in late January. The following instructions address planning input only; they do not address end-of-year Strategic Plan accomplishments reporting.**

1. Institutions will, at a minimum, declare four Institutional Goals appropriate to mission, one for each BR Strategic Goal.
2. Institutions will, at a minimum, declare fifteen Measurable Objectives, one for each 2010 Institutional Outcome targeted area (1.1 through 4.3 below). The Measurable Objectives will support Institutional Goals aligned with the four TBR Strategic Goals.
3. Institutions will address all four TBR Institutional Goals in each year of the 5-year cycle. However, institutions may choose to stagger emphasis on the Institutional Outcome targeted areas 1.1 through 4.3 throughout the five years of the cycle by initiating Measurable Objectives at different points in time. In other words, institutions will dedicate a full five years to at least one Measurable Objective under each Institutional Goal (starting with baseline 2004-2005) but may elect to start other Objectives mid-cycle or complete Objectives before 2010.
4. The baseline year for each Measurable Objective, regardless of when it is initiated, will be the preceding year. For example, 2004-2005 will be the base year for Measurable Objectives for which the institution declares benchmarks starting 2005-2006; 2006-2007 will be the base year for Measurable Objective for which 2007-2008 is the beginning year.
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5. The institution will project annual benchmarks above the base year for each Measurable Objective.
6. Institutions choosing to add Institutional Goals other than the four TBR Goals will use the text box format provided below. The TBR Strategic Plan Web System will have an Institutional Goal access.

## Text Box Input:

### **I.0 LEADERSHIP**

**System Priority 1: LEADERSHIP.** 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.

**TBR Strategic Goal 1: LEADERSHIP.** 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.

**TBR 2010 LEADERSHIP System Outcomes:** The System will have demonstrated leadership among comparable state systems and will have been recognized as a national model of best practice for:

- promoting the value of higher education
- meeting public accountability
- building P-16 and other school-college collaboratives

**TBR 2010 LEADERSHIP Institutional Outcomes:** Institutional will have exhibited patterns of evidence, appropriate to mission, showing institutional leadership for:

- 1.1 P-16 Initiatives
- 1.2 Workforce Development
- 1.3 Civic Responsibility
- 1.4 Use of Technology
- 1.5 Research, Service, and Outreach

**Institutional LEADERSHIP Goal (fill in text box)**

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.

(Duplicate separate text boxes for additional Institutional Leadership Goals)

**1.1.1 P-16 Initiatives****Institutional P-16 Initiatives Measurable Objective (fill in text box)**

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.

2004-05 P-16 Objective Baseline	No initiatives
2005-06 P-16 Objective Benchmark	Select 1 feeder and implement initiative
2006-07 P-16 Objective Benchmark	Add 1 additional feeder
2007-08 P-16 Objective Benchmark	Add 1 additional feeder
2008-09 P-16 Objective Benchmark	Add 2 additional feeders
2009-10 P-16 Objective Benchmark	10% reduction in need for remediation at the 5 feeders

(Duplicate text boxes for separate objectives.)

**1.1.2 Workforce Development****Institutional Workforce Development Measurable Objective**

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

2004-05 Workforce Development Objective Baseline	Net revenue \$154,188
2005-06 Workforce Development Objective Benchmark	Net revenue growth over baseline of 10%
2006-07 Workforce Development Objective Benchmark	Net revenue growth over baseline of 20%
2007-08 Workforce Development Objective Benchmark	Net revenue growth over baseline of 30%
2008-09 Workforce Development Objective Benchmark	Net revenue growth over baseline of 40%
2009-10 Workforce Development Objective Benchmark	Net revenue growth over baseline of 50%

(Duplicate text boxes for separate objectives.)

**1.1.3 Civic Responsibility****Institutional Civic Responsibility Measurable Objective**

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

2004-05 Civic Responsibility Objective Baseline	Middle College High School for Williamson County
2005-06 Civic Responsibility Objective Benchmark	Advocate and lobby for additional space
2006-07 Civic Responsibility Objective Benchmark	Obtain approval for additional space
2007-08 Civic Responsibility Objective Benchmark	Obtain funding for additional space; coordinate with one additional school system
2008-09 Civic Responsibility Objective Benchmark	Build additional facility space; initiate planning and operation of new Middle College program
2009-10 Civic Responsibility Objective Benchmark	A Middle College High School for Metropolitan Nashville Public Schools will be in operation.

(Duplicate text boxes for separate objectives.)

**1.1.4 Use of Technology****Institutional Use of Technology Measurable Objective**

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

2004-05 Use of Technology Objective Baseline	Current business processes documented.
2005-06 Use of Technology Objective Benchmark	HR and Payroll systems successfully brought on line and associated processes re-engineered.
2006-07 Use of Technology Objective Benchmark	Finance, Student, and remaining systems successfully brought online and associated processes re-engineered.
2007-08 Use of Technology Objective Benchmark	Finish migrating historical data and remaining business processes examined and re-engineered as appropriate.
2008-09 Use of Technology Objective Benchmark	
2009-10 Use of Technology Objective Benchmark	

(Duplicate text boxes for separate objectives.)

1.1.5 Research, Service, and Outreach

Research/Service/Outreach Measurable Objective NSCC will establish a campus in the southeast Nashville area.	
2004-05 Research/Service/Outreach Objective Baseline	No current southeast Nashville campus.
2005-06 Research/Service/Outreach Objective Benchmark	Use old Tennessee Preparatory School (TPS) High School building for some classes.
2006-07 Research/Service/Outreach Objective Benchmark	Start night classes at the new TPS High School which currently houses the School of the Arts.
2007-08 Research/Service/Outreach Objective Benchmark	Take over the new TPS High School as the southeast Nashville campus.
2008-09 Research/Service/Outreach Objective Benchmark	Expand offerings at the southeast Nashville campus.
2009-10 Research/Service/Outreach Objective Benchmark	

1.1.6 Research, Service, and Outreach

Research/Service/Outreach Measurable Objective 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.	
2004-05 Research/Service/Outreach Objective Baseline	CITE is funded by NSF and focused on NSF objectives.
2005-06 Research/Service/Outreach Objective Benchmark	CITE develops first sub-unit.
2006-07 Research/Service/Outreach Objective Benchmark	CITE develops second sub-unit.
2007-08 Research/Service/Outreach Objective Benchmark	CITE develops third sub-unit.
2008-09 Research/Service/Outreach Objective Benchmark	CITE develops fourth sub-unit.
2009-10 Research/Service/Outreach Objective Benchmark	CITE develops fifth sub-unit.

**2.0 ACCESS TO LEARNING**

**System Priority 2: ACCESS TO LEARNING.** The Tennessee Board of Regents System will strategically provide access to higher education to an increasingly diverse population.

**TBR Strategic Goal 2 : ACCESS TO LEARNING.** The TBR System and its institutions will demonstrate commitment to enhancing the rate and diversity of participation in higher education by Tennesseans.

**TBR 2010 ACCESS TO LEARNING System Outcomes.** The System will have modeled best practices in:

- increasing rates and diversity of participation in higher education
- demonstrating state leadership in P-16 and other school-college collaboratives

**TBR 2010 ACCESS TO LEARNING Institutional Outcomes:** Institutional will have exhibited patterns of evidence, appropriate to mission, showing effectiveness in:

- 2.1 increasing the rate and participation in higher education of targeted populations
- 2.2 demonstrating “fit” of programs and services for existing and emerging job markets

**Institutional ACCESS TO LEARNING Goal:**

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.

(Duplicate separate text boxes for additional Institutional Leadership Goals)

2.1.1 Increase the rate and participation in higher education of targeted populations

Institutional Rate and Participation Measurable Objective

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.	
2004-05 Rate/Participation Objective Baseline	8% (NCCBP national median = 18% in 2004)
2005-06 Rate/Participation Objective Benchmark	10%
2006-07 Rate/Participation Objective Benchmark	12%
2007-08 Rate/Participation Objective Benchmark	14%
2008-09 Rate/Participation Objective Benchmark	16%
2009-10 Rate/Participation Objective Benchmark	NCCBP median for urban schools

(Duplicate text boxes for separate objectives.)

### 2.1.2 Increase the rate and participation in higher education of targeted populations

<b>Institutional Programs and Services Measurable Objective</b> 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.	
2004-05 Programs/Services Objective Baseline	41.4%
2005-06 Programs/Services Objective Benchmark	Total college population average
2006-07 Programs/Services Objective Benchmark	Total college population average
2007-08 Programs/Services Objective Benchmark	Total college population average
2008-09 Programs/Services Objective Benchmark	Total college population average
2009-10 Programs/Services Objective Benchmark	Total college population average

(Duplicate text boxes for separate objectives.)

### 2.2.1 Demonstrate "fit" of programs and services for existing and emerging job markets

<b>Institutional Programs and Services Measurable Objective</b> 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.	
2004-05 Programs/Services Objective Baseline	Partnership with TSU Nursing and implementation of the Surgical Assistant certificate program.
2005-06 Programs/Services Objective Benchmark	1 additional partnership
2006-07 Programs/Services Objective Benchmark	2 additional partnerships
2007-08 Programs/Services Objective Benchmark	1 new program and 1 additional partnership
2008-09 Programs/Services Objective Benchmark	1 new program and 1 additional partnerships
2009-10 Programs/Services Objective Benchmark	Total of 6 partnership agreements in operation

(Duplicate text boxes for separate objectives.)

## 3.0 QUALITY

**System Priority 3: QUALITY.** The Tennessee Board of Regents System will be accountable for the quality of programs and services in a changing and increasingly global educational market.

**TBR Strategic Goal 3: QUALITY.** The TBR System and its institutions will define, monitor, improve, and communicate the quality of programs and services.

**2010 System QUALITY Outcomes.** The System will have modeled best practices in demonstrating the quality of programs and services and will have employed appropriate benchmarking tools to:

- evaluate programs and services
- foster quality improvement
- document change

**2010 Institutional QUALITY Outcomes.** Institutions will have, appropriate to mission, exhibited credible patterns of evidence showing:

- 3.1 effective programs and services
- 3.2 effective recruitment, development and retention of faculty as the primary resource in academic program improvement
- 3.3 effective recruitment, development, and retention of staff
- 3.4 benchmarked quality attainment compared to national peers
- 3.5 development or pursuit of the SACS Quality Enhancement Plan or, for technology centers, COE quality initiatives to demonstrate improvement in student learning

### **Institutional QUALITY Goal:**

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.

(Duplicate separate text boxes for additional Institutional Leadership Goals)

**3.1.1 Effective programs and services**

<b>Effective Programs and Services Measurable Objective</b> Implement continuous quality improvement processes identified in the Academic Audit self-studies and the 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.	
2004-05 Programs/Services Objective Baseline	Academic Audits and reviews completed for 9 programs
2005-06 Programs/Services Objective Benchmark	Year 1 report due from all 9 programs
2006-07 Programs/Services Objective Benchmark	Year 2 report due from all 9 programs
2007-08 Programs/Services Objective Benchmark	Year 3 report due from all 9 programs
2008-09 Programs/Services Objective Benchmark	
2009-10 Programs/Services Objective Benchmark	

(Duplicate text boxes for separate objectives)

**3.1.2 Effective recruitment, development, and retention of faculty as the primary resource in academic program improvement**

<b>Effective Recruitment, development, retention of faculty Measurable Objective</b> Increase the percentage of African American faculty to at least the College affirmative action goal. This will be NSCC's primary post-Geier goal.	
2004-05 Faculty Objective 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 Faculty Objective Benchmark	Reduce shortfall by at least 1 faculty member.
2006-07 Faculty Objective Benchmark	Reduce shortfall by at least 1 faculty member.
2007-08 Faculty Objective Benchmark	Reduce shortfall by at least 1 faculty member.
2008-09 Faculty Objective Benchmark	Reduce shortfall by at least 2 faculty members.
2009-10 Faculty Objective Benchmark	Reduce shortfall by number of faculty needed to reach goal.

(Duplicate text boxes for separate objectives)

**3.1.3 Effective recruitment, development, and retention of faculty as the primary resource in academic program improvement**

<b>Effective Recruitment, development, retention of faculty Measurable Objective</b> Increase accountability for using professional development experiences supported by the College to improve the effectiveness of classroom instruction.	
2004-05 Faculty Objective Baseline	Faculty funding requests include a description of expected impact on classroom instruction
2005-06 Faculty Objective Benchmark	Follow-up report on actual impact will be required for all faculty.
2006-07 Faculty Objective Benchmark	Use follow-up reports as part of SACS institutional effectiveness documentation
2007-08 Faculty Objective Benchmark	Integrate follow-up reports into annual faculty evaluation process.
2008-09 Faculty Objective Benchmark	
2009-10 Faculty Objective Benchmark	

(Duplicate text boxes for separate objectives)

**3.1.4 Effective recruitment, development, and retention of faculty as the primary resource in academic program improvement**

<b>Effective Recruitment, development, retention of faculty Measurable Objective</b> 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.	
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2004-05 Faculty Objective Baseline	% advertised positions filled = 57% % faculty resignations = 5%
2005-06 Faculty Objective Benchmark	% advertised positions filled = 60% % faculty resignations = 5%
2006-07 Faculty Objective Benchmark	% advertised positions filled = 65% % faculty resignations = 5%
2007-08 Faculty Objective Benchmark	% advertised positions filled = 70% % faculty resignations = 5%
2008-09 Faculty Objective Benchmark	% advertised positions filled = 75% % faculty resignations = 5%
2009-10 Faculty Objective Benchmark	% advertised positions filled = 75% % faculty resignations = 5%

(Duplicate text boxes for separate objectives)

### 3.1.5 Effective recruitment, development, and retention of staff

Effective Recruitment, development, retention of staff Measurable Objective Increase accountability for using professional development experiences supported by the institution to improve job performance.	
2004-05 Staff Objective Baseline	Staff funding request include description of expected impact on job performance.
2005-06 Staff Objective Benchmark	Follow-up report on actual impact will be required for staff.
2006-07 Staff Objective Benchmark	Use follow-up reports as part of SACS institutional effectiveness documentation
2007-08 Staff Objective Benchmark	Integrate follow-up reports into annual job performance evaluations.
2008-09 Staff Objective Benchmark	
2009-10 Staff Objective Benchmark	

(Duplicate text boxes for separate objectives)

### 3.1.6 Benchmarked quality attainments compared to national peers

Peer Comparison Quality Attainment Measurable Objective 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.	
2004-05 Benchmarked Quality Baseline	NSCC: 2.7 > NCCBP median for urban institutions (2.85 in 2004)
2005-06 Quality Objective Benchmark	2.7
2006-07 Quality Objective Benchmark	2.72
2007-08 Quality Objective Benchmark	2.76
2008-09 Quality Objective Benchmark	2.82
2009-10 Quality Objective Benchmark	> NCCBP median

(Duplicate text boxes for separate objectives)

### 3.1.7 benchmarked quality attainments compared to national peers

Peer Comparison Quality Attainment Measurable Objective 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.	
2004-05 Benchmarked Quality Baseline	NSCC: 69% At NCCBP 90 <sup>th</sup> percentile (87% in 2004)
2005-06 Quality Objective Benchmark	71%
2006-07 Quality Objective Benchmark	74%
2007-08 Quality Objective Benchmark	78%
2008-09 Quality Objective Benchmark	82%
2009-10 Quality Objective Benchmark	At NCCBP 90 <sup>th</sup> % median

(Duplicate text boxes for separate objectives)

### 3.1.8 Benchmarked quality attainments compared to national peers

Peer Comparison Quality Attainment Measurable Objective 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.	
2004-05 Benchmarked Quality Baseline	Five Academic Challenge subscale items concerning critical thinking emphases in coursework: baseline available after spring 2005 administration
2005-06 Quality Objective Benchmark	

2006-07 Quality Objective Benchmark	
2007-08 Quality Objective Benchmark	
2008-09 Quality Objective Benchmark	
2009-10 Quality Objective Benchmark	High Performing Urban CC performance on CCSSE

3.1.9 Development or pursuit of the SACS Quality Enhancement Plan or, for technology centers, COE quality initiatives to demonstrate improvement in student learning

QEP/Quality Plan Measurable Objective 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.	
2004-05 QEP/Quality Plan Objective Baseline	Identify QEP topic and identify campus leadership team
2005-06 QEP/Quality Plan Objective Benchmark	Develop draft of QEP and educate all campus personnel about its focus, activities, and expected outcomes
2006-07 QEP/Quality Plan Objective Benchmark	Finalize, QEP, receive needed campus approval, develop employee support, and QEP submit to SACS
2007-08 QEP/Quality Plan Objective Benchmark	Receive SACS reaffirmation with no QEP follow-up other than the five-year progress report
2008-09 QEP/Quality Plan Objective Benchmark	
2009-10 QEP/Quality Plan Objective Benchmark	

(Duplicate text boxes for separate objectives.)

#### 4.0 RESOURCEFULNESS

**System Priority 4: RESOURCEFULNESS.** 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.

**TBR Strategic Goal 4: RESOURCEFULNESS.** 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.

**2010 System RESOURCEFULNESS Outcomes.**

- effective advocacy for state funding
- effective use and management of resources
- entrepreneurial initiatives and other sources of support that contribute to overall financial need
- evaluated (and modified) policies, guidelines, and regulations that facilitate achievement of Planning Goals

**2010 Institutional RESOURCEFULNESS Outcomes.** Institutions will have exhibited credible patterns of evidence, appropriate to mission, that document:

- 4.1 use of benchmarking tools in resource management decisions
- 4.2 attainment of other sources of support
- 4.3 nature and impact of its pursuit of entrepreneurial initiatives

**Institutional RESOURCEFULNESS Goal:**

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.

(Duplicate separate text boxes for additional Institutional Leadership Goals)

4.1.1 Use of benchmarking tools in resource management decisions

Use of benchmarking tools in resource management Measurable Objective  
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.

2004-05 Benchmarking Objective Baseline	75% of the National Average
2005-06 Resource management Benchmark	78% of the National Average
2006-07 Resource management Objective Benchmark	81% of the National Average
2007-08 Resource management Objective Benchmark	84% of the National Average
2008-09 Resource management Objective Benchmark	87% of the National Average
2009-10 Resource management Objective Benchmark	90% of the National Average

(Duplicate text boxes for separate objectives.)

#### 4.1.2 Attainment of other sources of support

Other support sources Measurable Objective 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.	
2004-05 Support sources Objective Baseline	For 2003-04, private giving was 2.17% of expenditures.
2005-06 Support sources Objective Benchmark	Private giving is 2.4% of expenditures.
2006-07 Support sources Objective Benchmark	Private giving is 2.65% of expenditures.
2007-08 Support sources Objective Benchmark	Private giving is 2.9% of expenditures.
2008-09 Support sources Objective Benchmark	Private giving is 3.15% of expenditures.
2009-10 Support sources Objective Benchmark	Private giving is 3.4% of expenditures.

(Duplicate text boxes for separate objectives.)

#### 4.1.3 Nature and impact of its pursuit of entrepreneurial initiatives

Impact of entrepreneurial initiatives Measurable Objective Increase market penetration for total students as a percentage of the service area population. The national average is 7%.	
2004-05 Entrepreneurial Objective Baseline	Total student market penetration of 2%.
2005-06 Entrepreneurial Objective Benchmark	Total student market penetration of 2.2%.
2006-07 Entrepreneurial Objective Benchmark	Total student market penetration of 2.4%.
2007-08 Entrepreneurial Objective Benchmark	Total student market penetration of 2.6%.
2008-09 Entrepreneurial Objective Benchmark	Total student market penetration of 2.8%.
2009-10 Entrepreneurial Objective Benchmark	Total student market penetration of 3%.

(Duplicate text boxes for separate objectives.)

### Additional Institutional Strategic Goals with Measurable Objectives, Baseline, and Benchmarks

<b>Additional Institutional Goal</b>
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(Duplicate separate text boxes for additional Institutional Leadership Goals)

<b>Measurable Objective</b>	
2004-05 Objective Baseline	
2005-06 Objective Benchmark	
2006-07 Objective Benchmark	
2007-08 Objective Benchmark	
2008-09 Objective Benchmark	
2009-10 Objective Benchmark	

(Duplicate text boxes for separate objectives.)