

MEETING OF THE



TENNESSEE HIGHER EDUCATION COMMISSION

Summer Quarterly Meeting
18th Floor, Parkway Towers
July 29, 2010

AGENDA

TENNESSEE HIGHER EDUCATION COMMISSION

Summer Quarterly Meeting

Commission Boardroom, Parkway Towers

July 29, 2010, 1:00 p.m. CDT

Adoption of Agenda

Approval of Minutes, April 29, 2010 Meeting

Chairman's Report

Executive Director's Report

Systems' Reports

Tennessee Board of Regents

University of Tennessee

Tennessee Student Assistance Corporation

I. Action Items

- A. Complete College Tennessee Act of 2010
 - 1. 2010-15 Master Plan for Higher Education
 - 2. Proposed Outcomes-Based Higher Education Funding Formula
 - 3. 2010-15 Performance Funding Program: Quality Assurance
- B. Postsecondary Education Authorization
 - 1. Authorization of New Institutions
 - 2. Approval of New Programs
 - 3. Recommendations for Appointments to the Committee on Postsecondary Educational Institutions
- C. Consideration of FY 2010-11 Operating Budgets
- D. Audit Committee Report
- E. Election of 2010-11 Officers

II. Information Items

- A. Status of First to the Top
- B. GEAR UP and College Access Challenge Grant Status Report
- C. Fall Commission Meeting, November 18, 2010

MINUTES
TENNESSEE HIGHER EDUCATION COMMISSION
April 29, 2010, 1:00 p.m. CDT

The meeting was called to order by Chairman Jack Murrah at 1:00 p.m.

Commission Members present:

Ms. Sue Atkinson	Mr. Charlie Mann
Mr. Charles Bone	Mr. Jack Murrah
Ms. Jessica Brumett	Mr. Ross Rowland
Mr. Tre Hargett	Mr. Robert White
Mr. Greg Isaacs	Ms. Katie Winchester
Mr. Cato Johnson (via teleconference)	

Adoption of Agenda

Mr. Jack Murrah thanked everyone for their attendance and welcomed guests to the meeting. He then called for a motion to adopt the meeting agenda. Mr. Cato Johnson made a motion to approve the agenda. Mr. Robert White seconded the motion; the motion was duly adopted.

Approval of Minutes, January 28, 2010, Meeting

Mr. Murrah called for a motion to approve the minutes of the January 28, 2010, Commission meeting. Mr. Tre Hargett made a motion to approve the minutes. Mr. White seconded the motion; the motion was duly adopted.

Chairman's Report

Mr. Murrah commented on the productive work session earlier in the day and commended the staff of the Division of Postsecondary School Authorization for their oversight of the institutions authorized to operate in Tennessee under the Postsecondary School Authorization Act. He thanked the members of the Complete College Act committee for their work in fulfilling the mandate of the legislature.

Executive Director's Report-THC/Tennessee Student Assistance Corporation

Dr. Rhoda was recognized to provide his report. He began his report by thanking Mr. Johnson for being able to participate by phone. Dr. Rhoda then briefly discussed Dr. Hal Ramer, the founding president of Volunteer State Community College, who passed away in February, and commended his long career and commitment to higher education.

Dr. Rhoda then updated the Commission on the status of Lambuth University; he noted that Lambuth has obtained SACS probationary status and is in

discussions with for-profit management groups regarding a change of ownership while maintaining the character and mission of the institution.

Dr. Rhoda briefed the Commission on the status of the Federal Family Education Loan Program (FFELP,) stating that it will cease to exist in June 2010 and institutions will move to a direct loan program. He discussed other provisions of the Health Care and Education Affordability Reconciliation Act of 2010, which was signed into law on March 30, 2010. These include changes to the Pell grant; \$50 million to assist institutions with the transition to direct lending; \$2.5 billion for Historically Black Colleges and Universities; \$2 billion for community colleges; and \$750 million for College Access Challenge Grants through 2014.

Systems' Reports

Tennessee Board of Regents

Dr. Charles Manning, Chancellor, Tennessee Board of Regents, was recognized to present his report. He began by commenting on the TBR Teacher Quality Initiative and noted the challenges for the initiative such as changing the perception of teaching responsibilities. He then briefly discussed the TBR finance committee meeting held on April 28, noting the financial stance of each institution and how they rank among peer institutions. Chancellor Manning also briefly discussed tuition increase percentages.

University of Tennessee

Mr. Murrah recognized Dr. Bonnie Yegidis, Vice President for Academic Affairs and Student Success, University of Tennessee, to present the report. Dr. Yegidis began by noting the Complete College Tennessee Act requirements are being met by the UT system. She then discussed transfer policy revisions and stated that UT is in compliance with the law and noted the progress on identifying articulation pathways. Dr. Yegidis briefly discussed the faculty workgroups to assist with the transfer process and will provide a report following the completion of those workgroups.

Action Items

East Tennessee State University Master Plan Update

Mr. Jim Vaden, Associate Executive Director for Fiscal Affairs, was recognized to provide the ETSU Master Plan update. He noted the plan update had been presented at the worksession earlier in the day. He stated the plan provides a comprehensive guide for the future growth and development of the ETSU campus with short, medium and long range visions. Mr. Vaden also stated that the ETSU Campus Master Plan had been thoroughly reviewed and THEC staff recommends it for approval. Mr. Murrah then called for a motion to approve the ETSU Master Plan. Mr. Charlie Mann made a motion to approve. Mr. White seconded the motion; the motion was duly adopted.

Institutional Reauthorization, Temporary Authorization of New Institutions, and Approval of New Programs Under the Postsecondary Authorization Act

Dr. Stephanie Bellard Chase, Assistant Executive Director for Postsecondary School Authorization, presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant reauthorization of institutions, temporary authorization to proposed new institutions and approval of new programs. A listing of the institutions and programs is included as Attachment A to the official copy of the minutes. A motion was made by Mr. Johnson to adopt the recommendations as presented. The motion was seconded by Mr. White. There being no further discussion, Mr. Murrah called for a vote on the motion that was duly adopted.

Information Items

Implementation of the Complete College Tennessee Act

Dr. Rhoda discussed the Complete College Tennessee Act of 2010 (CCTA) and noted that a lot of work has been done; however, it is very early in the process. He stated that the key issues are close to being identified. He discussed the workgroups and noted that each institution is represented in the workgroups and are responding well.

2010-2015 Higher Education Master Plan

Mr. David Wright, Associate Executive Director of Policy, Planning, and Research, was recognized to present the status of the 2010-2015 State Master Plan for Higher Education. He commented on the collaboration from all sectors of higher education and the business community. Mr. Wright stated that the Master Plan must promote the CCTA overarching goal of increasing the number of Tennesseans with a college degree and project strategies as a means to this end. He also discussed the Master Plan Steering Committee and its work committees – Funding Formula, Performance Funding, Adult Participation, and Academic Affairs – noting that they have met routinely to frame a plan for the next five years and have focused on productivity. In closing, he stated that the objective is to present a Master Plan draft for the Commission’s consideration at the July 2010 meeting.

Revised Funding Formula

Mr. Vaden briefly discussed the revised funding formula. He stated there was excellent participation by the Committee, having had three meetings so far. He then recognized Dr. Russ Deaton, Director of Fiscal Policy and Facilities Analysis, to provide further information on the formula. Dr. Deaton reviewed the history of appropriations by sector, outcomes by institution and degree priority rankings for each institution, and an overview of the features of the new funding model.

Program Supply/Market Demand Analysis

Dr. Bill Fox, Director of UT Center for Business and Economic Research (CBER), briefed the Commission on the status of the program supply/market demand analysis commissioned by THEC. Dr. Fox stated that the UT CBER is undertaking a Program Supply/Market Demand analysis that will project emerging labor market fields to which institutions can respond in their degree and certificate program planning. He also stated that the availability of such information should assist institutions in redirecting funds from under-producing degree programs to those that more directly anticipate employment of graduates and identify areas where there are significant issues, as well as where institutions are doing well.

Other Initiatives

Dr. Linda Doran, Associate Executive Director for Academic Affairs, discussed the Academic Affairs related CCTA efforts. Dr. Doran stated that through the efforts of the academic committee and the joint TBR-UT articulation council, all imperatives within the Complete College Tennessee legislation are being addressed. She briefed the Commission on the key areas, such as the university track and its objectives. Dr. Doran stated that the universities will cease to offer developmental courses and the community colleges will be the provider for those courses. She noted that TBR has done major work over the past three years developing a reform of how remediation instruction is delivered. She then discussed another key area, which is to further the common course numbering in the community colleges, noting that much has been done in general education and stated that the community colleges will denote in their catalog which courses are not intended to transfer. In closing, she discussed the design the new performance funding 2010-15 standards. These standards will address quality assurance to complement the outcomes-based formula.

Mr. Wright then recognized Dr. Nate Johnson to provide an update on the higher education productivity agenda and emerging at the national level. Dr. Johnson stated he began his work on the MOA project to address the need in the United States to increase higher education attainment. He stated that Tennessee's sustained commitment to the funding formula and performance funding is unique in the country and the steps being taken toward a stronger system of articulation within the TBR institutions and between the University of Tennessee and TBR systems are promising.

GEAR UP TN Status Report

Ms. Katie Tone, Associate Executive Director for P-16 Initiatives, was recognized to present the status report on P-16 Initiatives and GEAR UP activities. Ms. Tone reported on highlights from the recently-submitted GEAR UP annual performance review, noting statistics from the CollegeforTN.com website, direct services to students, and the GEAR UP incentive award.

Status of the Race to the Top Grant

Dr. Doran discussed Tennessee's successful Race to the Top bid, and noted that higher education will have a significant role in achieving the overall goals of the federal school reform grant. She stated that not only will higher education be involved in shaping the education reforms being enacted but will also be directly responsible as programmatic and fiscal manager for numerous programs. Dr. Doran then discussed the following key roles of the project: Strengthen the ability of K-12 teachers to use student achievement data in improving student outcomes; improve the quality and number of teachers in K-12 education; provide accountability in teacher preparation focused on strengthening programs; increase Tennessee's competitiveness in STEM; and expand the College Access Network.

Dr. Doran then recognized Ms. Katrina Miller, Director of Academic Affairs, to provide more detail about the projects managed by THEC. Ms. Miller briefed the Commission on each of the following initiatives and its purpose: Integrating Common Core Standards into Pre-Service, Integrating TVAAS into Pre-Service, School Leaders Supply and Demand Study, UTeach Program Replication, Teacher Preparation Program Effectiveness Report Card, College Access Network, STEM Professional Development, and the Tennessee Consortium on Research, Evaluation, and Development.

Audit Committee Chair Report

Ms. Ann Collett, Internal Auditor, was recognized to provide the Audit Committee report. She briefed the Commission on the Audit Committee meeting held earlier in the day. Her report addressed the TSAC Federal Family Education Loan program, Status of External TSAC Audits, including the June 30, 2009 Division of State Audit Financial and Compliance Audit. The audit is not yet complete, but two draft findings have been received: (1) the Tennessee Student Assistance Corporation did not comply with certain special tests and provisions regarding the collection of delinquent accounts and the recovery of indirect costs; and (2) incorrect accounting entries for the Federal Family Education Loan Program resulted in an overstated balance for the Federal Fund and a corresponding understated balance for the Operating Fund, found by TSAC staff. Ms. Collett noted that staff has responded to those findings.

Ms. Collett noted that the audit plan for FY 2010-11 will be developed and sent to Dr. Rhoda and the Audit Committee for review and approval in June. Ms. Collett then discussed the Annual Risk Assessment required under the Financial Integrity Act and noted the assessment is due December 31, 2010. Work will begin in early August. The assessment will be submitted to the Audit Committee for review and comment.

Conflict of Interest Policy

Mr. Murrah recognized Mr. Will Burns, Associate Executive Director of Legal and Regulatory Affairs, to discuss the conflict of interest policy. Mr. Burns reviewed the conflict of interest policy and requested each member to fill out and return the form to him or Ms. Carter within 30 days following the spring

meeting, as required by policy. He noted that although a term may be nearing completion, we are still required to obtain a form from each member.

Legislative Report

Mr. Burns reported on the status of legislative items. He discussed the status of the omnibus rules bill which will make permanent all rules filed in 2009, including the rules THEC filed last year to increase the reauthorization fees charged to the proprietary institutions the Commission regulates. Mr. Burns then noted Lieutenant Governor Ron Ramsey appointed a task force to study the long term viability of the lottery scholarship program. He further noted that House Speaker Kent Williams was expected to appoint House members to participate in the study.

Summer Quarterly Meeting

Dr. Rhoda advised the Commission that the next meeting of the Commission will be on Thursday, July 29, 2010, in the THEC office.

There being no further business, the meeting was adjourned at 3:00.

Approved:

Jack Murrah, Chairman

DATE: July 29, 2010

SUBJECT: Implementation of the Complete College Tennessee Act of 2010
(1) 2010-2015 State Master Plan for Higher Education
(2) Outcomes-based Funding Formula
(3) 2010-15 Performance Funding Program: Quality Assurance

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Complete College Tennessee Act of 201 (CCTA) directs the Tennessee Higher Education Commission, in consultation with the Tennessee Board of Regents and the University of Tennessee, to develop a state master plan for higher education. As public policy, this plan guides the development, funding, and evaluation of public universities, community colleges, and technology centers.

This single Public Agenda item has three sections:

- (1) 2010-2015 State Master Plan for Higher Education
- (2) Outcomes-based Funding Formula
- (3) 2010-2015 Performance Funding Program: Quality Assurance

RECOMMENDATION: The 2010-2015 Master Plan, the Outcomes-based Funding Formula, and the 2010-2015 Performance Funding Program are interrelated and are therefore presented to the Commission for approval as one action. This three-part proposed action has been thoroughly vetted by all stakeholders. The staff recommends Commission approval of the Master Plan, the Outcomes-based Funding Formula, and the 2010-2015 Performance Funding Program.

DATE: July 29, 2010

SUBJECT: 2010-2015 State Master Plan for Higher Education

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: Executive Summary: 2010-2015 State Master Plan

The Public Agenda Defined. The Public Agenda for higher education for the 2010-2015 planning cycle is to:

- improve degree efficiency (time to degree, graduation rates) and increase productivity (completer counts, especially targeting underserved students and undersupplied occupations) within available resources while maintaining instructional quality;
- sustain growth in the production of additional degrees at four percent annually so that undergraduate degree production (associate and bachelors degrees) is increased by 26,000 new degrees by 2015 and 210,000 by 2025, bringing Tennessee to the national average for undergraduate degree attainment by 2025;
- close gaps in the supply of graduates in high demand fields that require a postsecondary credential, particularly science-technology-engineering-math (STEM) fields;
- fund institutions and pursue academic policies in a manner consistent with the desired ends;
- be accountable for quality assurance in programs and services;
- enhance the research capacity of institutions in accord with their individual missions; and
- demonstrate annual progress through purposeful reporting.

Context for the Public Agenda. Statute requires the Tennessee Higher Education Commission (THEC) to develop a master plan for the future development of public universities, community colleges and technology centers. Historically, the plan has been revised every five years, coincident with revision of the public higher education Funding Formula, Performance Funding standards, and system-level strategic plans.

The 2010-2015 master plan is cast as a Public Agenda that focuses on educational attainment, sets out state-level goals for increased degree production, and concentrates on implementing the provisions of the Complete College Tennessee Act of 2010 (CCTA). Agreement on the focus for the 2010-2015 Public Agenda was aided greatly by:

- 1) emergence of a national agenda centered on attainment and increased degree production;
- 2) participation in the Lumina-funded Making Opportunity Affordable grant program and the associated higher education “policy audit;”

- 3) K-12 reforms like the Diploma Project and the Race to the Top grant competition; and
- 4) passage of the Complete College Tennessee Act of 2010 (CCTA), the most direct and comprehensive statement ever placed in statute regarding the state's needs relative to higher education.

Mission Distinctiveness. The commission, in consultation with the respective governing boards, is to approve institutional mission statements concurrent with the adoption of each revised statewide master plan. The statutorily-required mission statement must characterize the institution by stating its distinctiveness in degree offerings by level and focus and must address institutional accountability for the quality of instruction, student learning and, where applicable, research and public service. This mission statement does not replace the mission statement essential for regional accreditation; rather, its purpose is to provide a basis for role differentiation when considering performance goals, funding, and programmatic offerings. Institutional statements are due to the Commission by August 1.

What Does the State Need from Higher Education? The Agenda establishes the state's need for: significant, sustained increases in the certificate and degree completion; workforce and economic development; quality underpinning increases productivity; and enhanced competitive research. To be on course for reaching the national average for educational attainment by 2025, Tennessee higher education institutions must produce an *additional* 26,000 undergraduate degrees by 2015 and an additional 210,000 by 2025. The THEC Student Flow Model provided a basis for assessing the achievability of the goal and defining process targets that enable goal achievement. Realizing the goal will set the state on a sustained upward course to increase degree productivity by four percent annually; the implications for systems and individual institutions vary, as students vary in the manner in which they distribute and progress across systems.

What Are the Policy Levers for Implementing Change? The Public Agenda identifies the following policy levers available for addressing the state's needs relative to higher education:

- promoting productivity through an outcomes-based Funding Formula;
- promoting quality assurance through revised Performance Funding standards;
- promoting economic and workforce development through responses to a study of labor market supply and demand;
- promoting efficiency and effectiveness through purposeful reporting;
- promoting efficiencies through mission and sector differentiation;
- promoting efficiencies through inter-institutional collaboration and reduced duplication; and
- promoting efficiencies through incentives for extramural support.

What Will Success Look Like? Success in advancing the Public Agenda will mean that, by 2015: growth in certificate and degree productivity will be sustained; degree efficiency will be improved, in terms of both graduation rates and average time to degree; gaps in employment demands will be filled; institutions will be funded based on outcomes, in a manner consistent with their individual missions; the quality of programs and services will be strengthened; academic program offerings will probably be fewer; growth in the number of doctoral programs will slow, but those offered will be more robust; average cost per degree produced will be reduced; instructional technology and non-traditional instructional approaches will increase in order to increase instructional capacity and student choice while controlling unit costs; community colleges will be revitalized through the

establishment of the community college system; the state will see a resurgence in the number of students in targeted subpopulations who complete undergraduate degrees; institutions will become more resourceful in acquiring non-state funds; Tennessee will be more competitive in the workplace; and progress of the foregoing will be evident through the Tennessee Tracks web portal for higher education accountability.



The Public Agenda
for Tennessee
Higher Education
2010-2015

THE PUBLIC AGENDA FOR TENNESSEE HIGHER EDUCATION 2010-2015

I. THE PUBLIC AGENDA DEFINED

2. CONTEXT FOR THE PUBLIC AGENDA

- A. Emerging National Consensus about the Public Agenda
- B. The Complete College Tennessee Act: A Consensus Agenda
- C. Fidelity to the Core Values of Liberal Education
- D. The State's Economy and Resource Outlook for Higher Education
- E. Race to the Top: A Window of Opportunity

3. GOALS OF THE PUBLIC AGENDA

- A. State Need: 26,000 Additional Undergraduate Degrees by 2015
- B. State Need: Workforce and Economic Development
- C. State Need: Quality Underpinning Increased Productivity
- D. State Need: Enhanced Competitive Research

4. POLICY LEVERS FOR ACHIEVING STATE GOALS

- A. Promoting Productivity and Efficiency Through an Outcomes-Based Funding Formula
- B. Promoting Quality Assurance Through Revised Performance Funding Standards
- C. Promoting Economic and Workforce Development Through Responses to a Study of Labor Market Supply and Demand
- D. Promoting Efficiency and Effectiveness Through Purposeful Reporting
- E. Promoting Efficiencies through Mission and Sector Differentiation
- F. Promoting Efficiencies through Inter-Institutional Collaboration and Reduced Duplication
- G. Promoting Efficiencies through Incentives for Extramural Support

5. CONCLUSION

6. APPENDICES

Elements of the Public Agenda referenced in this document will be appended, including:

- Appendix A: Master Plan 2010-15 Committee Membership
- Appendix B: Making Opportunity Affordable *Policy Audit*
- Appendix C: THEC Student Flow Model
- Appendix D: Institutional Mission Profiles
- Appendix E: Race to the Top Projects Managed by THEC
- Appendix F: 2010-2015 Performance Funding Quality Assurance Standards
- Appendix G: Outcomes-Based Funding Formula Summary
- Appendix H: Final Report and Recommendations of the Adult Strategies Group
- Appendix I: Supply-Demand Study by UTK Center for Business and Economic Research
- Appendix J: Public Agenda Annual Progress Report

THE PUBLIC AGENDA FOR TENNESSEE HIGHER EDUCATION 2010-2015

Responsibility for developing the State's master plan for higher education was a central provision in the 1967 enabling legislation of the Tennessee Higher Education Commission (THEC). From the outset, the Commission has formulated plans, covering five-year cycles, in consultation with broad-based constituents. The orientation and content of the plans have varied as a result of prevailing federal and state policy, economic factors, legislative initiatives, and events.

Development of the 2010-15 master plan for higher education comes at a time of unprecedented challenges in higher education, nationally and in Tennessee. In particular, the Complete College Tennessee Act of 2010 (CCTA) is a significant public policy statement that establishes expectations for the State's system of higher education. It speaks directly to the State's need for greater educational attainment of its people and the responsibility of its institutions of higher education to accomplish that objective.

Accordingly, rather than a broad spectrum plan, the 2010-15 higher education master plan targets full implementation of the letter and spirit of the CCTA. The plan requires that policy and programming decisions by the Commission, the University of Tennessee, and the Tennessee Board of Regents systems during this period adhere to the provisions of the legislation. This plan will not include recommendations beyond those explicitly or implicitly included in the CCTA.

I. THE PUBLIC AGENDA DEFINED

Statute (T.C.A. § 49-7-205 (c)(1)) instructs the THEC to develop a statewide master plan for the future development of public universities, community colleges and technology centers that holds higher education accountable for increasing the educational attainment levels of Tennesseans. This statutory responsibility presents the higher education community with the opportunity to develop a public policy agenda for the next five years that is shared by campus and system personnel, policymakers, CEOs of companies that hire graduates, and the many other constituents with a vested interest in the enterprise. That being the case, a conscious attempt is made here to substitute the language of "Public Agenda" for the "Master Plan" terminology of the statute. The former indicates a shared, collaborative process, which is descriptive of how the Agenda was developed to result in broad buy-in and sustainable change (see **Appendix A** for Committee membership).

In arriving at such an agenda, the Commission was aided greatly by:

- The 106th General Assembly's passage of the Complete College Tennessee Act of 2010, which established increased educational attainment as the State's primary need relative to higher education and mandated certain fiscal, academic, and research policies in service of educational attainment;
- Participation in several discussions of higher education reform convened by Governor Bredesen and involving campus and system leaders, legislative leaders, and national higher education policy experts; and
- Lumina Foundation for Education's Productivity Grant Initiative, which unfolded over a two-year period, establishing a state leadership team, conducting a higher education Policy Audit that laid the groundwork and built momentum for the higher education productivity agenda, and resulting ultimately in the funding of various activities designed to engage stakeholders and improve degree production (see **Appendix B** for Policy Audit).

The master plan for the 2010-15 planning cycle is built around a Public Agenda for higher education in Tennessee that aims to:

- Increase the number of degrees awarded 3.5 percent annually so that undergraduate degree production (associate's and bachelor's degrees) grows by 26,000 by 2015 and 210,000 by 2025, bringing Tennessee to the national average for undergraduate degree attainment by 2025 (**Appendix C**);¹
- Improve efficiency (time to degree, graduation rates) while also increasing overall production (numbers of degrees);
- Recognize the Tennessee Technology Centers for student success and efficiency measures characterizing their operations and seek to adopt best features of these practices;
- Target underserved students and undersupplied occupations;
- Improve quality of programs and services even as volume increases;
- Close gaps in the supply of graduates in high demand fields that require a postsecondary credential, particularly science-technology-engineering-math (STEM) fields;

¹ Defined as the percentage of the working age adults (age 25-64) holding an associates degree or higher.

- Fund institutions and pursue academic policies in a manner consistent with the desired ends; and
- Enhance the research achievements of institutions in accord with their individual missions.

2. CONTEXT FOR THE PUBLIC AGENDA

A. Emerging National Consensus about the Public Agenda

The imperative for postsecondary education is growing, and the need for state and national action is critical. To remain globally competitive, the United States must expedite efforts to further develop a well educated citizenry. Recognizing this urgency, the President, several foundations, policy organizations, and states recently set bold college completion goals:

- President Obama called for the United States to be first in the world again in college attainment by 2020;
- Lumina Foundation set a national goal of 60 percent of Americans to have a high-quality degree or credential by 2025;
- The Bill and Melinda Gates Foundation aims to double the number of low-income adults who earn a postsecondary degree or credential with genuine value in the marketplace by age 26; and
- Complete College America, along with its Alliance of 22 states, set a national goal that six out of 10 young adults in the United States will have a college degree or credential of value by 2020.

A recent study by the Georgetown University Center on Education and the Workforce underlines the Agenda’s urgency for Tennessee:²

- Between 2008 and 2018, new jobs in Tennessee requiring postsecondary education and training will grow by 194,000, while jobs for high school graduates and dropouts will grow by 145,000.
- Between 2008 and 2018, Tennessee will create 967,000 job vacancies both from new jobs and from job openings due to retirement; 516,000 of these job vacancies will be for those with postsecondary credentials, 336,000 for high school graduates and 115,000 for high school dropouts.

² Carnevale, A.P., Smith, N. and Strohl, J. (June 2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown University Center on Education and the Workforce.

- Tennessee ranks 41st nationally in the proportion of its jobs in 2018 that will require a bachelor’s degree, and is 13th in jobs for high school dropouts.
- Fifty-four percent of all jobs in Tennessee (1.8 million) will require some postsecondary training beyond high school in 2018.

Currently, the state ranks 46th in the percentage of jobs projected to require training beyond high school. Even at that level, the need for Tennesseans with postsecondary credentials is great, and the state will need many more graduates if it hopes to evolve a cutting-edge knowledge economy like those of the highest-ranked states.

B. The Complete College Tennessee Act: A Consensus Agenda

The Complete College Tennessee Act sets the tone for much of the current Public Agenda for higher education. The Act’s major provisions are as follows:

- Focuses the Public Agenda on educational attainment and increased degree production, taking into consideration Tennessee’s economic development, work force development and research needs;
- Requires attention to the distinctive missions of the institutions. The mission of each institution must be approved by THEC after consultation with the respective governing boards (**Appendix D**);
- Revises the public higher education funding formula. The Commission is charged with developing a means of fair and equitable method of distribution and use of public funds, but, consistent with the direction of the Public Agenda, the formula will be outcomes-based. The Act directs that information such as end of semester enrollment, student retention, and timely progress toward degree completion shall be included in the model, and elements such as student transfer activity, research, and student success may be included. Language is included to ensure that unique factors of the community colleges are considered in the funding formula;
- Retains and codifies the Commission’s current practice of making fee recommendations as part of the funding recommendation;
- Charges the Commission with developing a university parallel program consisting of 60 credit hours that will allow a student to transfer from a community college as a junior. The 60 hours are to consist of 41 hours of general education instruction and 19 hours of pre-major instruction. The intent is that any student who completes the 60 hours and earns an associate of science or associate of arts degree will be admitted to any state

public university except for the University of Tennessee Knoxville, which will remain selective while also committed to cooperating with the spirit of this reform;

- Requires that a common course numbering system be developed at the community colleges and directs that any list of course offerings by a community college be listed in a way that clearly identifies courses that will not transfer to a university;
- Directs the Commission, in consultation with the governing boards, to develop dual admission policies to allow applicants who meet the admissions requirements of both a community college and a university to be admitted to both institutions simultaneously;
- Precludes universities from offering remedial and developmental instruction after July 1, 2012;
- Charges the Board of Regents, in consultation with the Commission, with setting up a comprehensive community college system to be managed as a unified system. The Board is to incorporate the use of block scheduling and cohort programming in delivering instruction in the community colleges; and
- Authorizes the University of Tennessee to set up an academic unit for research and collaboration with the Oak Ridge National Laboratory. The Act also recognizes the University of Memphis' potential in collaborative research in areas such as biomedical fields, particularly through St. Jude Children's Research Hospital and the University of Tennessee Center for Health Sciences, and authorizes the pursuit of such collaboration.

The legislation is significant because it specifically directs funding reform away from an enrollment- and workload-driven formula toward an outcomes-based instrument. The legislation is also notable because it enumerates several things the state needs from higher education (more graduates, better program articulation, smoother student transfer, a dynamic and unified community college system) and no longer simply seeks "fair and equitable" funding for institutions. The new law is the foundation upon which increased degree production and efficiency, not calculated workload, becomes the basis of arguing for increased support.

C. Fidelity to the Core Values of Liberal Education

The CCTA strongly emphasizes higher education's obligation to provide the state an educated workforce, competitive research, and capacity for economic development. In fulfilling this role, higher education must also embrace and defend the core values of a liberal education and the development of habits of mind that will equip students for intellectual inquiry in an ever-changing world.

The CCTA requires higher education to implement strategies aimed at student success, and establishing a General Education Core common to all institutions and full transferable across them is a primary policy action for efficient transfer. While the CCTA names commonality in a 41-hour Core and ease of transfer as efficiency measures, in naming general education as the foundation of a degree the legislation also recognizes the primary importance of liberal education. A General Education Core common to all institutions has been constructed through the deliberations and professional judgment of faculty in community colleges and universities about essential knowledge in the arts, humanities, social sciences, history, physical sciences, and mathematics that must undergird and enhance student learning in the major field. Likewise, faculty decisions about necessary skills of communication, critical thinking, and application of theory and concept shape the General Education core. An ability to appreciate diversity of thought and culture is also fostered by liberal education.

D. The State's Economy and Resource Outlook for Higher Education

It is recognized that this national and state urgency surrounding postsecondary education comes during an era of significant state government divestment in higher education in Tennessee and at a time when the state is not in a strong financial position. Year-over-year tax revenue changes are at an all-time low and are only just beginning to show signs of rebounding. State operating appropriations per student, adjusted for inflation, have fallen continuously over the past 15 years and are now at an all-time low for both public universities and community colleges. The result has been a predictable shift toward institutional reliance on tuition revenues, threatening affordability for many students. In 2000, Tennessee public universities received approximately 60 percent of total operating revenues (defined as state operating appropriations and student maintenance fee revenue) from state appropriations. By 2009 that portion has fallen to 45 percent as public universities were more reliant on student tuition revenue than taxpayer appropriations. Similarly, community colleges in 2000 received approximately 70 percent of their operating revenue from state appropriations, a number that had fallen to just over 50 percent by 2009.

From 2009 to 2011, higher education around the country benefited from the Federal American Recovery and Reinvestment Act (ARRA) which infused higher education with unprecedented, yet temporary, operating revenues designed to delay state government spending cuts for three years. Accounting for the sharp decline in state funding of higher education, subsequent tuition increases and the ARRA funds, revenues at Tennessee public institutions kept pace with inflation and enrollment growth over the decade 2000-2010. Even though tuition increases changed Tennessee's status from a low to a moderate fee state, total revenues per student in inflation adjusted dollars increased less than one percent per year over the 10 year period. As revenues were steady, the production of bachelors degrees increased 32 percent from 1999 to

2009, along with a 29 percent rise in certificates and a 19 percent increase in associates degrees. Tennessee institutions had become more productive, producing significantly more degrees with small increases in revenues.

The 2011-12 budget year will mark the end of ARRA funding, resulting in an immediate revenue decline of approximately \$200 million. Though Tennessee higher education has been planning and preparing for this for two and a half years, the resulting decline in revenues will be the single largest change in the State's recent higher education history and will abate at least 15 years of revenue growth that allowed institutions to keep pace with enrollment and inflation.

In light of these facts, the Public Agenda requires that institutions adopt new approaches, try new instructional models, establish instructional partnerships with other institutions and with business and industry, and leverage the promise of instructional technology as never before. It may be from the basis of demonstrated resourcefulness, efficiency, productivity, and observance of distinct and differentiated institutional missions, that higher education will be able to argue for increased support, either from the state or from students, in the future.

E. Race to the Top: A Window of Opportunity

Tennessee has been thrust into the national spotlight as a leader in educational reform. The State's recent selection for one of two grants nationally in the federal Race to the Top competition solidified the State's position as an education innovator. Tennessee's Race to the Top bid was built upon the foundation of successful collaboration among K-12, higher education, community, and business leaders who have enacted sweeping reforms in the educational pipeline over the past few years. These changes have included more rigorous standards, better alignment of K-12 and postsecondary education, and a focus on workforce needs.

Higher education has been a key player in this work and will continue to play a significant role in enacting the State's Race to the Top programs funded through the four-year, \$500 million federal grant. Specifically, higher education's focus will be on strengthening the ability of K-12 teachers to use data and assessments in improving student performance, reforming teacher pre-service training to increase the content knowledge of teachers and increase capacity in high-need subjects, providing accountability in teacher preparation programs, and increasing Tennessee's competitiveness in science, technology, engineering, and math (STEM). These reforms will improve the efficiency and effectiveness of education at every level.

Public universities produce the greatest percentage of K-12 teachers available for employment in Tennessee schools. Tennessee public higher education will, therefore, be highly accountable

for the production of graduates in teacher preparation who have the skills and knowledge required for the classrooms of tomorrow. Specifically, \$20 million of Race to the Top grants to institutions will be managed by the THEC, and these funds will help underwrite teacher preparation curriculum and professional development qualitative improvements.

The Public Agenda's focus on workforce development and meeting the needs of the state will thus be served as Race to the Top resources lead to an increased number of better prepared teachers to match employment opportunities. Teaching, especially in the STEM disciplines, is recognized as a high-demand field. Furthermore, the existing and emerging STEM centers at Tennessee universities are equipped to play a major role in the Race to the Top statewide enhancement of STEM education.

The funding, expertise, and expectations associated with Race to the Top provide a window of opportunity for higher education to collaborate with K-12 on initiatives of common concern such as teacher preparation and STEM education. Further, this initiative holds promise for improving the number of capable high school graduates who not only seek postsecondary opportunities but also have the skills to succeed at the postsecondary level (**Appendix E**).

3. GOALS OF THE PUBLIC AGENDA

A. State Need: 26,000 Additional Undergraduate Degrees by 2015

Tennessee's higher education institutions, taken together,³ currently produce 39,000 associate and bachelor's degrees annually. Extending recent trends and assuming no performance improvements in higher education or in the quality or number of students produced by K-12, the base projection for annual degree production is projected to be 41,000 in the year 2014-15. Over the course of the 2010-2015 planning cycle, cumulative associate and bachelor's production by the end of the cycle is estimated at 281,000 degrees. The 2010-2015 Public Agenda for Tennessee Higher Education establishes goal of 26,000 *additional* undergraduate degrees by 2015.

This sustained rate of growth will enable Tennessee institutions to have produced 210,000 additional degrees by 2025 (above the base projection of 709,000 cumulative degrees), which is the number needed to attain the projected national average for attainment of an associate degree or higher in the working-age population. It is important to note, however, that the system-level implications on degree production are different, given that the mission profiles and student progression rates vary by system.

³ Total includes public, private non-profit, and proprietary institutions.

Planning scenarios developed with the THEC Student Flow Model, suggest that this goal can be accomplished with improvements in both K-12 and higher education. The model parameters for K-12 education include a five percent increase over five years (2010-2015) in the public high school graduation rate and the college-going rate for high school graduates as well as a five percent decrease over five years in the out of state migration rate for Tennessee high school graduates and the percentage of first-time freshmen taking remedial and developmental courses in college. The postsecondary education model parameters include a five percent increase over five years in the second year college retention rate and a two percent increase in the third year retention rate in addition to the level already achieved as a result of the improved second year retention rate, resulting in a five percent increase in the six-year graduation rate.

B. State Need: Workforce and Economic Development

Which comes first, good jobs or highly skilled workers? Realistically, the relationship between workforce development—educating the future employees, and economic or “workplace” development—growing or recruiting high value-added companies— is probably more synergistic than sequential. A state or region needs a balance between attractive employment opportunities and well-educated and trained individuals in the workforce. Sometimes an industry is willing to invest in an area with the assurance that the region has the capacity to develop and deliver the education and training required to produce a workforce that is viable for employment with the firm. At other times, there is something in the population base that is attractive to an employer-- cost, prevailing education levels, or other factors. Today, cities and counties are wise not to promote themselves solely on inexpensive labor costs, because employers have an endless supply of places to choose from where labor is less expensive. In the knowledge economy, regions must develop knowledge workers in order to be competitive. In the past, Tennessee may have competed successfully on wages; now it must compete on education and trainability. In short, Tennessee must make its workers worth the cost.

The new Public Agenda supports economic and workforce development by:

- Developing a public higher education funding formula that rewards increases in the supply of trained program completers and educated graduates;
- Including in the funding formula recognition of research activity that has regional (and sometimes national) application and relevance;
- Providing incentives to community colleges for training-related job placements through the Performance Funding program; and

- Commissioning a Labor Market Supply-Demand study to increase awareness of the directions in which the economy is growing and needs to grow, and to provide a focus for the productivity agenda within the context of demand for graduates from certain degree programs and certain levels.

More generally, by accepting state funding, public institutions implicitly accept that responding to state needs is a major part of their mission. By focusing the Public Agenda on graduates, higher education not only supplies current needs and anticipates future demands; it raises the aspirations and educational attainment expectations of future generations of Tennesseans.

C. State Need: Quality Underpinning Increased Productivity

Understandably, concern has been expressed that degree productivity will come at the expense of instructional rigor and the quality of the student experience -- in short, that the meaning of a college degree will be devalued. The faculties of Tennessee's public colleges and universities will reaffirm their commitment to the rigor and quality of their instruction and programs even though budget realities and state needs require institutions to become more efficient in graduating more students. Curricula "belong" to the faculty, and the faculty is the final arbiter of quality.

Even so, it is important to note that the Performance Funding program has, for more than 30 years, served as a main quality assurance accountability piece for Tennessee public higher education. In the past it has measured both quality and productivity. For the 2010-2015 cycle, it focuses entirely on quality assurance and relinquishes the productivity measures (retention and persistence to graduation) to the new outcomes-based funding formula. While the formula works as an incentive for productivity, Performance Funding works as an incentive for increased quality of programs and services. Therefore, Performance Funding scores will monitor higher education quality. As accountability companions, the funding formula and Performance Funding provide a system of "checks and balances" with regard to productivity and quality (**Appendix F**).

D. State Need: Enhanced Competitive Research

The Complete College Tennessee Act directs THEC to construct a plan that will hold higher education accountable not only for increasing the educational attainment levels of Tennesseans, but also for addressing the State's economic development, workforce development, and research needs. The CCTA encourages Tennessee public higher education to become increasingly competitive on a national and international scene through leveraging resources, both from within and outside the state.

THEC will act on the CCTA imperatives by exercising its statutory authority to use mission distinctiveness as the first principle for approving new degree programs, especially doctoral

programs. This approval process will emphasize the reality that non-state funding will become increasingly necessary to contribute to funding for new, high cost academic degree programs, even those that are unique in their service to the State's degree production and competitive research needs.

The CCTA is prescriptive in naming the directions public higher education will follow in enhancing research, and these directions emphasize the capacity of the University of Tennessee, Knoxville in its collaboration with the Oak Ridge National Laboratory, to seek advances in the fields of energy sciences, engineering, science and technology, and emerging related fields. The CCTA also recognizes the capacity of the Memphis Research Consortium, a collaborative of the University of Memphis, University of Tennessee Health Science Center, St. Jude Children's Research Hospital and other leading research and business entities in Memphis, for promoting research and development in health care, chemical manufacturing, logistics and supply chain, computational sciences, learning technologies, and related fields. Mission distinctions of other institutions not named in the CCTA will likewise guide development of their programs and enhancement of research efforts within mission scope while guarding against unnecessary program duplication.

4. POLICY LEVERS FOR ACHIEVING STATE GOALS

To actualize the new master plan's public policy agenda, THEC and the two systems have three powerful policy levers at hand: a funding formula that rewards productivity and efficiency; a quality assurance program (Performance Funding) that rewards student achievement and success; and the extension of increased institutional autonomy to reward efficiencies in operations and external resource acquisition.

A. Promoting Productivity and Efficiency Through an Outcomes-Based Funding Formula

The Complete College Tennessee Act states that the Commission is to develop policies and formulae or guidelines for fair and equitable distribution and use of public funds among the State's institutions of higher learning that are consistent with and further the goals of the statewide policy agenda. It also requires that:

- The policies and formulae or guidelines shall result in an outcomes-based model;
- The model shall emphasize outcomes across a range of variables that shall be weighted to reinforce each institution's mission and provide incentives for productivity improvements consistent with the State's higher education master plan.

Previously, THEC utilized an enrollment-based model, where as much as 60 percent of the calculation was dependent on fall full-time equivalent (FTE) counts. The outcomes-based model

incorporates data on broad institutional activities including but not limited to student progression, undergraduate and graduate degree production, student transfer and research at universities and at community colleges, certificate and associate awards, student transfer and job placement. The new model rewards institutions for the production of these outcomes that further the productivity goals of the Public Agenda. As well, a major design component of the new model is the incorporation of institutional specific weighting factors that reflect both the priority of that outcome at a particular institution and the institution's Basic Carnegie Classification. This weighting system allows the outcomes model to properly account for the role of various activities within a specific institutional mission. These weights are designed so that the state can clearly communicate its expectations to each institution, while not being prescriptive in how to achieve higher levels of productivity. Weights and outcomes can easily be changed should the state revise its expectations for higher education or should institutional missions shift. Unlike Performance Funding, the outcomes based formula does not have annual targets or benchmarks. Therefore, it is not punitive for failure to achieve a predetermined goal. Finally, a key design feature of the outcomes-based model is the inclusion of a significant premium for student progression and degree production from low income and adult students. This feature reflects the statewide priority of these types of students and provides institutions with a strong incentive to recruit, retain and graduate them.

In addition to utilizing the new model for the 2011-12 budget cycle as called for in the CCTA, THEC will phase out the hold harmless provision over the next 3-5 years, which will result in each institution being funded at the same percentage of the outcomes-based formula recommendation. Rather than being a function largely of enrollment growth, the new model will spread the financial incentives across a broader array of metrics, providing stability to the formula calculations and reinforcing the new principles and goals of the Public Agenda (**Appendix G**). Institutional productivity and excellence will no longer be overshadowed by enrollment growth. As with the current methodology, actual student tuition revenue and funding from external private sources will not affect the outcomes-based formula calculation.

Both the funding formula and Performance Funding program will provide incentives for increasing the college completion of subpopulations based on institutional mission. Meeting the State's ambitious educational attainment goal can only be achieved by increasing productivity with students currently enrolled as well as reaching out to populations previously underserved by Tennessee higher education, particularly adults. There are nearly two million potential adult college students in Tennessee, of which 39 percent have some college experience according to the 2000 Census. This large potential college population may address gaps in Tennessee's workforce needs left by the limited number of traditional age students in the college pipeline (**Appendix H**).

Improving the college completion of a variety of subpopulations is vital to reaching the State's educational attainment goals. Addressing the needs of these diverse groups requires the expertise of the full array of higher education institutions. To that end, each institution identified the subpopulations for which its mission and community specify its particular expertise in serving. The institution specific subpopulations identify underserved populations as well as populations with particular state or regional importance in economic development. The targeted subpopulations include adults; low-income students; African-American students; Hispanic students; males; students from high-need geographical areas; students in STEM disciplines; students in Health-related fields; students in high-need fields, community college students who transfer to universities with at least 24 credit hours (CC measure only); community college AA, AS, or AST graduates who transfer to a university (CC measure only); bachelor's graduates who previously earned an associate degree from a Tennessee community college (university measure only); and institutional selection of subpopulations not otherwise named.

B. Promoting Quality Assurance Through Revised Performance Funding Standards

Until the development of the 2010-2015 outcomes based funding formula, the Performance Funding program, which enables institutions to earn a small portion of their operating budgets based on performance on a range of measures of institutional effectiveness and quality, included measures of student retention and graduation. For the 2010-2015 Performance Funding cycle, these productivity measures have been reassigned to the formula. The new Performance Funding standards will focus entirely on quality assurance.

Defining features of the proposed 2010-2015 Performance Funding standards. The next five years will:

- Closely ally Performance Funding with the outcomes-based public higher education funding formula and will serve as a central accountability piece for the Public Agenda. These connections are more organic than in past cycles;
- Greatly simplify the reporting obligations of campuses while focusing sharply on academic integrity and institutional quality; and
- Draw on existing data and will not require institutions to collect and report additional information.

Further, the annual results of institutional performance will be made public and will be paired with funding formula results, thus providing a unified and comprehensive accountability reporting system.

Quality assurance focus of the 2010-2015 Performance Funding standards. The 2010-2015 Performance Funding standards will provide a quality assurance component to the Public Agenda in the following manner:

- Quality of student performance— measured by traditional tests and surveys;
- Quality of institutional effectiveness operations – measured by the capacity of the institution to build and sustain a mature, multi-faceted assessment system for continuous improvement; and
- Quality of programs for student access and success – measured by institutional success in graduating students from subpopulations critical to institutional priorities derived from unique mission.

Institutions can earn up to 100 points from the variety of measures and standards in the Performance Funding program. In the new 2010-2015 cycle, all 100 points will be devoted to quality assurance: 75 points allocated to student learning, using the traditional measures of previous cycles and the remaining 25 points will be allocated to a measure of the quality of student access and support efforts serving subpopulations important to the institution’s mission. Measuring the quality of access and support services for subpopulations is critically important for two primary reasons: mission distinction and diversity. An institution will select those subpopulations particularly consonant with its mission and will measure the quality of its services dedicated to those subpopulations. The measure of the institution’s commitment will be student subpopulation success – greater numbers enrolled, retained, and graduated. It is important for a state with the legacy of Geier to address diversity in its primary policy tools – not just African-American student success, but also the access and success of other underserved subpopulations.

C. Promoting Economic and Workforce Development Through Responses to a Study of Labor Market Supply and Demand

To gauge workforce sufficiency, it is important to prompt productivity, encourage efficiency, incent institutional improvement, and ask for accountability. It is also important to operate with a level of familiarity about the current labor market, to have some idea of the directions in which the economy is growing and needs to grow, and to understand the implications for higher education. Such information has salience not only for policymakers and institutions, but also for current and prospective students, perhaps even primarily so.

Therefore, THEC asked the Center for Business and Economic Research (CBER) at the University of Tennessee, Knoxville to develop a Labor Market Supply and Demand Study as a companion piece to the Public Agenda. The study provides supply and demand projections from 2008 to

2018 by discipline and degree level. Given that resources are limited for the state, institutions, and individuals, information is needed about alignment between the supply and demand for graduates. However, policymakers have long faced the problem that, while the Department of Labor routinely publishes job outlook projections by occupation, higher education annually reports graduates and program completers by program.

Therefore, CBER's task was to create a crosswalk between instructional programs and occupations. As might be anticipated, the relationships between degree programs and the occupations they feed are often one to many, or many to one. This is particularly true of academic programs at the baccalaureate level. So, while such nuances require caution in reading, interpreting, and drawing conclusions from the report, the report offers guidance not previously available.

The study is provided as one of several Technical Supplements to the Public Agenda. It is intended that the study will make the Public Agenda more pragmatic and evidence-based by:

- Providing a focus for the productivity agenda within the context of demand for graduates from certain degree programs at certain levels;
- Enabling institutions to calibrate program offerings to current and projected labor market conditions within the state;
- Making market demand a stronger and more reliable component of the program approval process;
- Helping policymakers at the system or state level make judgments about academic program duplication; and
- Providing useful information to institutional leaders who must make internal resource reallocation decisions.

Furthermore, institutions may choose graduates from high demand fields, as determined by the Supply and Demand study, as one of the targeted subpopulation for Performance Funding. In this way, data are useful by providing a way for institutions to leverage their responsiveness to state needs in order to achieve funding (**Appendix I**).

D. Promoting Efficiency and Effectiveness Through Purposeful Reporting

Accountability for addressing the goals of the Public Agenda is addressed in several ways. Accountability is built into the system due to the direct linkage between higher education funding and institutional performance in the funding formula and Performance Funding metrics.

Additionally, a state-level Progress Report (**Appendix J**) will keep the focus on statewide progress toward overarching goals. The score card identifies the State's big goal: increase the number of degrees awarded 3.5 percent annually so that undergraduate degree production (associate's and bachelor's degrees) grows by 26,000 by 2015. It also identifies metrics to monitor effectiveness in the strategies for student success, efficiency, and quality, as well as process milestones for specific components of CCTA. State and system (not institutional) levels and progress will be monitored annually toward goal completion at the end of the five-year master planning cycle. No year-by-year benchmarks for progress are dictated. The score card and additional accountability metrics will also be published on a publicly available web portal.

E. Promoting Efficiencies through Mission and Sector Differentiation

The Complete College Tennessee Act of 2010 elevates to law a number of practices in Tennessee higher education increasingly in play through policy and expedience. Specifically, resource limitations have brought greater clarity on institutional mission differences, sector compatibility, and resource leveraging. The CCTA turns good practices into public policy.

Institutional mission differentiation is the fundamental principle guiding fair and equitable distribution of state appropriations through an outcomes or productivity-based funding formula. The formula operationalizes efficiency through capitalizing on each institution's distinct capacity to serve the state and by avoiding unnecessary redundancy of those programs and services. The effectiveness of the formula will be evident in actual annual appropriations and charted as a number of productivity measures in the "Public Agenda Progress Report" previously referenced.

The annual Progress Report will declare progress toward or completion of the CCTA requirements by dates stipulated in the law. As the Agenda's public accountability piece, the Progress Report will show implementation status of specific CCTA efficiency strategies, all aimed at reducing institutional cost redundancies and increasing student affordability:

- Student progress toward degree attainment is being improved through formalized statewide articulation and transfer of degree programs, components of degree programs, and equivalent courses. The CCTA requires statewide commonality and universal transfer of the 41-hour general education core and pre-major (19-hour) tracks to baccalaureate majors capturing most transfers.
- Implementation of dual admissions by all public higher education institutions. Dual admissions encourages eligible students to be admitted concurrently to a community college and a university, whereby students benefit from the academic advisement,

financial aid provisions, and opportunity for concurrent enrollment to attain associate and baccalaureate degree completion in a timely manner.

- Common course numbering is an efficiency practice recognized by colleges and universities through the establishment of common numbering, and in many instances, common course titling, for general education courses and other lower-division courses in specific disciplines. This commonality will be accelerated through building the pre-major pathways to baccalaureate majors.
- Remedial and developmental-level instruction will be provided by community colleges through contractual arrangements with partnering universities.
- The CCTA requires establishment of a comprehensive and unified community college system within the governance of the Tennessee Board of Regents. Through this organization, a unified community college system is expected to realize cost-efficiencies and to create more effective management of programs and services. Such a system will be designed to maximize student success as measured in an increased number of certificate and associate completers and to address affordability, as more students elect to enter higher education through the lower tuition and costs of the community college portal.

F. Promoting Efficiencies through Inter-Institutional Collaboration and Reduced Duplication

The CCTA calls for greater collaboration among institutions for cost-efficiency and minimized duplication in programs and locations. Through its statutory authority to approve institutional mission distinctions, academic programs, and instructional locations, THEC will work with governing boards to:

- Use mission differentiation (evident in institutional mission profiles) to reduce the likelihood of duplication of high cost academic programs, particularly at the doctoral level where student access can be assured through doctoral programs serving the entire state.
- Give highest priority to programs and services where inter-institutional collaboration is evident.
- Give highest priority to inter-institutional collaboration for instructional delivery sites drawing upon significant community partnerships and projecting cost-efficiencies.

- Reduce inefficiencies in resource allocation through either eliminating low-producing programs or improving their productivity levels.

G. Promoting Efficiencies through Incentives for Extramural Support

The fundamental characteristic of the outcomes-based funding formula is that it is predicated on institutional mission difference, as defined by Carnegie Classification. The Carnegie Classification recognizes the level of institutional research funding derived from multiple external sources as a differentiating metric. The Tennessee outcomes-based funding formula encourages increased research productivity by assigning research a value and weighting depending on institutional research capacity. Additionally, the formula gives institutions incentives to seek extramural support by excluding extramural support (funds from which the institution recovers an indirect cost) from total revenue.

Taken as a whole, the various state higher education policy levers – the CCTA as a Public Agenda, the outcomes-based formula, and the Performance Funding quality assurance program – encourage institutions to engage in behaviors to further their missions in a manner affordable to the state. With formula implementation over the next three years, THEC will consult with systems and institutions on appropriate ways to encourage acquisition of extramural support.

The CCTA introduction of two research-intensive initiatives to capitalize on institutional and state resources coupled with research revenue generated for service is an example of the State’s recognition of increasing reliance on multiple revenue sources. The University of Tennessee Knoxville, in collaboration with the Oak Ridge National Laboratory, is authorized to establish an academic unit for interdisciplinary research and education. The CCTA also authorizes the Memphis Research Consortium, a collaborative venture with leading research and business entities in Memphis to further research and development in named fields.

5. CONCLUSION

The Public Agenda calls on higher education to collaborate with industry, government, and communities to build a future for Tennessee. Success in advancing this Public Agenda will mean that by 2015:

- Growth in certificate and degree production will be sustained;
- Degree efficiency will be improved, in terms of both graduation rates and average time to degree;
- Gaps in employment demands will be filled;

- Institutions will be funded based on outcomes, in a manner consistent with their individual missions;
- The quality of programs and services will be strengthened;
- Academic program offerings will probably be fewer, as institutions will understand where their greatest productivity options lie and where greatest student interest is apparent;
- Growth in the number of doctoral programs will slow, but those offered will be more robust, mission-focused, and increasingly reliant on non-state funding for implementation;
- Costs per FTE student will decrease, both at the undergraduate and graduate levels, realized through efficiencies and the realities of budget reductions or static funding but without significant student fee increases;
- The average cost per degree produced will be reduced;
- The use of instructional technology and non-traditional instructional approaches will increase in order to increase instructional capacity and student choice while controlling unit costs;
- Community colleges will be revitalized through the establishment of the community college system;
- The state will see a resurgence in the number of adults who complete undergraduate degrees;
- Institutions will become more resourceful in acquiring non-state funds;
- Tennessee will be more competitive in the workplace; and
- Progress of all the foregoing will be made evident through an annual statewide Public Agenda Progress Report.

6. APPENDICES

Elements of the Public Agenda referenced in this document will be appended. They include technical supplements, data dictionaries and methodologies, and accountability tools.

Appendix A: Master Plan 2010-15 Committee Membership

Appendix B: Making Opportunity Affordable *Policy Audit*

Appendix C: THEC Student Flow Model

Appendix D: Institutional Mission Profiles

Appendix E: Race to the Top Projects Managed by THEC

Appendix F: 2010-2015 Performance Funding Quality Assurance Standards

Appendix G: Outcomes-Based Funding Formula Summary

Appendix H: Final Report and Recommendations of the Adult Strategies Group

Appendix I: Supply-Demand Study by UTK Center for Business and Economic Research

Appendix J: Public Agenda Annual Progress Report

Appendix A: Master Plan 2010-15 Committee Membership

Master Plan Steering Committee

Bert Bach	Provost and Vice President for Academic Affairs, East Tennessee State University
Bob Bell	President, Tennessee Technological University
Representative Harry Brooks	Chair, House Education Committee, Tennessee House of Representatives
Roger Brown	Chancellor, University of Tennessee at Chattanooga
Jimmy Cheek	Chancellor, University of Tennessee at Knoxville
Nate Essex	President, Southwest Tennessee Community College
Gordon Fee	Chairman of the Education Committee, Tennessee Business Roundtable
Senator Dolores Gresham	Chair, Senate Education Committee, Tennessee Senate
Katie High	Interim Vice President for Academic Affairs and Student Success, University of Tennessee
Carl Hite	President, Cleveland State Community College
Melvin Johnson	President, Tennessee State University
Nate Johnson	Higher Education Consultant, Lumina Foundation- funded Productivity Grant Initiative
Dennis Jones	President, National Center for Higher Education Management Systems
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Matt Kisber	Commissioner, Tennessee Department of Economic and Community Development
David Lillard	Treasurer, State of Tennessee

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Todd Diacon	Vice Provost for Academic Operations, University of Tennessee System
Susan Elkins	Vice President, Extended Programs, Tennessee Technological University
David Gotcher	Director of Academic Outreach and Distance Learning, Middle Tennessee State University
Raylean Henry	Executive Director of Operations, Regents Online Degree Program, Tennessee Board of Regents
Kathryn Johnson	Executive Director of Student Services, Southwest Tennessee Community College
Julia McGee	Interim Dean, Center for Extended and Distance Education, Austin Peay State University
Robbie Melton	Associate Vice Chancellor, Regents Online Degree Program, Tennessee Board of Regents
Dwight Murphy	Director, Tennessee Technology Center at Oneida
Evelyn Nettles	Associate Vice President for Academic Affairs, Tennessee State University
Sharon Peters	Director of Off-Campus Programs and Evening Weekend College, Tennessee State University

Master Plan- Adult Strategies Group

Carol Puryear	Director, Tennessee Technology Center at Murfreesboro
Cheryl Seay	Director of Distance Education and Multimedia Services, Tennessee State University
Paula Short	Vice Chancellor for Academic Affairs, Tennessee Board of Regents
Carol Tosh	Vice President for Student Services and Enrollment Management, Southwest Tennessee Community College
Chelle Travis	Assistant Vice Chancellor for Instruction, Tennessee Technology Centers, Tennessee Board of Regents
John Townsend	Executive Director, Workforce Development, Tennessee Board of Regents
Bonnie Yegidis	Vice President for Academic Affairs and Student Success, University of Tennessee

Tennessee Higher Education Commission Staff

Christine Luce
David Wright

Appendix B: Making Opportunity Affordable Policy Audit

The full report can be retrieved from:

www.tn.gov/moa/documents/TNPolicyAuditMakOppAfford.pdf

Making Opportunity Affordable- Tennessee Policy Audit Report Summary

In 2008, Tennessee was awarded a Making Opportunity Affordable Planning Grant from Lumina Foundation for Education. To support these efforts, THEC engaged the National Center for Higher Education Management Systems (NCHEMS) to conduct a policy audit to identify ways in which state- and system-level policies could be better aligned with the degree productivity goals of MOA.

NCHEMS conducted the policy audit by: reviewing existing policies and performance reports; reviewing and providing data on system performance; and engaging higher education stakeholders in a series of roundtable discussions across the state. Meetings were held in February 2009 at 11 campus sites involving over 100 college and university leaders from 20 institutions. Interviews were also held with the Governor's staff, legislative leaders, and the Tennessee Business Roundtable. The policy audit document highlighted several areas in need of greater alignment with the productivity agenda of MOA.

1. P-16/ College Readiness. Institutional admission requirements and student college readiness are not aligned. Students may meet the admissions requirements, but require remediation which is costly and slows progress.

2. College Placement. Different examinations or standards for admissions and placement open the possibility that colleges are not clearly articulating their expectations to K-12 and potential students.

3. System-level Developmental Education Courses. The Tennessee Board of Regents' developmental studies redesign system could be applied to course redesign outside of developmental studies as well. Specifically in regard to aligning college standards and courses with the Tennessee Diploma Project.

4. Transfer Policies. Although transfer policies are well designed on the whole, it is unclear how knowledgeable students are about these policies. There are also few transfers from Tennessee Technology Centers (TTC).

5. Adult Education. There is no cohesive body of higher education policy oriented specifically to adults and policies have been developed with traditional age students in mind.

6. Geographic Access/ Site Locations. Programmatic access is different in locations across the state. Access can be improved by increasing co-location of institutions, on-line course delivery, mission differentiation to ensure gaps are covered and duplication does not exist, and creating “responsibility areas” as opposed to “service areas” where institutions are responsible for identifying the needs in their area and inviting other institutions in to serve the needs they cannot meet.

7. Two-Year Institutions/ Programs. The community colleges and technical centers serve a diverse population and provide many services. These services are not uniformly available in all parts of the state however. See table on page 17. More emphasis should be placed on workforce development and transfer from TTC diplomas and certificates to Associates Degrees.

8. Funding Formula- Design. While theoretically sound, the funding formula could be improved by using course completers instead of 14th day enrollment.

9. Formula Funding- Implementation. The funding formula is limited by hold harmless provisions and lack of funding.

10. Performance Funding- Design. Performance Funding has many positive features including SACS accreditation preparation, but is complex, has limited re-distributional effects, and an absence of an overall goal.

11. Performance Funding- Implementation. Performance Funding is rolled into all institutional funds for budget cuts and thus loses its monetary incentive.

12. Student Financial Aid- Alignment with Tuition Policy. Financial aid serves university (with the HOPE scholarship) and technology center (with Wilder-Naifeh) students well. Community college students seem to be left out.

13. Overall Tuition Policy. Differential tuition policy could create an incentive for enrolling or retaining upper level students and would recognize that students, not the state, is not the largest contributor to institutional base funding.

14. Tuition Policy- Out-of-state Students. Out-of-state tuition policy should be reviewed in terms of an e-rate for online course delivery and institutions serving their regional economy, which happens to include other states for several institutions.

15. Block Tuition. Analyses of alternatives to, and effects of, block tuition should be conducted.

16. Lottery Scholarship- Technical Issues. The lottery scholarship is limited by the inability to use it during the summer term and the course completion requirements for low-income adults.

17. Administrative Regulations. Institutions voiced a need for differential policies instead of a one-size-fits-all.

Appendix C: THEC Student Flow Model

A Roadmap for Increasing Degree Productivity in Tennessee

Tennessee higher education institutions need to produce a cumulative additional 26,000 degrees (Associates and Bachelors) by 2015 and 210,000 degrees by 2025 for the state to reach the national average degree attainment¹. Currently, Tennessee produces approximately 39,000 such graduates per year. Holding conditions constant, trends indicate that annual degree production will be about 41,000 in 2015. The state cannot reach the national average by 2025 with this level of degree production. Tennessee higher education must be producing 49,000 postsecondary degrees per year by 2015 and eventually 73,000 degrees per year by 2025 (**Chart 1**). In other words, Tennessee needs to continuously increase its degree productivity by 4.0 percent every year from now until 2025.

Chart 1: Projected Annual Degree Production² by Tennessee Higher Education from 2009-2025, and Production Required to Reach the National Average of Educational Attainment by 2025

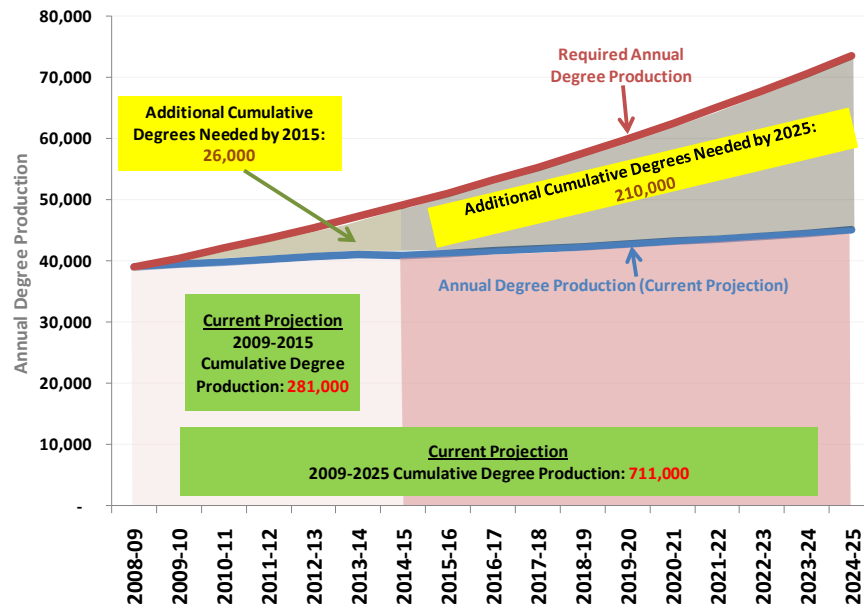


Table 1 below shows projected degree production levels in 2015 simulated by the Student Flow Model³. The current cycle of the public agenda ends at 2015, and the model was developed to explore what must be accomplished by then to put Tennessee on track to reach the national average in educational attainment by 2025. Scenario 1 assumes K-12 alone will make improvements by 2015, while the second scenario assumes that only higher education will improve. The third scenario combines these first two scenarios, assuming performance improvements across the P-20 spectrum.

¹ Educational attainment refers to the rate at which age 25-64 population has associate's degree or higher, and the attainment gap was computed based upon 2007 American Community Survey data. The projection of educational attainment drew on unpublished data from the National Center for Higher Education Management Systems.

² Includes for-profit institutions. The projection assumes that for-profit institutions will increase their annual degree completion by 3 percent every year.

³ In all scenarios, both for-profit and non-profit independent sectors are assumed to increase degree productivity by the annual growth rate of 3 percent.

Table 1: Degree Production Scenarios Simulated by Student Flow Model

Variables	Base	Scenario1	Scenario2	Scenario3
High School Graduation Rate	71	76	71	76
College-going rate of HS Grad	65	70	65	70
Out-migration rate of HS grad	13	8	13	8
% of students required to take at least one remedial or developmental course	33	28	33	28
2nd Year retention rate				
UT	78	78	81	81
TBR Universities	73	73	76	76
TBR Community Colleges	55	55	58	58
3rd Year retention rate*				
UT	68	68	75	75
TBR Universities	63	63	69	69
TBR Community Colleges	32	32	37	37
6-year Graduation rate				
UT	55	55	60	60
TBR Universities	44	44	48	48
TBR Community Colleges	21	21	24	24
Annual Expected Degree Production (Associates and Bachelors) by 2015	40,919	47,355	47,730	49,305

*3rd year retention rates would increase by 2 percentage points in addition to the level already reached by the improved second year retention rate

Chart 2 shows projected annual degree production for each scenario in 2015. Only scenario 3 enables Tennessee to reach the goal. This chart implies that the necessary improvements in degree production must result from collaboration between K-12 and higher education.

Chart2: Projected Annual Degree Projection (Associates and Bachelors) 2015, Tennessee Higher Education⁴

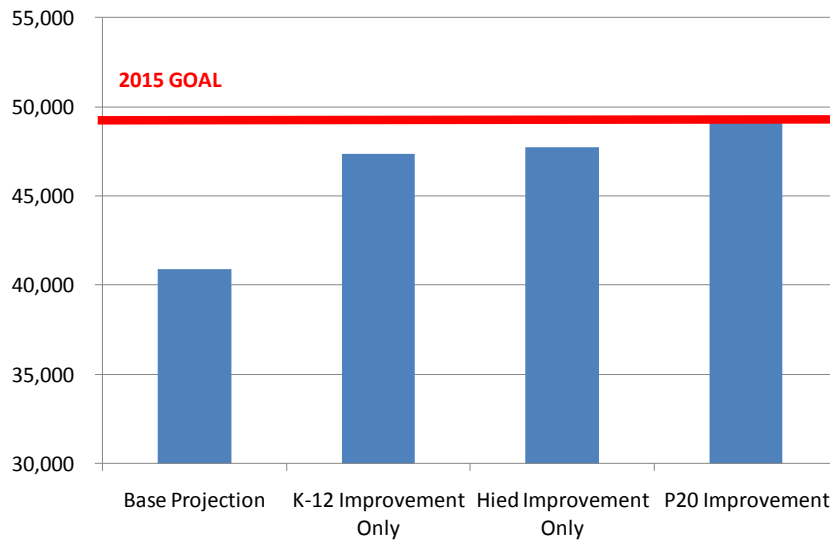


Table 2-1 shows system-level implications for degree production under Scenario 3, suggesting the average annual growth rate for each system in order to accomplish the state’s goal. According to the Student Flow Model, Scenario 3 will improve the degree productivity of Tennessee higher education by an annual growth rate of 4.0 percent, resulting in an increase of 4.8 percent for the UT system, 3.4 percent for TBR Universities, and 2.7 percent for TBR community colleges. The flow model assumes TICUA institutions and for-profit private institutions will increase degree production by 3.5 and 8.4 percent, respectively, every year until 2015.

⁴ Includes public as well as not-for-profit and for-profit private institutions

Table 2-1: Degree Production Projections and Suggested Goals in 2015, by System

System	Current Degree Production in 2008-09 (Est.)	Completion Level in 2014-15 (Base)	Annual Growth Rate (Natural Growth Rate)	Completion Level in 2014-15 (Scenario3)	Annual Growth Rate Necessary Under Scenario3
UT	6,216	7,169	2.4%	8,235	4.8%
TBR Universities	11,153	12,154	1.4%	13,649	3.4%
TBR 2-year	7,254	7,597	0.8%	8,494	2.7%
TICUA	11,062	10,715	-0.5%	13,598	3.5%
For-profit	3,285	3,285	0.0%	5,329	8.4%
Total	38,970	40,919	0.8%	49,305	4.0%

Lastly, **Tables 3-1** and **3-2** present the estimated annual degree productions of each system under the baseline projection and Scenarios 3 as computed by the Student Flow Model. Along with **Table 3-3** that shows cumulative degree productions for three different time periods, these tables can be used as numeric guidelines for systems and institutions in the development of their master plans.

Table 3-1: Annual Degree Production under Baseline Projection

System	Base: 2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2019-20	2024-25
UT	6,216	6,396	6,668	6,903	7,127	7,164	7,169	8,074	9,092
TBR Universities	11,153	11,218	11,614	11,921	12,110	12,172	12,154	13,056	14,025
Community Colleges	7,254	7,310	7,366	7,423	7,481	7,539	7,597	7,896	8,206
TICUA	11,062	11,003	10,945	10,887	10,829	10,772	10,715	10,434	10,160
For-profit	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285	3,285
Total	38,970	39,211	39,878	40,419	40,831	40,932	40,919	42,618	44,388

Table 3-2: Annual Degree Production Required to Meet the State's Goal (Scenario 3)

System	Base: 2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2019-20	2024-25
UT	6,216	6,396	6,677	7,165	7,737	8,006	8,235	10,410	13,160
TBR Universities	11,153	11,219	11,632	12,270	12,921	13,344	13,649	16,150	19,110
Community Colleges	7,254	7,566	7,487	7,706	8,053	8,373	8,494	9,688	11,050
TICUA	11,062	11,449	11,850	12,265	12,694	13,138	13,598	16,150	19,181
For-profit	3,285	3,560	3,860	4,184	4,535	4,916	5,329	7,976	11,938
Total	38,970	40,190	41,505	43,589	45,941	47,778	49,305	59,983	72,974

Table 3-3: Cumulative Degree Production: Baseline vs. Goal (Scenario 3)

System	Cumulative Degree Production: 2009 - 2015			Cumulative Degree Production: 2009 - 2020			Cumulative Degree Production: 2009 - 2025		
	Baseline	Goal	Diff	Baseline	Goal	Diff	Baseline	Goal	Diff
UT	41,427	44,216	2,789	79,942	91,713	11,771	123,318	151,756	28,437
TBR Universities	82,341	86,188	3,847	145,791	161,768	15,978	213,948	251,198	37,250
Community Colleges	51,971	54,934	2,963	90,848	100,923	10,075	131,254	153,378	22,124
TICUA	76,213	86,055	9,842	128,940	161,526	32,586	180,285	251,161	70,876
For-profit	22,992	29,669	6,677	39,415	63,829	24,415	55,837	114,960	59,122
Total	281,160	307,278	26,118	490,825	585,000	94,175	709,195	922,869	213,674

Appendix D: Institutional Mission Profiles

2010-2015 University Profiles

As part of Tennessee's implementation of the Complete College Tennessee Act of 2010, each institution is required to construct a profile, as a component of the 2010-15 Master Plan, that will guide the development of the outcomes-based funding formula and Performance Funding. These profiles will reflect each institution's Basic Carnegie Classification and will focus on degree level, academic programs, student characteristics, and, where applicable, research and public service. This exercise is not meant to supplant the development of comprehensive institutional mission statements that are utilized for accreditation. Rather, they are simply to assist higher education in implementation of the new 2010-15 Master Plan.

Complete College Tennessee Act (CCTA), Section 3.2:

An institutional mission statement shall characterize the institution by stating its distinctiveness in degree offerings by level and focus and student characteristics including, but not limited to, non-traditional students and part-time students, and shall address institutional accountability for the quality of instruction, student learning and, where applicable, research and public service to benefit Tennessee citizens.

Based on the language of the CCTA, the institutional profile on page 2 and other pertinent data, please construct a short paragraph identifying your institution's profile. The description should address degree level, primary academic programs of focus, student characteristics, public service where applicable, and other features that differentiate the institution. Please feel free to attach as an appendix additional documentation that elaborates on any aspects of the institution profile that are warranted.

Process for Governing Board and THEC mission profile review:

- 1. Institutions shall submit profiles to their respective governing boards to review, modify through consultation with institutions, and ratify;*
- 2. Governing boards then provide the profiles to THEC by **August 1, 2010** ;*
- 3. THEC, in consultation with governing boards, reviews, and, after any modifications as indicated, approves mission profiles.*

SAMPLE STATEMENT: Nashville University is a moderately selective institution located in metropolitan Nashville, predominantly serving undergraduate students (80 percent of total enrollment). Outreach programs and special services for sub-populations include first-generation and adult students. With limited graduate offerings targeted primarily on Business, Health and Engineering, Nashville University serves Middle Tennessee by preparing professionals for practice in Communication Disorders and Law. Nashville University's Carnegie Classification is Masters Large, with limited research activity revolving primarily around Organizational Psychology and Engineering Technology. A largely residential campus, the most recent six-year graduation rate was 68 percent.

2010-2015 University Profiles

Data	APSU	ETSU	MTSU	TSU	TTU	UOM	UTC	UTK	UTM
Carnegie Classification	Master's Medium	Doctoral / Research	Master's Large	Doctoral / Research	Master's Large	Research High	Master's Large	Research Very High	Master's Medium
Doctoral Programs	N/A	10	8	7	3	22	3	53	NA
Professional Programs	N/A	Medicine, Pharmacy	N/A	N/A	N/A	Law	N/A	Law, Veterinary Medicine	N/A
Educational Specialist Programs	1	1	2	2	3	1	1	4	NA
Master's Programs	17	35	34	26	17	52	20	81	6
Graduate Programs at Highest Degree Level by Broad CIP Classifications (Number shows programs in CIP category, e.g., ETSU has 5 doctorates in Health Sciences)	1: Educ Specialist	5: Health Sci.	2: Education	2: Education	1: Engineering	4: Education	1: Engineering	13: Engineering	<u>Master's</u>
	<u>Master's</u> 11: Single Programs 6: Education	2: Education 1: Bio. Sci. 1: Exercise Sci. 1: Psychology	1: English 1: Biology 1: Math 1: Health/PE 1: Economics 1: History	1: Engineering 1: Biology 1: Psychology 1: Public Admin 1: Phys Therapy	1: Environ. Sci. 1: Education	3: Psychology 2: Physical Sci. 2: Audiology 2: Engineering 1: Communication 1: Computer Sci. 1: English 1: Biology 1: Math 1: Philosophy 1: History 1: Business 1: Music	1: Phys. Therapy 1: Education	4: Biology 4: Psychology 4: Social Sciences 4: History 3: Agriculture 3: Education 3: Consumer Sci. 3: Physical Sci. 2: Health	10: Single Programs 1: Agriculture 1: Business Admin. 1: Family & Consumer
Doctoral Degrees Granted	N/A	75	24	60	17	132	50	277	N/A
Professional Degrees	N/A	61	N/A	N/A	N/A	121	N/A	200	N/A
Ed. Specialist Degrees	4	18	95	25	260	10	27	17	0
Master's Degrees	250	559	682	401	544	862	377	1,628	115
Bachelor's Degrees	1,161	1,878	3,789	948	1,528	2,590	1,256	4,107	1,018
Associate's Degrees	158	N/A	N/A	112	N/A	N/A	N/A	N/A	N/A
Total Degrees Granted	1,573	2,591	4,590	1,546	2,349	3,715	1,710	6,229	1,133
Percent Bachelor's Degrees	74%	72%	83%	61%	65%	70%	73%	66%	90%
Land-Grant Status	N/A	N/A	N/A	1958	N/A	N/A	N/A	1869	N/A
Six-year Graduation Rate - Fall 2003 Cohort	37%	48%	52%	42%	57%	41%	51%	65%	55%
Research Activity (Restricted)	\$ 964,900	\$ 2,950,000	\$ 2,500,000	\$ 8,045,700	\$ 12,800,000	\$ 34,637,800	\$ 4,555,075	\$ 110,086,600	\$ 155,000
Research Activity (Unrestricted)	\$ 554,000	\$ 3,567,600	\$ 8,995,100	\$ 1,664,000	\$ 1,788,300	\$ 19,720,600	\$ 1,666,071	\$ 30,306,423	\$ 1,093,115
Sample Undergraduate Student Demographics									
Average Freshman ACT	21.7	22.4	22.6	17.8	23.2	22.1	22.3	24.0	21.1
Percent First-Time Freshman	16%	14%	14%	15%	17%	10%	21%	13%	17%
Percent Adult Students (age 25+)	40%	25%	22%	26%	17%	30%	15%	9%	19%
Percent Part-Time Students	37%	25%	24%	35%	25%	34%	22%	19%	27%

* Data definitions and sources on following page

**2010-2015 University Profiles
Data Definitions and Sources**

Data	Definition	Source
Carnegie Classification	Basic institutional classification as determined by the Carnegie Foundation for the Advancement of Teaching	www.classifications.carnegiefoundation.org
Doctoral Programs	Number of doctoral programs offered at the institution	THEC Academic Program Inventory
Professional Programs	Professional degrees offered at institution	THEC Academic Program Inventory
Educational Specialist Programs	Number of educational specialist programs offered at the institution	THEC Academic Program Inventory
Master's Programs	Number of master's programs offered at the institution	THEC Academic Program Inventory
Graduate Programs at Highest Degree Level	Programs at highest degree level grouped by Classification of Instructional Program (CIP) code	THEC Academic Program Inventory
Doctoral Degrees Granted	Total number of doctoral degrees granted during the 2008-09 academic year	THEC Report of Graduates
Professional Degrees Granted	Total number of professional degrees granted during the 2008-09 academic year	THEC Report of Graduates
Ed. Specialist Degrees Granted	Total number of Ed. specialist degrees granted during the 2008-09 academic year	THEC Report of Graduates
Master's Degrees Granted	Total number of master's degrees granted during the 2008-09 academic year	THEC Report of Graduates
Bachelor's Degrees Granted	Total number of bachelor's degrees granted during the 2008-09 academic year	THEC Report of Graduates
Associate's Degrees Granted	Total number of associate's degrees granted during the 2008-09 academic year	THEC Report of Graduates
Total Degrees Granted	Sum of all degrees granted during the 2008-09 academic year	THEC Report of Graduates
Percent Bachelor's Degrees	Percentage of total degrees granted during the 2008-09 academic year that were bachelor's	THEC Report of Graduates
Land-Grant Status	Year designated a land-grant institution	Institution websites
Six-year Graduation Rate - Fall 2003 Cohort	Fall 2003 first-time, full-time freshman and summer first-time freshman who continued in fall 2003, matched to graduates through 2008-09	THEC Student Information System
Research Activity (Restricted)	Total restricted research expenditures budgeted for FY 2009-10	Operating Budgets
Research Activity (Unrestricted)	Total unrestricted research expenditures budgeted for FY 2009-10	Operating Budgets
Average Freshman ACT	Average ACT score of first-time freshman: Fall 2009	THEC Student Information System
Percent First-Time Freshman	Percentage of total student headcount enrolled in postsecondary education for the first time: Fall 2009	THEC Student Information System
Percent Adult Students (age 25+)	Percentage of undergraduate student headcount age 25 and up: Fall 2009	THEC Student Information System
Percent Part-Time Students	Percentage of students enrolled for less than 12 hours of degree credit: Fall 2009	THEC Student Information System

2010-2015 Community College Profiles

As part of Tennessee's implementation of the Complete College Tennessee Act of 2010, each institution is required to construct a profile, as a component of the 2010-15 Master Plan, that will guide the development of the outcomes-based funding formula and Performance Funding. These profiles will focus on degree level, academic programs, student characteristics, and public service where applicable. This exercise is not meant to supplant the development of comprehensive institutional mission statements that are utilized for accreditation. Rather, they are simply to assist higher education in implementation of the new 2010-15 Master Plan.

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2010-2015 Community College Profiles

Data	CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC
Associate's Degrees Granted	617	291	483	213	462	460	529
Certificates Granted	119	64	71	15	43	0	121
FTE	5,987	2,504	3,569	2,213	3,313	3,353	5,154
Six-year Graduation Rate - Fall 2003 Cohort	25.5%	30.9%	43.6%	25.0%	28.5%	40.7%	25.0%
Percent Remedial/Developmental	65.1%	59.9%	51.1%	67.1%	64.2%	67.7%	76.8%
Sample Student Demographics							
Average Freshman ACT	18.6	19.7	20.6	18.0	18.1	18.9	18.0
Percent Adult Students (age 25+)	42%	39%	32%	39%	36%	30%	51%
Percent Part-Time Students	53%	44%	53%	47%	47%	46%	63%
Percent First-Time Freshman	17%	20%	23%	25%	22%	26%	15%

Data	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Associate's Degrees Granted	635	670	617	609	616	558
Certificates Granted	171	3	78	382	277	247
FTE	4,231	6,695	4,227	8,465	5,501	4,780
Six-year Graduation Rate - Fall 2003 Cohort	35.4%	37.4%	40.0%	15.0%	31.1%	35.6%
Percent Remedial/Developmental	63.1%	56.0%	56.3%	85.2%	60.0%	57.9%
Sample Student Demographics						
Average Freshman ACT	19.7	20.6	20.1	16.6	19.3	20.0
Percent Adult Students (age 25+)	44%	33%	36%	38%	32%	31%
Percent Part-Time Students	44%	47%	45%	49%	48%	43%
Percent First-Time Freshman	21%	19%	23%	21%	20%	24%

* Data definitions and sources on following page

2010-2015 Community College Profiles

Data Definitions and Sources

Data	Definition	Source
Associate's Degrees Granted	Total number of associate degrees awarded in the 2008-09 academic year	THEC Report of Graduates
Certificates Granted	Total number of certificates granted in the 2008-09 academic year	THEC Report of Graduates
FTE	Full time equivalent enrollment. Total number of credits attempted divided by 15: Fall 2009	THEC Report of Graduates
Six-year Graduation Rate - Fall 2003 Cohort	Fall 2003 first-time freshman and summer first-time freshman who continued in fall 2003, matched to graduates through 2008-09	THEC Student Information System
Percent Remedial/Developmental	Full-time, first-time freshman, 18 years or younger taking any remedial and developmental course: Fall 2009	THEC Student Information System
Average Freshman ACT	Average ACT score of first-time freshman: Fall 2009	THEC Student Information System
Percent Adult Students (age 25+)	Percentage of undergraduate student headcount age 25 and up: Fall 2009	THEC Student Information System
Percent Part-Time Students	Percentage of students enrolled for less than 12 hours of degree credit: Fall 2009	THEC Student Information System
Percent First-Time Freshman	Percentage of total student headcount enrolled in postsecondary education for the first time: Fall 2009	THEC Student Information System

Appendix E: Race to the Top Projects Managed by THEC

Higher Education's Involvement in Tennessee's Race to the Top

As a part of the American Recovery and Reinvestment Act of 2009, President Barack Obama and Secretary of Education Arne Duncan announced the United States Department of Education's Race to the Top competition. Race to the Top is a \$4.35 billion incentive program designed to make drastic reforms and improvements in education and student performance. Tennessee was one of 41 states to submit applications for the program in January of 2010. After a rigorous competition, Tennessee emerged as one of two states awarded Race to the Top funding and will receive \$501 million over the next four years.

Tennessee's Race to the Top proposal concentrated on five areas of improvement: Great Teachers and Leaders, Standards and Assessments, Data Systems to Support Instruction, Turning Around Low-Performing Schools, and STEM (Science, Technology, Engineering, and Math) Education. This sweeping educational reform will require collaboration from all educational stakeholders. The Tennessee Department of Education, State Board of Education, Tennessee Higher Education Commission, and Governor's Office of State Policy and Planning will lead the efforts in implementing the reforms proposed in Race to the Top.

With Tennessee's successful Race to the Top bid, higher education will have a significant role in achieving the overall goals of the federal school reform grant. THEC and institutions of higher education are instrumental in ensuring the success of Race to the Top in the state. The THEC Executive Director serves on the First to the Top Advisory Council which oversees implementation. THEC staff also serve on various First to the Top working teams such as Project Management Oversight Committee, STEM leadership team, and the First to the Top Oversight Team.

Not only will higher education be involved in shaping the education reforms being enacted but will also be directly responsible as programmatic and fiscal manager for numerous programs. Individual institutions will have opportunities to apply for funding for projects that will address the provisions of the federal award. Tennessee's Race to the Top framework names THEC as directing and managing several projects with a total fiscal impact of over \$20 million. These projects aim to accomplish the following:

- **Strengthen the ability of K-12 teachers to use TVAAS data in improving student outcomes.** Through engagement of individual institutions, THEC will work with SAS and Battelle to develop a module for teacher pre-service curriculum. This module will prepare teachers to use TVAAS data to modify classroom content to ensure student success. (Integrating TVAAS into Pre-Service Training: \$1,350,000)

- **Improve the quality and quantity of teachers in K-12 education.** Through collaboration with the State Board of Education, TDOE, the UT Center for Business and Economic Research, and the 39 teacher preparation programs in the state, THEC will facilitate funding for projects that will improve the quality and quantity of teachers in the state. This will be accomplished through evaluating the capacity of the teacher workforce in the state and projecting the demand for teachers and principals. This will be done on a geographic basis as well as by subject area and grade level. (Integrating Common Core Standards into Pre-Service Teachers: \$1,350,000 and School Leaders Supply and Demand Study: \$172,800)
- **Provide accountability in teacher preparation focused on strengthening programs.** Responsibility for the Report Card on Teacher Preparation has been shifted from the State Board of Education to THEC, and this responsibility is addressed in the Race to the Top framework. The Report Card process provides accountability for the teacher preparation programs and their graduates and provides valuable feedback to the institutions to make programmatic changes. (Teacher Preparation Program Effectiveness Report Card: \$432,000)
- **Increase Tennessee’s competitiveness in STEM.** The STEM network in Tennessee will continue to expand through Race to the Top through two new initiatives.

 - In addition to the two UTeach replication sites being currently funded by THEC and TDOE, the Race to the Top funding names the establishment of two additional UTeach replication sites at the University of Memphis and UT Chattanooga. THEC will facilitate these additions which will dramatically increase the number of secondary math and science teachers across the state. (UTeach Program Replication: \$4,104,000)
 - THEC will also contract with the university STEM centers to provide high quality professional development to K-12 teachers in STEM disciplines. (STEM Professional Development: \$6,480,000)
- **Expand the College Access Network.** THEC will receive additional funding to expand the current College Access Network and to assist students in successful application and admission to colleges and universities. (College Access Network: \$3,240,336)

While THEC has primary responsibility for the projects listed above, there are numerous other initiatives in which THEC and higher education institutions play a role. The Race to the Top proposal team selected STEM as a competitive priority. Along with the STEM professional development managed by THEC, other STEM initiatives include: STEM Innovation Network Infrastructure, Regional STEM Hubs, and the Oak Ridge Associated Universities STEM Teacher Training Academy. Another area where higher education and THEC will have significant involvement is the state longitudinal data system. THEC and the institutions will provide data to build the P-20 data system being housed at the University of Tennessee, Knoxville's Center for Business and Economic Research.

List of Projects from Race to the Top Managed by THEC: \$20,369,136

1. Integrating Common Core Standards into Pre-Service: \$1,350,000
 - a. THEC will contract with an external source to provide training for college faculty. Training will be provided for faculty at no cost to the institution.
2. Integrating TVAAS into Pre-Service: \$1,350,000
 - a. RFP issued for development of module (geared toward SAS or Battelle).
 - b. RFP issued for higher education institutions to receive funds to implement the module as well as contract with SAS for additional studies related to graduate performance as measured by TVAAS.
3. School Leaders Supply and Demand Study: \$172,800
 - a. This will be a direct contract with UTK's Center for Business and Economic Research.
4. UTeach Program Replication: \$4,104,000
 - a. These will be direct contracts with the University of Memphis and the University of Tennessee, Chattanooga to implement the UTeach programs proposed through the RFP issued in March 2009.
5. Teacher Preparation Program Effectiveness Report Card: \$432,000
 - a. THEC will be working with teacher preparation programs to design a more effective report card. This will include the state-wide report card as well as institutional feedback reports related to graduates.
6. College Access Network: \$3,240,336
7. STEM Professional Development: \$6,480,000
 - a. RFPs will be issued for STEM Centers to provide professional development to K-12 teachers in STEM disciplines.
8. Tennessee Consortium on Research, Evaluation, and Development (TNCRED) (This will flow through to Vanderbilt University's National Center for Performance Incentives.): \$3,240,000

Appendix F: 2010-15 Performance Funding Quality Assurance Standards

Tennessee Higher Education Commission 2010-15 Performance Funding Quality Assurance Standards July 2010

Thirty-year History with National Recognition. The Tennessee Higher Education Commission's Performance Funding Program has been in operation for over thirty years. It is nationally recognized as a successful statewide supplemental funding incentive to encourage continuous improvement of programs and services. All public universities and community colleges have been able to "earn" additional funds (up to 5.45 percent of the institution's state funding) on the basis of quality improvement as measured by a common set of indicators. A collective \$50 million is awarded annually for evidence of improved quality in programs and services.

Benefit to Institutions. The incentive has encouraged institutions to build comprehensive evaluation systems whereby they can reliably measure student learning. Over the years, Tennessee institutions have developed a culture of continuous improvement and comfort with assessment that serves them in good stead with their institutional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools, and with specialized accreditors, such as those in engineering, business, law, medicine, nursing, and teacher preparation.

Accountability Instrument for the Master Plan. The Performance Funding Incentive Program serves as an accountability instrument for each five-year Master Plan and tracks measures THEC is statutorily required to report annually to the Tennessee General Assembly.

Quality Assurance Companion to the Funding Formula. For the 2010-15 cycle, the Performance Funding Program will also serve as the quality assurance component of the new productivity-focused higher education Funding Formula. In previous Performance Funding five-year cycles, some 60 percent of Performance Funding dollars available were awarded on the basis of productivity (student retention and graduation rates). For 2010-15, these productivity measures have been ceded to the productivity-based Funding Formula, and 100 percent of Performance Funding points are now dedicated to quality assurance. Thus, the 2010-15 Performance Funding Program reinforces the Funding Formula but does not duplicate its purpose.

Quality of Student Learning. The Performance Funding standards measure student learning and quality of programs and services against annual improvement targets. For example, institutions strive to improve student learning as evidenced in scores on national tests of general education, major fields, and licensure administered to graduating students. Institutional score averages are measured against national score averages for same-type institutions and points are awarded accordingly.

Quality of Student Support and Success. The Standards also measure quality through accreditation of programs eligible for accreditation, results of academic program reviews by teams of peer evaluators, survey evidence of student and alumni satisfaction with the quality of the institution, and employer satisfaction with the work-readiness of graduates.

Diversity and Opportunity. The 2010-15 Standards also measure institutional quality through the success of targeted subpopulations each institution seeks to attract and graduate in accord with its particular mission goals. These subpopulations expand the college-going pool and include students who are adults, low income, African-American, Hispanic, first-generation college-goers, students from underserved counties, and those entering high need fields (such as health care, science, technology, engineering, and math).

2005-10 Performance Funding Cycle	2010-15 Performance Funding Cycle
<p>Defining Features</p> <ul style="list-style-type: none"> • Served as Master Plan assessment mechanism • Capitalized on availability of national benchmarking tools (NSSE, IPEDS, CSRDE, Delaware/Kansas Cost Study) • Recognized SACS process for Quality Enhancement Plan (QEP) • Used funding formula peer set • Integrated campus strategic planning, system planning and Master Plan • Stressed transfer success • Emphasized employer feedback • Placed greater emphasis on student persistence 	<p>Defining Features</p> <ul style="list-style-type: none"> • Serves as Master Plan assessment mechanism • Serve as funding formula quality assurance piece • Retains traditional quality assurance measures to document sustained quality • Uses Carnegie peer sets • Keeps emphasis on national benchmarking • Keeps QEP as peer review and qualitative measure • Places greater emphasis on student learning and evaluation of academic programs • Continues to use faculty peer teams for assessment evaluation • Simplifies standards and makes institutional reporting easier and transparent (no pilot assessments or planning initiatives) • Relies on existing data collection systems for degree productivity
<p>■ Standard One – Student Learning & Outcomes (35% - 40%)</p> <p>A. General Education (15)</p> <p>B. Major Field Assessment (10)</p> <p>C. Accreditation and Program Review (10-15)</p> <p>■ Standard Two – Student Satisfaction – 10%</p> <p>■ Standard Three – Student Persistence – 15% (retention and graduation rates)</p> <p>■ Standard Four – State Master Plan Priorities (20% - 25%)</p> <p>A. Institutional Strategic Planning Goals (5)</p> <p>B. State Strategic Planning Goals (10)</p> <p>C. Transfer and Articulation (5 – universities only)</p> <p>D. Job Placement (10 – community colleges only)</p> <p>■ Standard Five – Assessment Outcomes (15%)</p> <p>A. Assessment Pilot (5)</p> <p>B. Assessment Implementation (10)</p>	<p>■ Standard One – Quality of Student Learning and Engagement (75%)</p> <p>A. General Education (15 points)</p> <p>B. Major Field Assessment (15 points)</p> <p>C. Academic Programs: Accreditation and Evaluation¹ (15 points community colleges and 25 points universities)</p> <p>D. Satisfaction Surveys – NSSE and CCSSE, Alumni and Employer² (10 points)</p> <p>E. Job Placement (10 points community colleges only)</p> <p>F. Assessment Implementation – QEP and SLI (10 points)</p> <p>¹ Institutions will have the flexibility to review programs on a five to seven-year cycle in accord with specialized accrediting agencies' length of award.</p> <p>² Alumni and Employer Satisfaction Projects will focus on surveying and/or interviewing the specified group. In the fifth year a summary report for all surveys and projects is required.</p> <p>■ Standard Two – Quality of Student Access and Student Success (25%)</p> <p>Subpopulations: ¹Adult, ² Low-income, ³ African American, ⁴ Hispanic, ⁵ Males, ⁶ High Need Geographical Area, ⁷ STEM, ⁸ Health, ⁹ High Need ¹⁰ Institutional Selection ¹¹CC Transfers with 24 SCH to Universities ¹² AA/AS/AST Transfers and ¹³ TN Community College</p> <p><i>* Institutions will select 5 subpopulations that are important to their mission and service area.</i></p>

2010-15 Performance Funding Cycle

■ Standard Two – Quality of Student Access and Student Success (25%)

Student success is defined as credential completion (*certificates, Associate and Bachelor's degrees*) which is the unifying goal of the Public Agenda, the Outcomes-based formula and the Performance Funding incentive program.

Institutions will select 5 of the 13 student sub-populations to focus on student success.	Evaluation: Rolling average (rates of previous 3 years) compared with current year	Each sub-population valued at 5 points each for a total of 25 maximum points.
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Sub-population	Definition	Data Source
1. Adult	Year of Birth Field: Age 25 and over at time degree was earned	Annual Report of Graduates
2. Low Income	Pell Eligible	Annual Report of Graduates linked with TSAC FAFSA data
3. African American	Ethnicity field: African American	Annual Report of Graduates
4. Hispanic	Ethnicity field: Hispanic	Annual Report of Graduates
5. Males	Gender field: Male	Annual Report of Graduates
6. High Need Geographical Area	County of Permanent Residence Field	Annual Report of Graduates and Educational Needs Index http://educationalneedsindex.com/ to support geographical focus
7. Science, Technology, Engineering and Mathematics (STEM)	Student Major Field -- STEM Disciplines	Annual Report of Graduates
	-- CIP Code 01 Agriculture	
	-- CIP Code 03 Natural Resources	
	-- CIP Code 11 Computer and Information Sciences	
	-- CIP Code 14 Engineering	
	-- CIP Code 15 Engineering Technologies	
	-- CIP Code 26 Biological and Biomedical Sciences	
	-- CIP Code 27 Mathematics and Statistics	
8. Health	Student Major Field -- Health Discipline	Annual Report of Graduates
	-- CIP Code 32 Health Professions	
9. High-Need Fields	Programs identified as high need from the Supply/Demand Study	Annual Report of Graduates
10. Institutional Selection	Sub-population to be defined by institution but no duplication of other sub-populations	Annual Report of Graduates and Institutional Data
11. CC Transfers with 24 SCH to Universities *	Student transfers with 24+ SCH	Enrollment Report
12. AA/AS/AST Transfers *	Community college graduates (AA/AS/AST) who enroll at a university the following fall term	Match Report of Graduates for Community Colleges with University Enrollment Report
13. TN Community Graduates who complete Bachelor's Degree **	Bachelor's graduates who previously earned associate degree	Match Report of Graduates for Universities with previous Graduate Reports for Community Colleges
* Community college sub-population only		
** University sub-population only		

Appendix G: Outcomes-Based Funding Formula Summary

2010-11 Outcomes Formula Model

Outcomes (2006-07 to 2008-09 Data)	APSU	UTM	TTU	UTC	MTSU	ETSU	TSU	UM	UTK
Students Accumulating 24 hrs*	1,776	1,489	1,650	1,862	4,065	2,136	1,428	2,854	4,477
Students Accumulating 48 hrs*	1,536	1,200	1,502	1,416	3,913	1,896	1,206	2,701	4,671
Students Accumulating 72 hrs*	1,454	1,179	1,577	1,409	4,071	1,990	1,255	2,758	4,673
Bachelors and Associates*	1,259	991	1,442	1,210	3,658	1,756	1,103	2,495	3,742
Masters/Ed Specialist Degrees	234	142	731	394	693	538	414	875	1,534
Doctoral / Law Degrees	0	0	21	38	19	66	52	237	403
Research and Service	951,511	4,797,473	9,341,101	10,224,305	28,365,644	21,266,792	28,686,081	39,043,610	118,768,446
Transfers Out with 12 hrs	219	307	370	475	791	385	227	424	794
Degrees per 100 FTE	17.6	16.1	17.8	14.9	18.9	16.9	15.8	16.3	16.6
Six-Year Graduation Rate	36	52	51	50	50	46	41	41	64

**Premium of 40% added for Adults and Low-Income Students*

Weights Based on Institutional Mission	APSU	UTM	TTU	UTC	MTSU	ETSU	TSU	UM	UTK
Students Accumulating 24 hrs	3%	3%	3%	3%	3%	3%	3%	2%	2%
Students Accumulating 48 hrs	5%	5%	5%	5%	5%	5%	5%	3%	3%
Students Accumulating 72 hrs	7%	7%	7%	7%	7%	7%	7%	5%	5%
Bachelors and Associates	30%	30%	25%	25%	25%	25%	25%	25%	15%
Masters/Ed Specialist Degrees	15%	15%	15%	15%	15%	15%	15%	15%	15%
Doctoral / Law Degrees	0%	0%	5%	5%	5%	8%	8%	10%	10%
Research and Service	10%	10%	10%	10%	10%	13%	13%	13%	15%
Transfers Out with 12 hrs	10%	10%	10%	10%	10%	5%	5%	5%	5%
Degrees per 100 FTE	15%	15%	10%	10%	10%	10%	10%	10%	10%
Six-Year Graduation Rate	5%	5%	10%	10%	10%	10%	10%	13%	20%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	85,910,400	72,302,400	118,213,400	99,566,000	215,428,400	137,476,000	105,876,600	252,801,600	480,549,800
Old Model Calculation	78,195,000	70,994,000	106,785,000	104,335,000	227,255,000	143,316,000	107,397,000	267,115,000	465,000,000
% Comparison	1.10	1.02	1.11	0.95	0.95	0.96	0.99	0.95	1.03

2010-11 Outcomes Formula Model

Outcomes (2006-07 to 2008-09 Data)	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville
Students Accumulating 12 hrs*	3,645	1,440	2,089	1,250	2,177	2,068	2,954
Students Accumulating 24 hrs*	2,247	920	1,458	755	1,167	1,315	2,077
Students Accumulating 36 hrs*	1,725	724	1,113	571	929	991	1,674
Dual Enrollment	966	393	528	446	371	528	478
Associates*	654	273	494	205	450	424	519
Certificates*	102	62	38	20	30	3	116
Job Placements	407	149	202	95	232	74	308
Remedial & Developmental Success	2,593	892	1,431	960	1,367	1,393	2,657
Transfers Out with 12 hrs	485	223	469	240	299	452	610
Workforce Training (Contact Hours)	6,620	213	44,623	8,251	24,659	1,679	74,750
Awards per 100 FTE	14.71	16.09	17.63	13.22	16.87	15.66	15.29

**Premium of 40% added for Adults and Low-Income Students*

Weights	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville
Students Accumulating 12 hrs	6.0%	6.0%	4.0%	6.0%	6.0%	6.0%	4.0%
Students Accumulating 24 hrs	7.0%	7.0%	5.0%	7.0%	7.0%	7.0%	5.0%
Students Accumulating 36 hrs	7.0%	7.0%	6.0%	7.0%	7.0%	7.0%	6.0%
Dual Enrollment	5.0%	10.0%	10.0%	5.0%	5.0%	5.0%	5.0%
Associates	5.0%	15.0%	10.0%	10.0%	20.0%	10.0%	20.0%
Certificates	10.0%	10.0%	5.0%	10.0%	10.0%	5.0%	20.0%
Job Placements	20.0%	5.0%	5.0%	10.0%	5.0%	10.0%	10.0%
Remedial & Developmental Success	10.0%	20.0%	10.0%	20.0%	15.0%	10.0%	10.0%
Transfers Out with 12 hrs	15.0%	10.0%	20.0%	15.0%	10.0%	20.0%	10.0%
Workforce Training (Contact Hours)	10.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
Awards per 100 FTE	5.0%	5.0%	20.0%	5.0%	10.0%	15.0%	5.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	45,897,000	19,932,800	28,972,100	16,669,100	27,797,700	24,773,900	38,325,500
Old Model Calculation	48,515,000	20,176,000	27,388,000	16,520,000	25,985,000	25,279,000	35,668,000
% Comparison	0.95	0.99	1.06	1.01	1.07	0.98	1.07

Outcomes (2006-07 to 2008-09 Data)	Northeast	Pellissippi	Roane	Southwest	Volunteer	Walters	All CC
Students Accumulating 12 hrs*	2,301	4,055	2,217	5,348	3,387	2,560	35,488
Students Accumulating 24 hrs*	1,669	2,579	1,535	4,027	1,930	1,706	23,387
Students Accumulating 36 hrs*	1,302	2,034	1,256	2,816	1,511	1,374	18,018
Dual Enrollment	355	695	601	216	1,323	863	7,763
Associates*	569	652	636	696	623	592	6,787
Certificates*	155	21	85	403	240	273	1,548
Job Placements	246	178	400	524	339	488	3,642
Remedial & Developmental Success	1,668	2,105	1,494	5,065	2,272	1,688	25,585
Transfers Out with 12 hrs	440	751	481	804	628	448	6,329
Workforce Training (Contact Hours)	6,696	23,141	74,440	61,010	51,351	18,784	396,220
Awards per 100 FTE	20.90	12.42	19.19	15.48	18.93	21.96	218.36

**Premium of 40% added for Adults and Low-Income Students*

Weights	Northeast	Pellissippi	Roane	Southwest	Volunteer	Walters	CC Avg
Students Accumulating 12 hrs	4.0%	6.0%	2.0%	4.0%	2.0%	4.0%	4.6%
Students Accumulating 24 hrs	5.0%	7.0%	3.0%	5.0%	3.0%	5.0%	5.6%
Students Accumulating 36 hrs	6.0%	7.0%	5.0%	6.0%	5.0%	6.0%	6.3%
Dual Enrollment	5.0%	10.0%	10.0%	5.0%	10.0%	10.0%	7.3%
Associates	20.0%	20.0%	20.0%	10.0%	20.0%	20.0%	15.4%
Certificates	20.0%	5.0%	20.0%	20.0%	20.0%	20.0%	13.5%
Job Placements	10.0%	10.0%	15.0%	10.0%	5.0%	5.0%	9.2%
Remedial & Developmental Success	5.0%	5.0%	5.0%	20.0%	10.0%	10.0%	11.5%
Transfers Out with 12 hrs	10.0%	15.0%	10.0%	5.0%	15.0%	10.0%	12.7%
Workforce Training (Contact Hours)	5.0%	10.0%	5.0%	5.0%	5.0%	5.0%	5.8%
Awards per 100 FTE	10.0%	5.0%	5.0%	10.0%	5.0%	5.0%	8.1%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	30,531,800	46,433,800	37,219,800	66,920,600	36,155,300	38,718,300	458,347,700
Old Model Calculation	31,610,000	48,839,000	35,577,000	67,816,000	37,815,000	38,793,000	459,981,000
% Comparison	0.97	0.95	1.05	0.99	0.96	1.00	1.00

**Outcomes Based Formula Model Universities
Data Definitions and Sources**

Data	Definition	Data Source
Students Accumulating 24 hrs	Number of students who pass the 24 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 48 hrs	Number of students who pass the 48 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 72 hrs	Number of students who pass the 72 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Bachelor's and Associate's	Number of bachelor's and associate's degrees conferred during the prior academic year.	THEC Student Information Systems
Master's/Ed Specialist Degrees	Number of master's and education specialist degrees conferred during the prior academic year.	THEC Student Information Systems
Doctoral / Law Degrees	Number of doctoral and law degrees conferred during the prior academic year.	THEC Student Information Systems
Research and Service	Funding for sponsored programs in the prior academic year	Reported by system
Transfers Out with 12 hrs	The number of students who transferred out to any public, private or out-of-state institution in the prior academic year who had accumulated at least 12 student credit hours from the transferring institution.	THEC Student Information Systems, TICUA and Clearinghouse
Degrees per 100 FTE	Number of associate's and bachelor's degrees conferred during the prior academic year (all semesters) divided by 100 year round end-of-term undergraduate FTE generated during the previous year.	THEC Student Information Systems
Six-Year Graduation Rate	For 2010-11 simulation: Fall 2003 first-time, full-time freshman and summer first-time freshman who continued in fall 2003, matched to graduates through 2008-09.	THEC Student Information Systems
Sub-populations		
Adults	Students 25 years or older at time outcome is achieved	THEC Student Information Systems
Low-Income	Pell eligible students at any time during their college career	THEC Student Information Systems
Other		
M&O	Maintenance and operations. Dollar rate per E&G square foot. Same as old formula.	Reported by system
Utilities	Dollar rate per E&G square foot. Same as old formula.	Reported by system
Equipment Replacement	Ten percent of current equipment inventory. Same as old formula.	Reported by system
SREB Avg Salary	Average faculty salary of similar Carnegie institutions in the SREB	Southern Regional Education Board

**Outcomes Based Formula Model Community Colleges
Data Definitions and Sources**

Data	Definition	Data Source
Students Accumulating 12 hrs	Number of students who pass the 12 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 24 hrs	Number of students who pass the 24 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 36 hrs	Number of students who pass the 36 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Dual Enrollment	Number of students participating in the Dual Enrollment program.	THEC Student Information Systems
Associates	Number of associate's degrees conferred during the prior academic year.	THEC Student Information Systems
Certificates	Number of certificates granted during the prior academic year.	THEC Student Information Systems
Job Placements	The number of graduates, who were eligible for placement in a job related to the field in which they received their degree, who were placed during the prior academic year. This is the same definition as currently used in Performance Funding.	THEC Student Information Systems
Remedial & Developmental Success	Number of students who took any remedial or developmental course or instruction who then successfully completed college level courses within three years.	THEC Student Information Systems
Transfers Out with 12 hrs	The number of students who transferred out to any public, private or out-of-state institution in the prior academic year who had accumulated at least 12 student credit hours from the transferring institution.	THEC Student Information Systems
Workforce Training (Contact Hours)	The total number of contact hours from the prior academic year.	Reported by system
Awards per 100 FTE	Number of associate's degrees and certificates conferred during the prior academic year (all semesters) divided by 100 year round end-of-term FTE generated during the previous year.	THEC Student Information Systems
Sub-populations		
Adults	Students 25 years or older at time outcome is achieved	THEC Student Information Systems
Low-Income	Pell eligible students at any time during their college career	THEC Student Information Systems
Other		
M&O	Maintenance and operations. Dollar rate per E&G square foot. Same as old formula.	Reported by system
Utilities	Dollar rate per E&G square foot. Same as old formula.	Reported by system
Equipment Replacement	Ten percent of current equipment inventory. Same as old formula.	Reported by system
SREB Avg Salary	Average SREB faculty salary	Southern Regional Education Board

Appendix H: Final Report and Recommendations of the Adult Strategies Group

The full report can be retrieved from: www.tn.gov/moa/documents/MOA-TN%20Adult%20Strategies%20Group-%20Final%20Report.pdf

Making Opportunity Affordable-Tennessee Adult Strategies Group **Final Report and Recommendations** **Executive Summary**

In 2008, Tennessee was one of 11 states awarded a one-year planning grant from Lumina Foundation for Education with the charge of increasing productivity defined as the number of certificates and degrees produced with available resources. As part of the planning grant, the National Center for Higher Education Management Systems conducted a policy audit to identify areas in which policies are not aligned to promote productivity. The policy audit highlighted adult students as an area of high need.

To address these concerns, higher education officials from across the state with expertise in adult learners were convened. The MOA-TN Adult Strategies Group was charged to create a comprehensive statewide policy for adult students. The group identified obstacles for adult students, administrators, and the state; reviewed data on adult students; discussed best practices from across the Southern region; and recommended policies to improve enrollment, retention, and graduation rates of adult learners.

Obstacles for adult learners include finances, extended time to completion, lack of awareness of the need for a college degree or necessary steps in enrolling, type and availability of student services, availability of prior learning assessment, and the lack of value of the adult learner on college campuses.

The policy recommendations consist largely of removing obstacles that hinder accelerated courses, prior learning assessment, and financial aid in addition to creating an Adult Degree Completion Program and providing adult student specific advising and student services.

The next steps are for systems and institutions to implement the recommended policy and program changes and to continue to measure progress and make improvements in serving adult learners.

Appendix I: Supply-Demand Study by UTK Center for Business and Economic Research

When completed, the full report can be retrieved from: www.tn.gov/moa/moa_reports.shtml

Labor Market Supply and Demand Study

Through Tennessee's Lumina-funded Making Opportunity Affordable grant, the University of Tennessee Knoxville Center for Business and Economic Research (CBER) produced a state Labor Market Supply and Demand Study as a companion to the Public Agenda for Tennessee higher education. The study provides supply and demand projections from 2008 to 2018 by discipline and degree level. This analysis fills a significant gap in currently available information by aligning occupational demand from the workforce to specific higher education programs.

The data on the supply of Tennessee higher education graduates from THEC and the Integrated Postsecondary Education Data System (IPEDS) was matched to the past and projected demand of the Tennessee workforce provided by the Tennessee Department of Labor and Workforce Development as well as CBER. Matching was completed through a crosswalk of Standard Occupational Classification (SOC) codes to Classification of Instructional Program (CIP) or major codes. The minimum education level required for each occupation was matched to the degree level produced.

The results of this study are forthcoming.

Appendix J: Public Agenda Annual Progress Report

Tennessee 2010-2015 Master Plan for Public Higher Education: Score Card
Tennessee Higher Education Commission

The Big Goal: Tennessee Educational Attainment All Sectors Public and Private Associates and Above	Baseline	2015	2020	2025			
	32.6%	36.8%	42.9%	49.0%			
Public Higher Education Statewide 2010-15 GOAL: Increase the number of annual public Tennessee undergraduate degrees to 31,229 by 2015.							
STRATEGIES	2008-09 Baseline	2010	2011	2012	2013	2014	2015*
Student Success							
Total undergraduate degrees (associates & bachelors awarded)	25,405						31,229
Community College Certificates	1,591						
Associate (258 associates are from TBR universities)	7,030						
Baccalaureate – TBR universities	11,894						
Baccalaureate - UT	6,481						
Technology Center Completers	6,762						
Total graduate degrees awarded	6,768						
Master's	5,544						
Specialist	456						
Doctoral (excluding medicine, pharmacy, law, dentistry, veterinary medicine)	768						
Six-Year Grad Rates							
Community Colleges	31%						
4 Year Universities	52%						
Efficiency							
Completers per 100 FTE							
TTC	55.8						
Community College	11.3						
4 Year Undergraduate	18.9						
4 Year Graduate	44.8						
Quality							
Performance Funding Standard One (collective [all institutions] average score for all qualitative measures)	90	See footnote**					100
Complete College Tennessee Act of 2010 -- specific sections -- process milestones							
Outcomes based formula/side-by-side formula		12/1/2010					
Community College budgets determined by TBR					6/30/2013		
University track (41-hour core; 19-hour pathways)			Fall 2011				
Common course numbering in community colleges							
Designated not-for-transfer courses							
Dual Admission		7/1/2010					
Remedial/Developmental courses not taught by universities				7/1/2012			
Community College System				7/1/2012			
Research enhancement – UTK							
Research consortium – UoM							

*Currently, 24.5 percent of Tennessee adults have a bachelors degree or higher compared to the national average of 29.5 percent, while 31.3 percent of Tennesseans have an associates or higher compared to the national average of 37.9 percent. In order to reach the projected national average in degree attainment by 2025, Tennessee needs to increase the annual production of associates and bachelors degrees by 3.5% per year. The 2015 projection applies the 3.5% annual increase to the 2008-09 baseline data. See the THEC Student Flow Model for further details at: www.tn.gov/moa/moa_reports.shtml

**2010 begins new Performance Funding cycle with different scoring mechanism

***Law FTE still must be removed from FTE count

DATE: July 29, 2010**SUBJECT:** Outcomes-Based Funding Formula**ACTION RECOMMENDED:** Approval

The Complete College Tennessee Act states that the Commission is to develop policies and formulae or guidelines for fair and equitable distribution and use of public funds among the state's institutions of higher learning that are consistent with and further the goals of the statewide policy agenda. It also requires that:

- The policies and formulae or guidelines shall result in an outcomes based model;
- The model shall emphasize outcomes across a range of variables that shall be weighted to reinforce each institution's mission and provide incentives for productivity improvements consistent with the state's higher education master plan.

Previously, THEC utilized an enrollment-based model, where as much as 60 percent of the calculation was dependent on fall full-time equivalent (FTE) student enrollment. The outcomes-based model incorporates data on broad institutional activities including but not limited to student progression, undergraduate and graduate degree production, student transfer and research at universities. At community colleges, the outcomes include student progression, certificate and associate awards, student transfer and job placement. The new model rewards institutions for the production of these outcomes that furthers the productivity goals of the state Master Plan. As well, a major design component of the new model is the incorporation of institutional specific weighting factors that reflect both the priority of that outcome at a particular institution and the institution's Basic Carnegie Classification. This weighting system allows the outcomes model to properly account for the role of various activities within a specific institutional mission.

Unlike Performance Funding, the outcomes based formula does not have annual targets or benchmarks. Therefore, it is not punitive for failure to achieve a predetermined goal. A key design feature of the outcomes-based model is the inclusion of a significant premium for student progression and degree production from low income and adult students. This feature reflects the statewide priority for these types of students and provides institutions with a strong incentive to recruit, retain and graduate them.

Per the CCTA, THEC will utilize the new model for the 2011-12 budget cycle and will begin phasing out the hold harmless provision over the next four years, which will result in each institution being funded at the same percentage of the outcomes-based formula recommendation.

2010-11 Outcomes Formula Model

Outcomes (2006-07 to 2008-09 Data)	APSU	UTM	TTU	UTC	MTSU	ETSU	TSU	UM	UTK
Students Accumulating 24 hrs*	1,776	1,489	1,650	1,862	4,065	2,136	1,428	2,854	4,477
Students Accumulating 48 hrs*	1,536	1,200	1,502	1,416	3,913	1,896	1,206	2,701	4,671
Students Accumulating 72 hrs*	1,454	1,179	1,577	1,409	4,071	1,990	1,255	2,758	4,673
Bachelors and Associates*	1,259	991	1,442	1,210	3,658	1,756	1,103	2,495	3,742
Masters/Ed Specialist Degrees	234	142	731	394	693	538	414	875	1,534
Doctoral / Law Degrees	0	0	21	38	19	66	52	237	403
Research and Service	951,511	4,797,473	9,341,101	10,224,305	28,365,644	21,266,792	28,686,081	39,043,610	118,768,446
Transfers Out with 12 hrs	219	307	370	475	791	385	227	424	794
Degrees per 100 FTE	17.6	16.1	17.8	14.9	18.9	16.9	15.8	16.3	16.6
Six-Year Graduation Rate	36	52	51	50	50	46	41	41	64

*Premium of 40% added for Adults and Low-Income Students

Weights Based on Institutional Mission	APSU	UTM	TTU	UTC	MTSU	ETSU	TSU	UM	UTK
Students Accumulating 24 hrs	3%	3%	3%	3%	3%	3%	3%	2%	2%
Students Accumulating 48 hrs	5%	5%	5%	5%	5%	5%	5%	3%	3%
Students Accumulating 72 hrs	7%	7%	7%	7%	7%	7%	7%	5%	5%
Bachelors and Associates	30%	30%	25%	25%	25%	25%	25%	25%	15%
Masters/Ed Specialist Degrees	15%	15%	15%	15%	15%	15%	15%	15%	15%
Doctoral / Law Degrees	0%	0%	5%	5%	5%	8%	8%	10%	10%
Research and Service	10%	10%	10%	10%	10%	13%	13%	13%	15%
Transfers Out with 12 hrs	10%	10%	10%	10%	10%	5%	5%	5%	5%
Degrees per 100 FTE	15%	15%	10%	10%	10%	10%	10%	10%	10%
Six-Year Graduation Rate	5%	5%	10%	10%	10%	10%	10%	13%	20%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	85,910,400	72,302,400	118,213,400	99,566,000	215,428,400	137,476,000	105,876,600	252,801,600	480,549,800
Old Model Calculation	78,195,000	70,994,000	106,785,000	104,335,000	227,255,000	143,316,000	107,397,000	267,115,000	465,000,000
% Comparison	1.10	1.02	1.11	0.95	0.95	0.96	0.99	0.95	1.03

2010-11 Outcomes Formula Model

Outcomes (2006-07 to 2008-09 Data)	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville
Students Accumulating 12 hrs*	3,645	1,440	2,089	1,250	2,177	2,068	2,954
Students Accumulating 24 hrs*	2,247	920	1,458	755	1,167	1,315	2,077
Students Accumulating 36 hrs*	1,725	724	1,113	571	929	991	1,674
Dual Enrollment	966	393	528	446	371	528	478
Associates*	654	273	494	205	450	424	519
Certificates*	102	62	38	20	30	3	116
Job Placements	407	149	202	95	232	74	308
Remedial & Developmental Success	2,593	892	1,431	960	1,367	1,393	2,657
Transfers Out with 12 hrs	485	223	469	240	299	452	610
Workforce Training (Contact Hours)	6,620	213	44,623	8,251	24,659	1,679	74,750
Awards per 100 FTE	14.71	16.09	17.63	13.22	16.87	15.66	15.29

*Premium of 40% added for Adults and Low-Income Students

Weights	Chattanooga	Cleveland	Columbia	Dyersburg	Jackson	Motlow	Nashville
Students Accumulating 12 hrs	6.0%	6.0%	4.0%	6.0%	6.0%	6.0%	4.0%
Students Accumulating 24 hrs	7.0%	7.0%	5.0%	7.0%	7.0%	7.0%	5.0%
Students Accumulating 36 hrs	7.0%	7.0%	6.0%	7.0%	7.0%	7.0%	6.0%
Dual Enrollment	5.0%	10.0%	10.0%	5.0%	5.0%	5.0%	5.0%
Associates	5.0%	15.0%	10.0%	10.0%	20.0%	10.0%	20.0%
Certificates	10.0%	10.0%	5.0%	10.0%	10.0%	5.0%	20.0%
Job Placements	20.0%	5.0%	5.0%	10.0%	5.0%	10.0%	10.0%
Remedial & Developmental Success	10.0%	20.0%	10.0%	20.0%	15.0%	10.0%	10.0%
Transfers Out with 12 hrs	15.0%	10.0%	20.0%	15.0%	10.0%	20.0%	10.0%
Workforce Training (Contact Hours)	10.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
Awards per 100 FTE	5.0%	5.0%	20.0%	5.0%	10.0%	15.0%	5.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	45,897,000	19,932,800	28,972,100	16,669,100	27,797,700	24,773,900	38,325,500
Old Model Calculation	48,515,000	20,176,000	27,388,000	16,520,000	25,985,000	25,279,000	35,668,000
% Comparison	0.95	0.99	1.06	1.01	1.07	0.98	1.07

Outcomes (2006-07 to 2008-09 Data)	Northeast	Pellissippi	Roane	Southwest	Volunteer	Walters	All CC
Students Accumulating 12 hrs*	2,301	4,055	2,217	5,348	3,387	2,560	35,488
Students Accumulating 24 hrs*	1,669	2,579	1,535	4,027	1,930	1,706	23,387
Students Accumulating 36 hrs*	1,302	2,034	1,256	2,816	1,511	1,374	18,018
Dual Enrollment	355	695	601	216	1,323	863	7,763
Associates*	569	652	636	696	623	592	6,787
Certificates*	155	21	85	403	240	273	1,548
Job Placements	246	178	400	524	339	488	3,642
Remedial & Developmental Success	1,668	2,105	1,494	5,065	2,272	1,688	25,585
Transfers Out with 12 hrs	440	751	481	804	628	448	6,329
Workforce Training (Contact Hours)	6,696	23,141	74,440	61,010	51,351	18,784	396,220
Awards per 100 FTE	20.90	12.42	19.19	15.48	18.93	21.96	218.36

*Premium of 40% added for Adults and Low-Income Students

Weights	Northeast	Pellissippi	Roane	Southwest	Volunteer	Walters	CC Avg
Students Accumulating 12 hrs	4.0%	6.0%	2.0%	4.0%	2.0%	4.0%	4.6%
Students Accumulating 24 hrs	5.0%	7.0%	3.0%	5.0%	3.0%	5.0%	5.6%
Students Accumulating 36 hrs	6.0%	7.0%	5.0%	6.0%	5.0%	6.0%	6.3%
Dual Enrollment	5.0%	10.0%	10.0%	5.0%	10.0%	10.0%	7.3%
Associates	20.0%	20.0%	20.0%	10.0%	20.0%	20.0%	15.4%
Certificates	20.0%	5.0%	20.0%	20.0%	20.0%	20.0%	13.5%
Job Placements	10.0%	10.0%	15.0%	10.0%	5.0%	5.0%	9.2%
Remedial & Developmental Success	5.0%	5.0%	5.0%	20.0%	10.0%	10.0%	11.5%
Transfers Out with 12 hrs	10.0%	15.0%	10.0%	5.0%	15.0%	10.0%	12.7%
Workforce Training (Contact Hours)	5.0%	10.0%	5.0%	5.0%	5.0%	5.0%	5.8%
Awards per 100 FTE	10.0%	5.0%	5.0%	10.0%	5.0%	5.0%	8.1%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Outcomes Model Estimation	30,531,800	46,433,800	37,219,800	66,920,600	36,155,300	38,718,300	458,347,700
Old Model Calculation	31,610,000	48,839,000	35,577,000	67,816,000	37,815,000	38,793,000	459,981,000
% Comparison	0.97	0.95	1.05	0.99	0.96	1.00	1.00

**Outcomes Based Formula Model Universities
Data Definitions and Sources**

Data	Definition	Data Source
Students Accumulating 24 hrs	Number of students who pass the 24 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 48 hrs	Number of students who pass the 48 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 72 hrs	Number of students who pass the 72 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Bachelor's and Associate's	Number of bachelor's and associate's degrees conferred during the prior academic year.	THEC Student Information Systems
Master's/Ed Specialist Degrees	Number of master's and education specialist degrees conferred during the prior academic year.	THEC Student Information Systems
Doctoral / Law Degrees	Number of doctoral and law degrees conferred during the prior academic year.	THEC Student Information Systems
Research and Service	Funding for sponsored programs in the prior academic year	Reported by system
Transfers Out with 12 hrs	The number of students who transferred out to any public, private or out-of-state institution in the prior academic year who had accumulated at least 12 student credit hours from the transferring institution.	THEC Student Information Systems, TICUA and Clearinghouse
Degrees per 100 FTE	Number of associate's and bachelor's degrees conferred during the prior academic year (all semesters) divided by 100 year round end-of-term undergraduate FTE generated during the previous year.	THEC Student Information Systems
Six-Year Graduation Rate	For 2010-11 simulation: Fall 2003 first-time, full-time freshman and summer first-time freshman who continued in fall 2003, matched to graduates through 2008-09.	THEC Student Information Systems
Sub-populations		
Adults	Students 25 years or older at time outcome is achieved	THEC Student Information Systems
Low-Income	Pell eligible students at any time during their college career	THEC Student Information Systems
Other		
M&O	Maintenance and operations. Dollar rate per E&G square foot. Same as old formula.	Reported by system
Utilities	Dollar rate per E&G square foot. Same as old formula.	Reported by system
Equipment Replacement	Ten percent of current equipment inventory. Same as old formula.	Reported by system
SREB Avg Salary	Average faculty salary of similar Carnegie institutions in the SREB	Southern Regional Education Board

**Outcomes Based Formula Model Community Colleges
Data Definitions and Sources**

Data	Definition	Data Source
Students Accumulating 12 hrs	Number of students who pass the 12 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 24 hrs	Number of students who pass the 24 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Students Accumulating 36 hrs	Number of students who pass the 36 cumulative student credit hour benchmark during the prior academic year.	THEC Student Information Systems
Dual Enrollment	Number of students participating in the Dual Enrollment program.	THEC Student Information Systems
Associates	Number of associate's degrees conferred during the prior academic year.	THEC Student Information Systems
Certificates	Number of certificates granted during the prior academic year.	THEC Student Information Systems
Job Placements	The number of graduates, who were eligible for placement in a job related to the field in which they received their degree, who were placed during the prior academic year. This is the same definition as currently used in Performance Funding.	THEC Student Information Systems
Remedial & Developmental Success	Number of students who took any remedial or developmental course or instruction who then successfully completed college level courses within three years.	THEC Student Information Systems
Transfers Out with 12 hrs	The number of students who transferred out to any public, private or out-of-state institution in the prior academic year who had accumulated at least 12 student credit hours from the transferring institution.	THEC Student Information Systems
Workforce Training (Contact Hours)	The total number of contact hours from the prior academic year.	Reported by system
Awards per 100 FTE	Number of associate's degrees and certificates conferred during the prior academic year (all semesters) divided by 100 year round end-of-term FTE generated during the previous year.	THEC Student Information Systems
Sub-populations		
Adults	Students 25 years or older at time outcome is achieved	THEC Student Information Systems
Low-Income	Pell eligible students at any time during their college career	THEC Student Information Systems
Other		
M&O	Maintenance and operations. Dollar rate per E&G square foot. Same as old formula.	Reported by system
Utilities	Dollar rate per E&G square foot. Same as old formula.	Reported by system
Equipment Replacement	Ten percent of current equipment inventory. Same as old formula.	Reported by system
SREB Avg Salary	Average SREB faculty salary	Southern Regional Education Board

DATE: July 29, 2010

SUBJECT: 2010-15 Performance Funding Program: Quality Assurance

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Tennessee Higher Education Commission’s Performance Funding Program has been in operation for over thirty years. It is nationally recognized as a successful statewide supplemental funding incentive to encourage continuous improvement of programs and services. All public universities and community colleges have been able to “earn” additional funds (up to 5.45 percent of the institution’s state funding) on the basis of quality improvement as measured by a common set of indicators.

The incentive has encouraged institutions to build comprehensive evaluation systems whereby they can reliably measure student learning. Over the years, Tennessee institutions have developed a culture of continuous improvement and comfort with assessment that serves them in good stead with their institutional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools, and with specialized accreditors, such as those in engineering, business, law, medicine, nursing, and teacher preparation.

The 2010-15 Performance Funding standards reflect the professional judgment of the Advisory Committee with representation from institutions and University of Tennessee and Tennessee Board of Regents system staff. The Scoring Sub-Committee has been responsible for developing metrics and scoring mechanisms and providing operational strategies in the development of the 2010-15 standards. The Commission staff expresses appreciation for the contributions of both committees.

2010-15 Performance Funding Program: Quality Assurance

Accountability Instrument for the Master Plan. The Performance Funding Incentive Program serves an accountability instrument for each five-year Master Plan and tracks measures THEC is statutorily required to report annually to the Tennessee General Assembly.

Quality Assurance Companion to the Funding Formula. For the 2010-15 cycle, the Performance Funding Program will also serve as the quality assurance component of the new productivity-focused higher education Funding Formula. In previous Performance Funding five-year cycles, some 60 percent of Performance Funding dollars available were awarded on the basis of productivity (student retention and graduation rates). For 2010-15, these productivity measures have been ceded to the productivity-based Funding Formula, and 100 percent of Performance Funding points are now dedicated to quality assurance. Thus, the 2010-15 Performance Funding Program reinforces the Funding Formula but does not duplicate its purpose.

Quality of Student Learning. The Performance Funding standards measure student learning and quality of programs and services against annual improvement targets. For example, institutions strive to improve student learning as evidenced in scores on national tests of general education, major fields, and licensure administered to graduating students. Institutional score averages are measured against national score averages for same-type institutions and points are awarded accordingly.

Quality of Student Support and Success. The Standards also measure quality through accreditation of programs eligible for accreditation, results of academic program reviews by teams of peer evaluators, survey evidence of student and alumni satisfaction with the quality of the institution, and employer satisfaction with the work-readiness of graduates.

Diversity and Opportunity. The 2010-15 Standards also measure institutional quality through the success of targeted subpopulations each institution seeks to attract and graduate in accord with its particular mission goals. These subpopulations expand the college-going pool and include students who are adults, low income, African-American, Hispanic, first-generation college-goers, students from underserved counties, and those entering high need fields (such as health care, science, technology, engineering, and math).

2005-10 Performance Funding Cycle	2010-15 Performance Funding Cycle
<p>Defining Features</p> <ul style="list-style-type: none"> • Served as Master Plan assessment mechanism • Capitalized on availability of national benchmarking tools (NSSE, IPEDS, CSRDE, Delaware/Kansas Cost Study) • Recognized SACS process for Quality Enhancement Plan (QEP) • Used new institutional formula peer set • Integrated campus strategic planning, system planning and Master Plan • Stressed transfer success • Emphasized employer feedback • Placed greater emphasis on student persistence 	<p>Defining Features</p> <ul style="list-style-type: none"> • Serves as Master Plan assessment mechanism • Serve as funding formula quality assurance piece • Retains traditional quality assurance measures to document sustained quality • Keeps emphasis on national benchmarking • Keeps QEP as peer review and qualitative measure • Places greater emphasis on student learning and evaluation of academic programs • Continues to use faculty peer teams for assessment evaluation • Simplifies standards and makes institutional reporting easier and transparent (no pilot assessments or planning initiatives) • Relies on existing data collection systems for degree productivity
<p>■ Standard One Student Learning & Outcomes (35% - 40%) A. General Education (15) B. Major Field Assessment (10) C. Accreditation and Program Review (10-15)</p> <p>■ Standard Two Student Satisfaction – 10%</p> <p>■ Standard Three Student Persistence – 15% (retention and graduation rates)</p> <p>■ Standard Four State Master Plan Priorities (20% - 25%) A. Institutional Strategic Planning Goals (5) B. State Strategic Planning Goals (10) C. Transfer and Articulation (5 – universities only) D. Job Placement (10 – community colleges only)</p> <p>■ Standard Five Assessment Outcomes (15%) A. Assessment Pilot (5) B. Assessment Implementation (10)</p>	<p>■ Standard One – Quality of Student Learning and Engagement (75%) A. General Education (15 points) B. Major Field Assessment (15 points) C. Academic Programs: Accreditation and Evaluation ¹ (15 points community colleges and 25 points universities) D. Satisfaction Surveys – NSSE and CCSSE, Alumni and Employer² (10 points) E. Job Placement (10 points community colleges only) F. Assessment Implementation – QEP and SLI (10 points)</p> <p>¹ Institutions will have the flexibility to review programs on a five to seven-year cycle in accord with specialized accrediting agencies' length of award. ² Alumni and Employer Satisfaction Projects will focus on surveying and/or interviewing the specified group. In the fifth year a summary report for all surveys and projects is required.</p> <p>■ Standard Two – Quality of Student Access and Student Success (25%) Subpopulations: ¹Adult, ² Low-income, ³ African American, ⁴ Hispanic, ⁵ Males, ⁶ High Need Geographical Area, ⁷ STEM, ⁸ Health, ⁹ High Need ¹⁰ Institutional Selection ¹¹CC Transfers with 24 SCH to Universities ¹² AA/AS/AST Transfers and ¹³ TN Community College Graduates who Complete Bachelor's degrees</p> <p><i>* Institutions will select 5 subpopulations that are important to their mission and service area.</i></p>

2010-15 Performance Funding Cycle

■ Standard Two – Quality of Student Access and Student Success (25%)

Student success is defined as credential completion (*certificates, Associate and Bachelor's degrees*) which is the unifying goal of the Public Agenda, the Outcomes-based formula and the Performance Funding incentive program.

Institutions will select 6 of the 13 student sub-populations to focus on student success.	Evaluation: Rolling average (rates of previous 3 years) compared with current year	Each sub-population valued at 5 points each for a total of 25 maximum points.
Sub-population	Definition	Data Source
1. Adult	Year of Birth Field: Age 25 and over at time degree was earned	Annual Report of Graduates
2. Low Income	Pell Eligible	Annual Report of Graduates linked with TSAC FAFSA data
3. African American	Ethnicity field: African American	Annual Report of Graduates
4. Hispanic	Ethnicity field: Hispanic	Annual Report of Graduates
5. Males	Gender field: Male	Annual Report of Graduates
6. High Need Geographical Area	County of Permanent Residence Field	Annual Report of Graduates and Educational Needs Index http://educationalneedsindex.com/ to support geographical focus
7. Science, Technology, Engineering and Mathematics (STEM)	Student Major Field -- STEM Disciplines	Annual Report of Graduates
	-- CIP Code 01 Agriculture	
	-- CIP Code 03 Natural Resources	
	-- CIP Code 11 Computer and Information Sciences	
	-- CIP Code 14 Engineering	
	-- CIP Code 15 Engineering Technologies	
	-- CIP Code 26 Biological and Biomedical Sciences	
8. Health	Student Major Field -- Health Discipline	Annual Report of Graduates
	-- CIP Code 32 Health Professions	
9. High-Need Fields	Programs identified as high need from the Supply/Demand Study	Annual Report of Graduates
10. Institutional Selection	Sub-population to be defined by institution but no duplication of other sub-populations	Annual Report of Graduates and Institutional Data
11. CC Transfers with 24 SCH to Universities *	Student transfers with 24+ SCH	Enrollment Report
12. AA/AS/AST Transfers *	Community college graduates (AA/AS/AST) who enroll at a university the following fall term	Match Report of Graduates for Community Colleges with University Enrollment Report
13. TN Community Graduates who complete Bachelor's Degree **	Bachelor's graduates who previously earned associate degree	Match Report of Graduates for Universities with previous Graduate Reports for Community Colleges
* Community college subpopulation only		
** University sub-population only		

DATE: July 29, 2010

SUBJECT: Temporary Authorization of New Institutions under the Postsecondary Authorization Act

ACTION RECOMMENDED: Temporary Authorization

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization to operate an educational institution in the state. For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured. The Committee on Postsecondary Educational Institutions met on July 8, 2010 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. Genesis Career College of Allied Health Nashville, TN

Genesis Career College of Allied Health is located at 911 Church Street, Nashville, TN 37203. The institution is a for-profit corporation.

The institution will offer four new programs:

1. **The Diploma in Medical Assistant Program** is designed to offer students the knowledge and skill development needed to provide patient care and physician support. Students will be trained to perform such tasks as patient history, vitals signs, patient examination preparation, minor surgeries, medicine administration, and basic laboratory procedures. Additionally, students will be trained in front office management, including scheduling appointments, managing medical records, and processing health insurance claims. Also, courses will be offered in career development, medical terminology, anatomy and physiology, and medical law and ethics. Graduates will be eligible to sit for the National Center for Competency Testing’s National Certified Medical Assistant examination.

Program:	Medical Assistant
Credential Awarded:	Diploma
Length of Program:	720 contact hours (9 months)

2. **The Diploma in Medical Billing and Coding Specialist Program** is designed to offer students the training needed to analyze medical records and assign the proper codes using the coding and classification system. Training will include Common Procedures Terminology (CPT) and International Classification of Diseases, 9th and 10th editions (ICD-9 and ICD-10) coding. Additionally, courses will be offered in career development, medical terminology, anatomy and physiology, and

medical law and ethics. Graduates will be eligible to take the following certification examinations: National Center for Competency Testing's National Certified Insurance and Coding Specialist, American Academy of Professional Coders's Certified Coding Assistant, and American Academy of Professional Coders's Certified Coding Specialist.

Program: **Medical Billing and Coding Specialist**
Credential Awarded: **Diploma**
Length of Program: **960 contact hours (12 months)**

- 3. The Diploma in Medical Office Administrator Program** is designed to provide students with the knowledge and skill development needed to work in the multi-faceted role of an administrative professional. Students will obtain communication and organizational skills required to provide support to the medical team. Training will include practice management of medical and financial records, computer software applications particular to a medical practice, scheduling appointments, transcription and customer service skills. Additionally, courses will be offered in career development, medical terminology, anatomy and physiology, and medical law and ethics. Graduates are eligible to sit for the National Center for Competency Testing's National Certified Medical Assistant examination.

Program: **Medical Office Administrator**
Credential Awarded: **Diploma**
Length of Program: **720 contact hours (9 months)**

- 4. The Diploma in Pharmacy Technician Program** is designed to prepare students to work under the supervision of a licensed pharmacist to provide medication and other healthcare products to patients. Students will be trained to receive written prescriptions or requests for refills and prepare the order by retrieving, counting, pouring, weighing, measuring, and mixing medications. Additionally, students will learn to maintain patient profiles and current inventories of prescription and over-the-counter medications. Also, courses will be offered in career development, medical terminology, anatomy and physiology, and medical law and ethics. Graduates are eligible to take the National Center for Competency Testing's National Pharmacy Technician Certificate examination and/or the Pharmacy Technician Certification Board's Pharmacy Technician Certification Exam to become a CPhT.

Program: **Pharmacy Technician**
Credential Awarded: **Diploma**
Length of Program: **720 contact hours (9 months)**

The institution does not participate in Title IV funding.

B. Porter-Leath CareerPlace

Memphis, TN

Porter-Leath CareerPlace is located at 1100 Brooks Road Memphis, Tennessee. The institution is a not-for-profit corporation.

The institution will offer one new program:

1. **The Certificate of Completion in Early Childhood Training Program** is a 10 week child development course designed to offer students training in providing safe, effective, and appropriate care from birth to 5 years of age with an emphasis on best practices in program management and family partnership. Additionally, students will gain basic knowledge of long range and daily planning, how to maintain a safe and healthy learning environment, child observation, individualized teaching, record keeping, and reporting as they learn about strategies to manage effective program operation. Students enrolled in this program will need 480 hours of experience working with children within the past five years to sit for the Child Development Associate (CDA) exam, independently awarded by the National Council for Professional Recognition.

Program:	Early Childhood Training
Credential Awarded:	Certificate of Completion
Length of Program:	123 contact hours (10 weeks)

The institution does not participate in Title IV funding.

DATE: July 29, 2010

SUBJECT: Approval of New Programs under the Postsecondary Authorization Act

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the “power and duty” to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for the institutions submitting new program applications is in accordance with the Act and postsecondary rules. The Committee on Postsecondary Educational Institutions, which is a review and advisory committee to the Commission, met on July 8, 2010 and affirmed staff recommendations for approval.

A. Anthem Career College **Memphis, TN**

Anthem Career College - Memphis is seeking authorization for one new Diploma in Limited Scope X-ray Technician Program. The program will be taught by faculty at their authorized site in Memphis, Tennessee.

The Institution will offer one new program:

1. **The Diploma in Limited Scope X-Ray Technician Program** is designed to teach students how to perform Cardiopulmonary Resuscitation (CPR). Students will engage in “hands-on” training in the x-ray lab with regard to positioning of the chest, hand, wrist, forearm, elbow, foot, and ankle. Students will also be taught to perform venipuncture, urinalysis, electrocardiograms, and x-ray film processing. The curriculum includes: theory and concepts of radiographic physics, patient care procedures, anatomy and physiology and basic office administrative procedures. Graduates are eligible to sit for the Tennessee State Licensure Examination for Limited Scope X-ray Technician.

Program:	Limited Scope X-Ray Technician
Credential Awarded:	Diploma
Length of Program:	43 semester credit hours (12 months)

The institution participates in Title IV funding.

B. Anthem Career College **Nashville, TN**

Anthem Career College - Nashville is seeking authorization for one new Diploma in Limited Scope X-ray Technician Program. The program will be taught by faculty at their authorized site in Nashville, Tennessee.

The institution will offer one new program:

1. **The Diploma in Limited Scope X-Ray Technician Program** is designed to teach students how to perform Cardiopulmonary Resuscitation (CPR). Students will engage in “hands-on” training in the x-ray lab with regard to positioning of the chest, hand, wrist, forearm, elbow, foot, and ankle. Students will also be taught to perform venipuncture, urinalysis, electrocardiograms, and x-ray film processing. The curriculum includes: theory and concepts of radiographic physics, patient care procedures, anatomy and physiology and basic office administrative procedures. Graduates are eligible to sit for the Tennessee State Licensure Examination for Limited Scope X-ray Technician.

Program: **Limited Scope X-Ray Technician**
Credential Awarded: **Diploma**
Length of Program: **43 semester credit hours (12 months)**

The Institution participates in Title IV funding.

C. Ashford University

Clinton, IA

Ashford University is seeking authorization to offer one new Master of Arts program in Education with a Specialization in Education and Public Policy; and three Bachelor of Arts programs in: English, Health and Human Services, and Journalism and Mass Communication. All programs will be taught online by faculty from their authorized site in Clinton, Iowa.

The institution will offer four new programs:

1. **The Master of Arts in Education with a Specialization in Education Policy Program** is designed to prepare graduates to assume challenging positions in a variety of governmental, intermediary, non-profit, school or other educational organizations. Students will learn to analyze contemporary educational policy issues using research skills, political analysis and organizational knowledge. The program will equip students to understand, participate, and lead initiatives involving policy and practice.

Program: **Education with a Specialization in Education and Public Policy**
Credential Awarded: **Master of Arts**
Length of Program: **120 semester credit hours (18 months)**

2. **The Bachelor of Arts in English Program** is designed to offer students a disciplined study of literature and provide a rigorously designed foundation for the development of writing and critical thinking skills. Students will be able to demonstrate an understanding of various literary genres and works in their historical, analytical, and sociopolitical contexts. Students will develop skills that will allow them to demonstrate the ability to integrate significant literary ideas and themes into a personal worldview, and apply effective independent research skills while analyzing how writing, language, and literature function to shape human culture and individual identity.

Program: **English**

Credential Awarded: **Bachelor of Arts**
Length of Program: **120 semester credit hours (48 months)**

- 3. The Bachelor of Arts in Health and Human Services Program** is designed to prepare students to work in diverse entry level positions in health and human services. Emphasis is placed on the delivery of health and human services to diverse populations in the context of current and emerging political, socioeconomic, psychosocial, and regulatory environments. Students will develop skills that will allow them to evaluate ethical issues and challenges inherent in the provision of health and human services. Students will be able to discuss the provision of health and human services from multi-cultural perspectives and identify effective communication components and strategies with diverse health and human services constituents.

Program: **Health and Human Services**
Credential Awarded: **Bachelor of Arts**
Length of Program: **120 semester credit hours (48 months)**

- 4. The Bachelor of Arts in Journalism and Mass Communication Program** is designed to prepare students for employment or advancement in a wide variety of positions in journalism, advertising and marketing, communications, and mass media. The program builds on a wide range of journalism-related studies such as electronic media communication, ethics, law and integrity in journalism, and the First Amendment. Students will be able to demonstrate professional-level communication skills in the areas of print, online media layout, report, editorial writing, and interviewing. Students will also develop skills that will allow them to apply ethical principles and decision-making in the practice of journalism.

Program: **Journalism and Mass Communication**
Credential Awarded: **Bachelor of Arts**
Length of Program: **120 semester credit hours (48 months)**

The institution participates in Title IV funding.

D. Capella University **Minneapolis, MN**

Capella University is seeking authorization for seven new programs: Three Doctor of Health Administration programs in General Health Administration, Health Care Leadership, and Health Policy and Advocacy; three Master of Health Administration programs in General Health Administration, Health Care Operations and Health Policy; and one Master of Science in Career Counseling in General Career Counseling. All programs will be delivered in an on-line format.

The institution will offer seven new programs:

- 1. The Doctor of Health Administration/General Health Administration Program** is designed to strengthen the knowledge and skills health care administrators need to lead innovative and transformational health care delivery systems. Throughout the program, learners evaluate the theories, research, and ethical parameters

guiding health administration; analyze the factors influencing health systems performance; and assess the efficacy of leadership vision as translated through strategic implementation. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing evidence-based leadership strategies; and advocating and implementing effective health care policies and programs that meet organizational goals and satisfy client needs. Successful completers of the General Health Administration specialization are prepared to teach courses in health specialties such as pharmacy, therapy, laboratory technology and public health.

Program: **General Health Administration**
Credential Awarded: **Doctor of Health Administration**
Length of Program: **92 quarter credit hours (84 months)**

2. **The Doctor of Health Administration/Health Care Leadership Program** is designed to strengthen the knowledge and skills health care administrators need to lead innovative and transformational health care delivery systems. Throughout the program, learners evaluate the theories, research, and ethical parameters guiding health administration; analyze the factors influencing health systems performance; and assess the efficacy of leadership vision as translated through strategic implementation. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing evidence-based leadership strategies; and advocating and implementing effective health care policies and programs that meet organizational goals and satisfy client needs. Successful completers of the Health Care Leadership specialization are prepared to serve as a resource to assist individuals, communities and companies administer fiscal resources for health education programs.

Program: **Health Care Leadership**
Credential Awarded: **Doctor of Health Administration**
Length of Program: **92 quarter credit hours (84 months)**

3. **The Doctor of Health Administration/Health Policy and Advocacy Program** is designed to strengthen the knowledge and skills health care administrators need to lead innovative and transformational health care delivery systems. Throughout the program, learners evaluate the theories, research, and ethical parameters guiding health administration; analyze the factors influencing health systems performance; and assess the efficacy of leadership vision as translated through strategic implementation. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing evidence-based leadership strategies; and advocating and implementing effective health care policies and programs that meet organizational goals and satisfy client needs. Successful completers of the Health Policy and Advocacy specialization are prepared to determine and formulate policies and provide overall direction to private and public sector organizations.

Program: **Health Policy and Advocacy**
Credential Awarded: **Doctor of Health Administration**
Length of Program: **92 quarter credit hours (84 months)**

- 4. The Master of Health Administration/General Health Administration Program** is designed to prepare learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care administrators. The curriculum includes focused, practice-based explorations of health care systems; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk and regulatory compliance; information systems; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful completers of the General Health Administration specialization are prepared to plan, direct or coordinate medicine and health services in hospitals, clinics, managed care organizations or public health agencies.

Program: **General Health Administration**
Credential Awarded: **Master of Health Administration**
Length of Program: **60 quarter credit hours (48 months)**

- 5. The Master of Health Administration/Health Care Operations Program** is designed to prepare learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care administrators. The curriculum includes focused, practice-based explorations of health care systems; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk and regulatory compliance; information systems; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful completers of the Health Care Operations specialization are prepared to formulate policies, manage daily operations, and plan the use of materials and human resources for public and private sector companies.

Program: **Health Care Operations**
Credential Awarded: **Master of Health Administration**
Length of Program: **60 quarter credit hours (48 months)**

- 6. The Master of Health Administration/Health Policy Program** is designed to prepare learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care administrators. The curriculum includes focused, practice-based explorations of health care systems; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk and regulatory compliance; information systems; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful completers of the Health Policy specialization are prepared to engage in promoting or creating good

will for individuals, groups, or organizations by writing or selecting favorable publicity material and releasing it through various communications media.

Program: Health Policy
Credential Awarded: Master of Health Administration
Length of Program: 60 quarter credit hours (48 months)

- 7. The Master of Science in Career Counseling/General Career Counseling Program** is designed to prepare learners to serve as career counselors and leaders who advocate for the personal and professional needs of their clients. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment. Learners are provided with a strong theoretical foundation in the field of career counseling and knowledge and skills in associated areas of workplace emergency and crises management, wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice. The General Career Counseling specialization is designed to prepare learners to assume positions in career counseling and development fields, including program development. The curriculum emphasizes theories and models of career counseling, group counseling, and psychotherapy; career assessment, evaluation, and intervention techniques and instruments; and career counseling in context. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex career counseling development needs of a multicultural society.

Program: General Career Counseling
Credential Awarded: Master of Science in Career Counseling
Length of Program: 72 quarter credit hours (84 months)

The institution participates in Title IV funding.

E. Concorde Career College

Memphis, TN

ConCorde Career College is seeking authorization for a new Associate of Applied Science in Occupational Therapy Assistant Degree Program. The program will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. The Associate of Applied Science in Occupational Therapy Assistant Degree Program** is designed to prepare graduates to practice as an entry level Occupational Therapy Assistant (OTA). Students will learn to increase the ability of the client to participate in everyday activities to include: feeding, dressing, and bathing. Additionally, students will acquire a foundation in the biological, physical, social, and behavioral sciences. The Accrediting Council for Occupational Therapy Education (ACOTE) mandates the Associate Degree as the minimum credential to

sit for the National Board for Certifying Occupational Therapy (NBCOT) Occupational Therapy Assistant (OTA) examination.

Program: Occupational Therapy Assistant
Credential Awarded: Associate of Applied Science
Length of Program: 81.5 semester credit hours (20 months)

The institution participates in Title IV funding.

Concorde Career College is seeking accreditation from the Accrediting Council for Occupational Therapy Education (ACOTE). When approval is granted, accreditation will be retroactive to the beginning class of students. If approval is not granted, the students will be taught out at another institution with an Occupational Therapy Assistant program or Concorde Career College will refund any monies paid by the students.

F. DeVry University - Alpharetta Alpharetta, GA

DeVry University - Alpharetta is seeking authorization for two new Bachelor of Science Degree Programs in Justice Administration and Liberal Studies. The programs will be taught by faculty from their authorized site in Alpharetta, Georgia.

The institution will offer two new programs:

- 1. The Bachelor of Science in Justice Administration Program** is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior experience. Students will learn to apply ethical, legal, and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice. Students will also be able to analyze issues confronting criminal justice systems, and recommend policies and procedures to address them. The curriculum includes: Culture and Society, Introduction to Criminal Justice, and Political Science.

Program: Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

- 2. The Bachelor of Science in Liberal Studies Program** is designed to prepare students for a diverse set of roles and industries such as administration, communications, and consulting in the public or private sector. Students will develop a robust set of applied skills around a chosen concentration area that they can transfer to a broad range of career opportunities. Students will learn to apply a variety of perspectives in analyzing a problem, and deal effectively with diverse, multicultural, and multifunctional audiences. The curriculum includes: Career Development, Critical Thinking and Problem-Solving, and Ethical and Legal Issues in the Professions.

Program: Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

The institution participates in Title IV funding.

G. DeVry University - Decatur

Decatur, GA

DeVry University - Decatur is seeking authorization for two new Bachelor of Science Degree Programs in Justice Administration and Liberal Studies. The programs will be taught by faculty from their authorized site in Decatur, Georgia.

The institution will offer two new programs:

- 1. The Bachelor of Science in Justice Administration Program** is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior experience. Students will learn to apply ethical, legal, and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice. Students will also be able to analyze issues confronting criminal justice systems, and recommend policies and procedures to address them. The curriculum includes: Culture and Society, Introduction to Criminal Justice, and Political Science.

Program:	Justice Administration
Credential Awarded:	Bachelor of Science
Length of Program:	122 semester credit hours (30 months)

- 2. The Bachelor of Science in Liberal Studies Program** is designed to prepare students for a diverse set of roles and industries such as administration, communications, and consulting in the public or private sector. Students will develop a robust set of applied skills around a chosen concentration area that they can transfer to a broad range of career opportunities.

Students will learn to apply a variety of perspectives in analyzing a problem, and deal effectively with diverse, multicultural, and multifunctional audiences. The curriculum includes: Career Development, Critical Thinking and Problem-Solving, and Ethical and Legal Issues in the Professions.

Program: Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

The institution participates in Title IV funding.

H. DeVry University - Memphis

Memphis, TN

DeVry University - Memphis is seeking authorization for two new Bachelor of Science Degree Programs in Justice Administration and Liberal Studies. The programs will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer two new programs:

- 1. The Bachelor of Science in Justice Administration Program** is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior experience. Students will learn to apply ethical, legal, and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice. Students will also be able to analyze issues confronting criminal justice systems, and recommend policies and procedures to address them. The curriculum includes: Culture and Society, Introduction to Criminal Justice, and Political Science.

Program: Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

- 2. The Bachelor of Science in Liberal Studies Program** is designed to prepare students for a diverse set of roles and industries such as administration, communications, and consulting in the public or private sector. Students will develop a robust set of applied skills around a chosen concentration area that they can transfer to a broad range of career opportunities. Students will learn to apply a variety of perspectives in analyzing a problem, and deal effectively with diverse, multicultural, and multifunctional audiences. The curriculum includes: Career Development, Critical Thinking and Problem-Solving, and Ethical and Legal Issues in the Professions.

Program: Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

The institution participates in Title IV funding.

I. DeVry University - Nashville

Nashville, TN

DeVry University - Nashville is seeking authorization for two new Bachelor of Science Degree Programs in Justice Administration and Liberal Studies. These programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer two new programs:

- 1. The Bachelor of Science in Justice Administration Program** is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior experience. Students will learn to apply ethical, legal, and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice. Students will also be able to analyze issues confronting criminal justice systems, and recommend policies and procedures to address them. The curriculum includes: Culture and Society, Introduction to Criminal Justice, and Political Science.

Program: Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

- 2. The Bachelor of Science in Liberal Studies Program** is designed to prepare students for a diverse set of roles and industries such as administration, communications, and consulting in the public or private sector. Students will develop a robust set of applied skills around a chosen concentration area that they can transfer to a broad range of career opportunities. Students will learn to apply a variety of perspectives in analyzing a problem, and deal effectively with diverse, multicultural, and multifunctional audiences. The curriculum includes: Career Development, Critical Thinking and Problem-Solving, and Ethical and Legal Issues in the Professions.

Program: Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

The institution participates in Title IV funding.

J. DeVry University - Online **Naperville, IL**

DeVry University - Online is seeking authorization for two new Bachelor of Science Degree Programs in Justice Administration and Liberal Studies. The programs will be taught by faculty from their authorized site in Naperville, Illinois.

The institution will offer two new programs:

- 1. The Bachelor of Science in Justice Administration Program** is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior experience. Students will learn to apply ethical, legal, and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice.

Students will also be able to analyze issues confronting criminal justice systems, and recommend policies and procedures to address them. The curriculum includes: Culture and Society, Introduction to Criminal Justice, and Political Science.

Program: Justice Administration
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

- 2. The Bachelor of Science in Liberal Studies Program** is designed to prepare students for a diverse set of roles and industries such as administration, communications, and consulting in the public or private sector. Students will develop a robust set of applied skills around a chosen concentration area that they can transfer to a broad range of career opportunities. Students will learn to apply a variety of perspectives in analyzing a problem, and deal effectively with diverse, multicultural, and multifunctional audiences. The curriculum includes: Career Development, Critical Thinking and Problem-Solving, and Ethical and Legal Issues in the Professions.

Program: Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 122 semester credit hours (30 months)

The institution participates in Title IV funding.

K. Embry-Riddle Aeronautical University **Memphis, TN**

Embry-Riddle Aeronautical University is seeking authorization for one new program, a Bachelor of Science in Transportation. This program will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. The Bachelor of Science in Transportation Program** is designed for adults who work or would like to work in the field of transportation. Students will be introduced to both the science and practical applications of five primary modes of transportation and their importance to political, social, and economic forces. The elements of this program, when integrated and sequenced as designed, provide a dynamic and rigorous learning experience. The program is focused on the physical and economic aspects of transportation with a bias towards the aviation and aerospace industries. Students will learn to provide safe, effective, and efficient use of air, highway, rail, water and pipelines, assuring the continued success of their organizations.

Program: **Transportation**
Credential Awarded: **Bachelor of Science**
Length of Program: **120 semester credit hours (48 months)**

The institution participates in Title IV funding.

L. Fountainhead College of Technology **Knoxville, TN**

Fountainhead College of Technology is seeking authorization for one Bachelor of Applied Science Degree Program in Network Security and Forensics and one new Associate of Occupational Science Degree Program in Information Technology.

These programs will be taught on-line by faculty from their authorized site in Knoxville, Tennessee.

The institution will offer two new programs:

- 1. The Bachelor of Applied Science in Network Security and Forensics Program (On-line)** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level network security and forensics positions. Through training, students should learn how to demonstrate proficiency in computer and network technologies through an understanding of security and how it influences business operations. Students will also learn security issues, network configuration, forensic studies, and the development of effective communication and critical thinking skills.

Program: **Network Security and Forensics (On-line)**
Credential Awarded: **Bachelor of Applied Science**
Length of Program: **126 semester credit hours (32 months)**

- 2. The Associate of Occupational Science in Information Technology Program (On-line)** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level computer systems administrator positions. Through training, students should learn the fundamentals of computers; design, installation and administration of Microsoft Windows Networks; as well as troubleshooting skills for computer network repair and computer hardware systems. Students will also learn networking devices such as hubs, routers, bridges and switches.

Program: **Information Technology (On-Line)**
Credential Awarded: **Associate of Occupational Science**
Length of Program: **60 semester credit hours (16 months)**

The institution participates in Title IV funding.

M. ITT Technical Institute - Johnson City **Johnson City, TN**

ITT Technical Institute - Johnson City is seeking authorization for two new Bachelor of Applied Science Degree Programs in Project Management and Software Applications Development; and one new Associate of Applied Science Degree Program in Software Development Technology. Instruction will be provided by faculty from their authorized site in Johnson City, Tennessee.

The institution will offer three new programs:

1. **The Bachelor of Applied Science in Project Management Program** is designed to provide students with the knowledge and skills necessary to obtain an entry-level position as a project coordinator or operations manager. The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing, guiding, monitoring and controlling a project through an integrated process to meet identified requirements, budgets and timelines. Students will also learn critical thinking, analysis and communication skills.

Program: Project Management
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

2. **The Bachelor of Applied Science in Software Applications Development Program** is designed to provide students with the knowledge and skills necessary to obtain an entry-level position as a software engineer. The program offers students the opportunity to learn and practice software design and development, systems analysis, programming and process design and development. Students should also learn programming languages and engineering processes governed by industry standards.

Program: Software Applications Development
Credential Awarded: Bachelor of Applied Science
Length of Program: 180 quarter credit hours (45 months)

3. **The Associate of Applied Science in Software Development Technology Program** is designed to provide students with the knowledge and skills necessary to obtain an entry-level position as a Computer Support Specialist. The program offers students the opportunity to learn and practice software design and development, logical and algorithmic analysis and design, programming languages, development tools, Web scripting and software applications. Students should also learn business ethics, practical programming techniques and problem-solving skills.

Program: Software Development Technology
Credential Awarded: Associate of Applied Science
Length of Program: 96 quarter credit hours (24 months)

The institution participates in Title IV funding.

N. Kaplan Career Institute

Nashville, TN

Kaplan Career Institute is seeking authorization for two new Certificate of Completion Programs in EKG Technician and Phlebotomy Technician; and two revised Diploma programs in Medical Assistant and Medical Office Specialist. The revised Diploma programs in Medical Assistant and Medical Office Specialist will replace the currently approved programs and will be offered in a residential and blended (residential and on-line) format. Instruction will be provided by faculty from their authorized site in Nashville, Tennessee, as well as on-line.

The institution will offer two new programs and two revised programs:

- 1. The Medical Assistant Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level medical assistant positions. Through training, students should learn how to assist a supervising physician by: administering injections, taking vital signs, performing EKGs and venipuncture, and charting patient information. The program concentrates on helping students acquire knowledge and develop skills in performing routine administrative and clinical tasks. The curriculum includes: record management and ethics, patient care concepts, office management and communications, minor office surgery, pharmacology, medical insurance, and professional development.

Program: Medical Assistant (Revised)
Credential Awarded: Diploma
Length of Program: 46.5 quarter credit hours (9 months)

- 2. The Medical Office Specialist Diploma Program** is designed to provide students with the knowledge, technical skills, and work habits required for entry-level front office positions in the medical field. An emphasis is placed on billing, coding, insurance, transcription, and office management. Through training, students should learn how to take and read patient vital signs, perform cardiopulmonary resuscitation, perform basic accounting and recordkeeping procedures, and manage a physician's office. The curriculum includes: health claims management, health insurance theory, fundamentals of healthcare administration, healthcare information system, office applications, and principles of management.

Program: Medical Billing & Coding Specialist (Revised)
Credential Awarded: Diploma
Length of Program: 46.5 quarter credit hours (9 months)

- 3. The Certificate of Completion in EKG Technician Program** is designed to provide students with the knowledge and skills needed to successfully perform electrocardiography and cardiac monitoring in a clinical setting. Topics include the functions and processes of EKG/ECG diagnostic examinations, procedures for cardiac monitoring, and the interpretation of cardiac rhythms. The program is divided into component parts covering the following topics: the role of the EKG Technician, medical terminology/anatomy and physiology, electrocardiography procedures, and skills development and exams.

Program: EKG Technician
Credential Awarded: Certificate of Completion
Length of Program: 80 contact hours (2 days a week for 7 weeks)

(5 days a week for 4 weeks)

- 4. The Certificate of Completion in Phlebotomy Technician Program** is designed to provide students with the knowledge and skills necessary to successfully perform phlebotomy procedures in a clinical or laboratory setting. Topics include the functions of the medical laboratory, infection control and lab safety, medical terminology, laboratory requisition processes, and blood collection equipment. The program is divided into component parts covering the following topics: the role of the Phlebotomist, medical terminology/anatomy and physiology, Phlebotomy procedures, and skills development and exams.

Program: **Phlebotomy Technician**
Credential Awarded: **Certificate of Completion**
Length of Program: **80 contact hours (2 days a week for 7 weeks)**
(5 days a week for 4 weeks)

The institution participates in Title IV funding.

O. Kaplan University

Chicago, IL

Kaplan University is seeking authorization for fifty-seven new programs: Nine Master of Business Administration Degree Programs in: Business Administration, Entrepreneurship, Finance, Health Care Management, Human Resources, International Business, Marketing, Project Management and Supply Chain Management & Logistics; One Master of Health Care Administration Degree Program; Three Master of Public Health Degree Programs in: Epidemiology, Health Education and Public Health Program Development; Sixteen Master of Science Degree Programs in: Accounting, Criminal Justice, Criminal Justice/Corrections, Criminal Justice/Global Issues in Criminal Justice, Criminal Justice/Law, Criminal Justice/Leadership/Executive Management, Criminal Justice/Policing, Information Technology, Information Technology/Business Intelligence, Information Technology/Information Security & Assurance, Information Technology/Project Management, Management/Change Leadership, Management/Health Care Management, Management/Human Resources, Management/Project Management, Management/Supply Chain Management and Logistics, Psychology/Addictions (Thesis Track), Psychology/Applied Behavioral Analysis (Thesis Track), Psychology/General Psychology (Thesis Track), Psychology/Addictions (Comprehensive Exam Track), Psychology/Applied Behavioral Analysis (Comprehensive Exam Track) and Psychology/General Psychology (Comprehensive Exam Track); Fifteen Bachelor of Science Degree Programs in: Business Administration/New Media/Internet Marketing, Communication, Health Care Administration, Human Services/Child and Family Welfare, Human Services/ Gerontology, Human Services/Human Services Administration, Information Technology/Health Informatics, Information Technology/ New Media/Internet Marketing, Liberal Studies, Political Science, Professional Studies, Psychology/Applied Behavioral Analysis, Psychology/Child Development, Psychology/ Substance Abuse, and Public Health; and Seven Associate of Applied Science Degree Programs in: Business/Office Management, Human Services, Interdisciplinary Studies, Interdisciplinary Studies/Communication, Interdisciplinary Studies/Early Childhood Development, Interdisciplinary Studies/Educational Paraprofessional and Interdisciplinary Studies/Open Concentration. The institution is recruitment only and all classes are available online.

The institution will offer fifty-seven new programs:

1. **Program:** Master of Business Administration
Credential Awarded: Master of Business Administration
Length of Program: 60 quarter credit hours (22.5 months)
2. **Program:** Entrepreneurship
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
3. **Program:** Finance
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
4. **Program:** Health Care Management
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
5. **Program:** Human Resources
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
6. **Program:** International Business
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
7. **Program:** Marketing
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
8. **Program:** Project Management
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)
9. **Program:** Supply Chain Management & Logistics
Credential Awarded: Master of Business Administration
Length of Program: 76 quarter credit hours (28.5 months)

10. **Program:** Master of Health Care Administration
Credential Awarded: Master of Health Care Administration
Length of Program: 52 quarter credit hours (15 months)
11. **Program:** Epidemiology
Credential Awarded: Master of Public Health
Length of Program: 60 quarter credit hours (20 months)
12. **Program:** Health Education
Credential Awarded: Master of Public Health
Length of Program: 60 quarter credit hours (20 months)

13. Program: Public Health Program Development
 Credential Awarded: Master of Public Health
 Length of Program: 60 quarter credit hours (20 months)
14. Program: Accounting
 Credential Awarded: Master of Science
 Length of Program: 52 quarter credit hours (19.5 months)
15. Program: Criminal Justice
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
16. Program: Criminal Justice/Corrections
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
17. Program: Criminal Justice/Global Issues in Criminal
 Justice
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
18. Program: Criminal Justice/Law
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
19. Program: Criminal Justice/Leadership/Executive
 Management
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
20. Program: Criminal Justice/Policing
 Credential Awarded: Master of Science
 Length of Program: 55 quarter credit hours (17.5 months)
21. Program: Information Technology
 Credential Awarded: Master of Science
 Length of Program: 52 quarter credit hours (15 months)
22. Program: Information Technology/Business Intelligence
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (17.5 months)
23. Program: Information Technology/Information Technology
 & Assurance
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (17.5 months)
24. Program: Information Technology/Project Management
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (17.5 months)

25. Program: Management/Change Leadership
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (21 months)
26. Program: Management/Health Care Management
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (21 months)
27. Program: Management/Human Resources
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (21 months)
28. Program: Management/Project Management
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (21 months)
29. Program: Management/Supply Chain Management and
 Logistics
 Credential Awarded: Master of Science
 Length of Program: 56 quarter credit hours (21 months)
30. Program: Psychology/Addictions (Thesis Track)
 Credential Awarded: Master of Science
 Length of Program: 65 quarter credit hours (22.5 months)
31. Program: Psychology/Applied Behavioral Analysis
 (Thesis Track)
 Credential Awarded: Master of Science
 Length of Program: 65 quarter credit hours (22.5 months)
32. Program: Psychology/General Psychology (Thesis Track)
 Credential Awarded: Master of Science
 Length of Program: 65 quarter credit hours (22.5 months)
33. Program: Psychology/Addictions
 (Comprehensive Exam Track)
 Credential Awarded: Master of Science
 Length of Program: 60 quarter credit hours (20 months)
34. Program: Psychology/Applied Behavioral Analysis
 (Comprehensive Exam Track)
 Credential Awarded: Master of Science
 Length of Program: 60 quarter credit hours (20 months)
35. Program: Psychology/General Psychology
 (Comprehensive Exam Track)
 Credential Awarded: Master of Science
 Length of Program: 60 quarter credit hours (20 months)

- 36. Program:** Business Administration/New Media/
Internet Marketing
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 37. Program:** Communication
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 38. Program:** Health Care Administration
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 39. Program:** Human Services/Child and Family Welfare
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 40. Program:** Human Services/Gerontology
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 41. Program:** Human Services/Human Services Administration
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 42. Program:** Information Technology/Health Informatics
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 43. Program:** Information Technology/New Media/
Internet Marketing
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 44. Program:** Liberal Studies
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 45. Program:** Political Science
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 46. Program:** Professional Studies
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 47. Program:** Psychology/Applied Behavioral Analysis
Credential Awarded: Bachelor of Science
Length of Program: 180 quarter credit hours (37.5 months)
- 48. Program:** Psychology/Child Development

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| Credential Awarded: | Bachelor of Science |
| Length of Program: | 180 quarter credit hours (37.5 months) |
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| 49. Program: | Psychology/Substance Abuse |
| Credential Awarded: | Bachelor of Science |
| Length of Program: | 180 quarter credit hours (37.5 months) |
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| 50. Program: | Public Health |
| Credential Awarded: | Bachelor of Science |
| Length of Program: | 180 quarter credit hours (37.5 months) |
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| 51. Program: | Business Administration/Office Management |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 52. Program: | Human Services |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 53. Program: | Interdisciplinary Studies |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 54. Program: | Interdisciplinary Studies/Communication |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 55. Program: | Interdisciplinary Studies/Early Childhood Development |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 56. Program: | Interdisciplinary Studies/Educational Paraprofessional |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |
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| 57. Program: | Interdisciplinary Studies/Open Concentration |
| Credential Awarded: | Associate of Applied Science |
| Length of Program: | 90 quarter credit hours (20 months) |

The institution participates in Title IV funding.

P. National College of Business & Technology

Bristol, TN

National College of Business & Technology - Bristol, TN is seeking authorization to revise two previously approved Diploma Programs in Administrative Office Specialist and Computerized Office Applications. The revised programs will replace the currently-approved programs. These programs will be taught by faculty from their authorized site in Bristol, Tennessee.

The institution will offer two revised programs:

1. **The Diploma in Administrative Office Specialist Program** is designed to provide students with the skills necessary to maintain schedules, file, write correspondence, organize paperwork, and manage the daily operations of an office. The curriculum includes: computer applications, business math, and oral communications. In addition to the principal course of study, students in this program will receive a background in computer applications, business and accounting.

Program: **Administrative Office Specialist (Revised)**
Credential Awarded: **Diploma**
Length of Program: **60 quarter credit hours (15 months)**

2. **The Diploma in Computerized Office Applications Program's** curriculum is designed to provide students with the training necessary for a specialized career using personal computers and Microsoft Office software. The program places an emphasis on developing strong computer software applications skills and provides a basic keyboarding background. The curriculum should prepare students to successfully utilize software applications in an office environment with entry-level competencies. The curriculum includes the following courses: Microsoft Office, Spreadsheet Applications, Desktop Applications, Introduction to Web Page Design and Operating Systems.

Program: **Computerized Office Applications (Revised)**
Credential Awarded: **Diploma**
Length of Program: **36 quarter credit hours (9 months)**

The institution participates in Title IV funding.

Q. National College of Business & Technology Knoxville, TN

National College of Business & Technology - Knoxville, TN is seeking authorization to revise two previously approved Diploma Programs in Administrative Office Specialist and Computerized Office Applications. The revised programs will replace the currently-approved programs. These programs will be taught by faculty from their authorized site in Knoxville, Tennessee.

The institution will offer two revised programs:

1. **The Diploma in Administrative Office Specialist Program** is designed to provide students with the skills necessary to maintain schedules, file, write correspondence, organize paperwork, and manage the daily operations of an office. The curriculum includes: computer applications, business math, and oral communications. In addition to the principal course of study, students in this program will receive a background in computer applications, business and accounting.

Program: **Administrative Office Specialist (Revised)**
Credential Awarded: **Diploma**
Length of Program: **60 quarter credit hours (15 months)**

- 2. The Diploma in Computerized Office Applications Program's** curriculum is designed to provide students with the training necessary for a specialized career using personal computers and Microsoft Office software. The program places an emphasis on developing strong computer software applications skills and provides a basic keyboarding background. The curriculum should prepare students to successfully utilize software applications in an office environment with entry-level competencies. The curriculum includes the following courses: Microsoft Office, Spreadsheet Applications, Desktop Applications, Introduction to Web Page Design and Operating Systems

Program: Computerized Office Applications (Revised)
Credential Awarded: Diploma
Length of Program: 36 quarter credit hours (9 months)

The institution participates in Title IV funding.

R. National College of Business & Technology

Madison, TN

National College of Business & Technology - Madison, TN is seeking authorization to revise one previously approved Diploma Program in Computerized Office Applications. The revised program will replace the currently-approved program. The program will be taught by faculty from their authorized site in Madison, Tennessee.

The institution will offer one revised program:

- 1. The Diploma in Computerized Office Applications Program's** curriculum is designed to provide students with the training necessary for a specialized career using personal computers and Microsoft Office software. The program places an emphasis on developing strong computer software applications skills and provides a basic keyboarding background. The curriculum should prepare students to successfully utilize software applications in an office environment with entry-level competencies. The curriculum includes the following courses: Microsoft Office, Spreadsheet Applications, Desktop Applications, Introduction to Web Page Design and Operating Systems.

Program: Computerized Office Applications (Revised)
Credential Awarded: Diploma
Length of Program: 36 quarter credit hours (9 months)

The institution participates in Title IV funding.

S. National College of Business & Technology

Nashville, TN

National College of Business & Technology - Nashville, TN is seeking authorization to revise one previously approved Diploma Program in Computerized Office Applications. The revised program will replace the currently-approved program. The program will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer one revised program:

- 1. The Diploma in Computerized Office Applications Program's** curriculum is designed to provide students with the training necessary for a specialized career using personal computers and Microsoft Office software. The program places an emphasis on developing strong computer software applications skills and provides a basic keyboarding background. The curriculum should prepare students to successfully utilize software applications in an office environment with entry-level competencies. The curriculum includes the following courses: Microsoft Office, Spreadsheet Applications, Desktop Applications, Introduction to Web Page Design and Operating Systems.

Program: Computerized Office Applications (Revised)
Credential Awarded: Diploma
Length of Program: 36 quarter credit hours (9 months)

The institution participates in Title IV funding.

T. Remington College - Memphis **Memphis, TN**

Remington College is seeking authorization for one new program, a Diploma in Heating, Ventilation, and Air Conditioning. This program will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. The Diploma in Heating, Ventilation, and Air Conditioning Professional Program** is designed to provide students with the hands-on skills that are necessary to successfully maintain HVAC systems and troubleshoot problems. The program includes exposure to indoor air quality standards and discusses various sources of indoor pollution with an emphasis on molds and how to improve indoor air quality. Training addresses several HVAC subjects, such as: servicing ice-makers and geothermal heat pumps, managing waste products, and upgrading components. The curriculum includes: introduction to HVAC and refrigeration, fundamental HVAC maintenance, HVAC automated controls, motors and motor control, residential systems I and II, commercial HVAC systems, and domestic appliances.

Program: Heating, Ventilation, and Air Conditioning Professional
Credential Awarded: Diploma
Length of Program: 72 quarter credit hours (12 months)

The institution participates in Title IV funding.

U. Richmond Graduate University **Chattanooga, TN**

Richmont Graduate University is seeking authorization for one new program, a Doctor of Philosophy in Counseling Psychology. This program will be taught by faculty at their authorized site in Chattanooga, Tennessee.

The institution will offer one program:

1. **The Doctor of Philosophy in Counseling Psychology Program** is designed for students who already hold licensure-eligible graduate degrees in professional counseling or marriage and family therapy and wish to receive advanced educational training to further careers in teaching and professional practice. The training will place particular emphasis on the integration of spiritual/theological principles and counseling psychology. The program will include the completion of all the theoretical, clinical and research courses recommended by the American Psychological Association. The content domains include Counseling Psychology, Clinical Practice, Research, Teaching Skills, Supervision and Integration. The students are required to complete two 1,000-hour internships and a dissertation.

Program: Counseling Psychology
Credential Awarded: Doctor of Philosophy
Length of Program: 84 semester credit hours (33 months)

The institution participates in Title IV funding.

V. University of Phoenix - Chattanooga Chattanooga, TN

University of Phoenix – Chattanooga is seeking authorization for twenty-four new programs: Five Master of Arts in Education Degree Programs in: Administration and Supervision, Early Childhood Education, Elementary Teacher Education, Secondary Teacher Education and Special Education; One Graduate Certificate in Marketing; Sixteen Bachelor of Science Degree Programs in: Business/Accounting, Business/Communications, Business/E-Business, Business/Global Business Management, Business/Green and Sustainable Enterprise Management, Business/Human Resource Management, Business/ Integrated Supply Chain and Operations Management, Business/Organizational Innovation, Business/Small Business Management and Entrepreneurship, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/ Management, Health Administration/Emergency Management, Health Administration/ Health Information Systems, Health Administration/ Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. These programs will be taught by faculty from their authorized site in Chattanooga, Tennessee.

The institution will offer the following twenty-four new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program:** Early Childhood Education

- Credential Awarded: Master of Arts in Education**
Length of Program: 46 Semester Credit Hours (23 months)
3. **Program: Elementary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
 4. **Program: Secondary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)
 5. **Program: Special Education**
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)
 6. **Program: Marketing**
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
 7. **Program: Business/Accounting**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 8. **Program: Business/Communications**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 9. **Program: Business/E-Business**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 10. **Program: Business/Global Business Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 11. **Program: Business/Green and Sustainable Enterprise Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 12. **Program: Business/Human Resource Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 13. **Program: Business/Integrated Supply Chain and Operations Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 14. **Program: Business/Organizational Innovation**
Credential Awarded: Bachelor of Science

Length of Program: 120 Semester Credit Hours (50 months)

- 15. Program: Business/Small Business Management and Entrepreneurship
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 16. Program: Criminal Justice/Human Services
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 17. Program: Criminal Justice/Institutional Healthcare
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 18. Program: Criminal Justice/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 19. Program: Health Administration/Emergency Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 20. Program: Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 21. Program: Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 22. Program: Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 23. Program: Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)**
- 24. Program: Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)**

The institution participates in Title IV funding.

W. University of Phoenix - Clarksville

Clarksville, TN

University of Phoenix - Clarksville is seeking authorization for fourteen new programs: Three Master of Arts in Education Degree Programs in: Administration and Supervision, Elementary Teacher Education, and Secondary Teacher Education; One Graduate Certificate in Marketing; Eight Bachelor of Science Degree Programs in: Business/

Accounting, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/Management, Health Administration/Emergency Management, Health Administration/Health Information Systems, Health Administration/ Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. These programs will be taught by faculty from their authorized site in Clarksville, Tennessee.

The institution will offer the following fourteen new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program:** Elementary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
3. **Program:** Secondary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)
4. **Program:** Marketing
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
5. **Program:** Business/Accounting
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
6. **Program:** Criminal Justice/Human Services
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
7. **Program:** Criminal Justice/Institutional Healthcare
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
8. **Program:** Criminal Justice/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
9. **Program:** Health Administration/Emergency Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
10. **Program:** Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

11. **Program:** Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
12. **Program:** Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
13. **Program:** Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)
14. **Program:** Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)

The institution participates in Title IV funding.

X. University of Phoenix - Franklin Learning Center Franklin, TN

University of Phoenix - Franklin is seeking authorization for twenty-three new programs: Five Master of Arts in Education Degree Programs in: Administration and Supervision, Early Childhood Education, Elementary Teacher Education, Secondary Teacher Education and Special Education; One Graduate Certificate in Marketing; Fifteen Bachelor of Science Degree Programs in: Business/Accounting, Business/Green and Sustainable Enterprise Management, Business/Human Resource Management, Business/Integrated Supply Chain and Operations Management, Business/Organizational Innovation, Business/Small Business Management and Entrepreneurship, Business/Public Administration, Business/Retail Management, Criminal Justice/Human Services, Criminal Justice/ Institutional Healthcare, Criminal Justice/ Management, Health Administration/ Emergency Management, Health Administration/Health Information Systems, Health Administration/Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. These programs will be taught by faculty from their authorized site in Franklin, Tennessee.

The institution will offer the following twenty-three new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program:** Early Childhood Education
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)
3. **Program:** Elementary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
4. **Program:** Secondary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)

5. **Program:** Special Education
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)
6. **Program:** Marketing
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
7. **Program:** Business/Accounting
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
8. **Program:** Business/Green and Sustainable Enterprise Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
9. **Program:** Business/Human Resource Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
10. **Program:** Business/Integrated Supply Chain and Operations Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
11. **Program:** Business/Organizational Innovation
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
12. **Program:** Business/Small Business Management and Entrepreneurship
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
13. **Program:** Business/Public Administration
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
14. **Program:** Business/Retail Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
15. **Program:** Criminal Justice/Human Services
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
16. **Program:** Criminal Justice/Institutional Healthcare
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

17. **Program:** Criminal Justice/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
18. **Program:** Health Administration/Emergency Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
19. **Program:** Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
20. **Program:** Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
21. **Program:** Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
22. **Program:** Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)
23. **Program:** Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)

The institution participates in Title IV funding.

Y. University of Phoenix - Memphis

Memphis, TN

University of Phoenix - Memphis is seeking authorization for twenty-two new programs: Five Master of Arts in Education Degree Programs in: Administration and Supervision, Early Childhood Education, Elementary Teacher Education, Secondary Teacher Education and Special Education; One Graduate Certificate in Marketing; Fourteen Bachelor of Science Degree Programs in: Business/Accounting, Business/Communications, Business/ Green and Sustainable Enterprise Management, Business/Human Resource Management, Business/Integrated Supply Chain and Operations Management, Business/Organizational Innovation, Business/Small Business Management and Entrepreneurship, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/ Management, Health Administration/Emergency Management, Health Administration/ Health Information Systems, Health Administration/Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. These programs will be taught by faculty from their authorized site in Memphis, Tennessee.

The institution will offer the following twenty-two new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)

2. **Program:** Early Childhood Education
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)

3. **Program:** Elementary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)

4. **Program:** Secondary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)

5. **Program:** Special Education
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)

6. **Program:** Marketing
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)

7. **Program:** Business/Accounting
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

8. **Program:** Business/Communications
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

9. **Program:** Business/Green and Sustainable Enterprise
Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

10. **Program:** Business/Human Resource Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

11. **Program:** Business/Integrated Supply Chain and Operations
Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

12. **Program:** Business/Organizational Innovation
Credential Awarded: Bachelor of Science

Length of Program: 120 Semester Credit Hours (50 months)

- 13. Program: Business/Small Business Management and Entrepreneurship
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 14. Program: Criminal Justice/Human Services
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 15. Program: Criminal Justice/Institutional Healthcare
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 16. Program: Criminal Justice/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 17. Program: Health Administration/Emergency Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 18. Program: Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 19. Program: Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 20. Program: Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)**
- 21. Program: Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)**
- 22. Program: Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)**

The institution participates in Title IV funding.

Z. University of Phoenix - Murfreesboro

Murfreesboro, TN

University of Phoenix - Murfreesboro is seeking authorization for fourteen new programs: Three Master of Arts in Education Degree Programs in: Administration and Supervision, Elementary Teacher Education, and Secondary Teacher Education; One Graduate

Certificate in Marketing; Eight Bachelor of Science Degree Programs in: Business/Accounting, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/ Management, Health Administration/Emergency Management, Health Administration/Health Information Systems, Health Administration/ Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. This program will be taught by faculty from their authorized site in Murfreesboro, Tennessee.

The institution will offer the following fourteen new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program:** Elementary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
3. **Program:** Secondary Teacher Education
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)
4. **Program:** Marketing
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
5. **Program:** Business/Accounting
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
6. **Program:** Criminal Justice/Human Services
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
7. **Program:** Criminal Justice/Institutional Healthcare
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
8. **Program:** Criminal Justice/Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
9. **Program:** Health Administration/Emergency Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
10. **Program:** Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
11. **Program:** Health Administration/Health Management

- Credential Awarded: Bachelor of Science**
Length of Program: 120 Semester Credit Hours (50 months)
12. **Program: Health Administration/Long Term Care**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
13. **Program: Configuration Data Management**
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)
14. **Program: Human Resource Management**
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)

The institution participates in Title IV funding.

AA. University of Phoenix - Nashville

Nashville, TN

University of Phoenix - Nashville is seeking authorization for twenty-two new programs: Five Master of Arts in Education Degree Programs in: Administration and Supervision, Early Childhood Education, Elementary Teacher Education, Secondary Teacher Education and Special Education; One Graduate Certificate in Marketing; Fourteen Bachelor of Science Degree Programs in: Business/Accounting, Business/Green and Sustainable Enterprise Management, Business/Hospitality Management, Business/Human Resource Management, Business/Integrated Supply Chain and Operations Management, Business/Organizational Innovation, Business/Small Business Management and Entrepreneurship, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/Management, Health Administration/Emergency Management, Health Administration/Health Information Systems, Health Administration/Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. These programs will be taught by faculty from their authorized site in Nashville, Tennessee.

The institution will offer the following twenty-two new programs:

1. **Program: Administration and Supervision**
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program: Early Childhood Education**
Credential Awarded: Master of Arts in Education
Length of Program: 46 Semester Credit Hours (23 months)
3. **Program: Elementary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
4. **Program: Secondary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)
5. **Program: Special Education**

- Credential Awarded: Master of Arts in Education**
Length of Program: 46 Semester Credit Hours (23 months)
6. **Program: Marketing**
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
 7. **Program: Business/Accounting**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 8. **Program: Business/Green and Sustainable Enterprise Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 9. **Program: Business/Hospitality Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 10. **Program: Business/Human Resource Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 11. **Program: Business/Integrated Supply Chain and Operations Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 12. **Program: Business/Organizational Innovation**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 13. **Program: Business/Small Business Management and Entrepreneurship**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 14. **Program: Criminal Justice/Human Services**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 15. **Program: Criminal Justice/Institutional Healthcare**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 16. **Program: Criminal Justice/Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
 17. **Program: Health Administration/Emergency Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

18. **Program:** Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
19. **Program:** Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
20. **Program:** Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
21. **Program:** Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)
22. **Program:** Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)

The institution participates in Title IV funding.

BB. University of Phoenix - Online

Phoenix, AZ

University of Phoenix - Online is seeking authorization for nineteen new programs: Five Master of Arts in Education Degree Programs in: Administration and Supervision, Curriculum and Instruction – Mathematics Education, Elementary Teacher Education, Secondary Teacher Education and Teacher Leadership; One Graduate Certificate in Marketing; Eleven Bachelor of Science Degree Programs in: Business/Accounting, Business/Global Business Management, Business/Small Business Management and Entrepreneurship, Communication/Marketing and Sales Communication, Criminal Justice/Human Services, Criminal Justice/Institutional Healthcare, Criminal Justice/Management, Health Administration/Emergency Management, Health Administration/Health Information Systems, Health Administration/Health Management and Health Administration/Long Term Care; and Two Certificates in Configuration Data Management and Human Resources Management. The institution is recruitment only and all classes are available online.

The institution will offer the following nineteen new programs:

1. **Program:** Administration and Supervision
Credential Awarded: Master of Arts in Education
Length of Program: 38 Semester Credit Hours (19 months)
2. **Program:** Curriculum and Instruction – Mathematics Education
Credential Awarded: Master of Arts in Education
Length of Program: 43 Semester Credit Hours (22 months)

3. **Program: Elementary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 44 Semester Credit Hours (22 months)
4. **Program: Secondary Teacher Education**
Credential Awarded: Master of Arts in Education
Length of Program: 36 Semester Credit Hours (16 months)
5. **Program: Teacher Leadership**
Credential Awarded: Master of Arts in Education
Length of Program: 37 Semester Credit Hours (19 months)
6. **Program: Marketing**
Credential Awarded: Graduate Certificate
Length of Program: 18 Semester Credit Hours (9 months)
7. **Program: Business/Accounting**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
8. **Program: Business/Global Business Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
9. **Program: Business/Small Business Management and Entrepreneurship**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
10. **Program: Communication/Marketing and Sales Communication**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
11. **Program: Criminal Justice/Human Services**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
12. **Program: Criminal Justice/Institutional Healthcare**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
13. **Program: Criminal Justice/Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
14. **Program: Health Administration/Emergency Management**
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)

- 15. **Program:** Health Administration/Health Information Systems
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
- 16. **Program:** Health Administration/Health Management
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
- 17. **Program:** Health Administration/Long Term Care
Credential Awarded: Bachelor of Science
Length of Program: 120 Semester Credit Hours (50 months)
- 18. **Program:** Configuration Data Management
Credential Awarded: Certificate of Completion
Length of Program: 8 Continuing Education Units (5 months)
- 19. **Program:** Human Resource Management
Credential Awarded: Human Resource Management Certificate
Length of Program: 18 Semester Credit Hours (8 months)

The institution participates in Title IV funding.

CC. Victory University

Memphis, TN

Victory University is seeking authorization for a new Associate of Science in Allied Health Sciences Degree Program. This program will be taught in a blended (residential and on-line) format. Instruction will be provided by faculty from their authorized site in Memphis, Tennessee.

The institution will offer one new program:

- 1. **The Associate of Science in Allied Health Sciences Program** is designed to prepare students to enter the allied health fields. Specifically, the program provides students the opportunity to complete the prerequisites required for four-year programs at nursing or technical training institutions, which include, but are not limited to, biology, anatomy & physiology, English composition and algebra. Students will attain a broad understanding of biological programs and be able to demonstrate practical knowledge of the scientific method. The curriculum includes additional coursework in the areas of: microbiology, bible and theology, communications, computer science, humanities and social and behavioral science.

Program: Allied Health Sciences
Credential Awarded: Associate of Science
Length of Program: 60 semester credit hours (20 months full-time)
(40 months part time)

The institution participates in Title IV funding.

DD. Williamson Christian College - Seaboard Lane

Franklin, TN

Williamson Christian College is seeking authorization for one Bachelor of Science Degree in Non-Profit Management. The program will be taught by faculty at their authorized site in Franklin, Tennessee.

The institution will offer one new program:

- 1. The Bachelor of Science in Non-Profit Management Program** is intended to provide a wholistic program that would equip students to be effective in a management or supervisory position within the non-profit sector. Students should learn organizational structure, economic systems, management, statistical reasoning, skills to deal with the essentials of management from a Christian mindset and the dynamics of non-profit organizations. Students will also learn accounting, marketing and critical thinking skills.

Program:	Non-Profit Management
Credential Awarded:	Bachelor of Science
Length of Program:	58 semester credit hours (24 months)

The institution participates in Title IV funding.

DATE: July 29, 2010

SUBJECT: Recommendations for Appointments to the Committee on Postsecondary Educational Institutions

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: In 1992, State law created under the auspices of the Commission an advisory committee for recommendations and the review of issues relative to institutions subject to the Postsecondary Authorization Act. Persons appointed shall be broadly representative of the geographical characteristics of Tennessee. Five (5) members of the Committee shall be employed by, hold an ownership in, or otherwise be affiliated with an institution or other entity subject to the committee's supervision and oversight. Four (4) members shall be representative of the public interest and shall have no association or relationship with such institutions. Two (2) members shall be representative of community based organizations that have an interest in postsecondary occupational education. Of the thirteen (13) members, eleven (11) are appointed with the remaining two (2) serving by virtue of their position as Executive Director of the Tennessee Higher Education Commission and as Executive Director of the Tennessee Student Assistance Corporation.

On June 30, 2010, 4 appointments to the committee expired. Currently, 7 positions on the committee are vacant. Therefore, Commission staff are recommending 4 committee members be reappointed.

1. Reappointment: Ms. Denise D. Bentley

Ms. Bentley is an Attorney for the Metro Board of Education. Her membership represents public interest having no association with such institutions.

2. Reappointment: Ms. Vicki Burch

Ms. Burch is President of West Tennessee Business College. Her membership represents one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight.

3. Reappointment: Mr. Gaylon Hall

Mr. Hall is Director Emeritus of the William R. Moore College of Technology. He serves as a representative of community based organizations that have an interest in postsecondary occupational education.

4. Reappointment: Mr. Stephen A. South

Mr. South is the President/Owner of South College. He serves as one employed by, holding an ownership in, or otherwise affiliated with an institution or other entity subject to the Committee's supervision and oversight.

The staff recommends that Ms. Denise Bentley, Ms. Vicki Burch, Mr. Gaylon Hall, and Mr. Steve South be reappointed to the Committee for a three-year term beginning on July 1, 2010 through June 30, 2013. Other members of the committee are:

Dr. Richard G. Rhoda, Executive Director, TN Higher Education Commission and TN Student Assistance Corporation

Bill Faour, Director/Owner, Chattanooga College Medical, Dental and Technical Careers

Larry Griffin, President, Mid-South Christian College

Commissions John Keys, Commissioner, TN Department of Veterans Affairs

Dr. Kittie Myatt, Department Chair, Counselor Education Programs, Argosy University

DATE: July 29, 2010

SUBJECT: July 1 Proposed Budgets, FY 2010-11

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The General Appropriations Act requires that the operating budgets of all higher education units be submitted by the respective governing boards to the Higher Education Commission. The budgets are to be submitted, with the Commission's action and comments, to the Department of Finance and Administration for review and approval.

SUMMARY OF COMMENTS: The FY 2010-11 proposed operating budgets for higher education are balanced. Campuses have again directed the majority of their resources to the teaching functions. Expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. All higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives.

Tuition and fees revenue accounted for 45.7 percent of overall revenue, while state appropriations accounted for 44.1 percent. The teaching functions – instruction, research, public service, and academic support – accounted for 62.7 percent of overall expenditures.

Institutions incorporated into their 2010-11 budgets non-recurring state appropriations in lieu of funds from the federal American Recovery & Reinvestment Act (ARRA). These one time state funds, like ARRA funds, are being used to assist institutions in adjusting expenditures to the reduced state appropriation base.

RECOMMENDATION: It is recommended that the Commission approve the FY 2010-11 July 1 budgets and the Executive Director transmit the approval of the FY 2010-11 July 1 budgets, along with the appropriate commentary, to the Commissioner of Finance and Administration.

Table 1

**HIGHER EDUCATION
STATE APPROPRIATIONS
2010-11**

Academic Formula Units	THEC FY 2010-11 Formula Calculation	Total FY 2009-10 Appropriation*	2010-11 Preliminary State Appropriations*	2010-11 Preliminary NR State Appr**	2010-11 Preliminary Total
TBR Universities					
Austin Peay	\$46,589,000	\$27,228,700	\$25,180,800	\$10,548,800	\$35,729,600
East Tennessee	77,058,000	48,353,800	44,857,500	17,639,000	62,496,500
Middle Tennessee	134,688,000	76,102,500	70,616,000	29,146,500	99,762,500
Tennessee State	53,541,000	30,371,100	28,308,800	13,236,800	41,545,600
Tennessee Tech	62,895,000	38,341,600	35,646,400	13,327,100	48,973,500
University of Memphis	148,526,000	97,397,500	91,312,100	31,327,200	122,639,300
Subtotal	\$523,297,000	\$317,795,200	\$295,921,600	\$115,225,400	\$411,147,000
Two-Year Colleges					
Chattanooga	\$32,752,000	\$21,297,300	\$20,164,900	\$5,119,000	\$25,283,900
Cleveland	13,483,000	9,408,300	8,920,700	2,010,200	10,930,900
Columbia	18,195,000	12,025,200	11,385,500	2,713,000	14,098,500
Dyersburg	11,121,000	6,506,300	6,128,300	1,519,000	7,647,300
Jackson	17,525,000	11,104,800	10,413,500	2,701,700	13,115,200
Motlow	16,998,000	9,159,600	8,624,500	2,338,300	10,962,800
Nashville	23,800,000	13,429,500	12,555,200	3,801,700	16,356,900
Northeast	21,339,000	11,051,400	10,384,900	2,849,200	13,234,100
Pellissippi	32,446,000	18,242,100	17,074,900	4,946,100	22,021,000
Roane	23,870,000	16,437,400	15,619,800	3,550,700	19,170,500
Southwest	44,955,000	34,396,200	32,395,900	7,610,800	40,006,700
Volunteer	25,331,000	16,269,400	15,337,800	3,934,100	19,271,900
Walters	26,013,000	16,578,900	15,743,500	3,822,400	19,565,900
Subtotal	\$307,828,000	\$195,906,400	\$184,749,400	\$46,916,200	\$231,665,600
UT Universities					
UT Chattanooga	\$59,675,000	\$35,886,300	\$33,172,200	\$12,385,500	\$45,557,700
UT Knoxville	258,919,000	152,036,100	142,195,300	57,757,200	199,952,500
UT Martin	41,353,000	25,683,900	23,689,600	9,141,000	32,830,600
Subtotal	\$359,947,000	\$213,606,300	\$199,057,100	\$79,283,700	\$278,340,800
Total Colleges and Universities	\$1,191,072,000	\$727,307,900	\$679,728,100	\$241,425,300	\$921,153,400
Technology Centers	\$87,582,000	\$47,842,700	\$46,252,100	\$8,111,400	\$54,363,500
Total Academic Formula Units	\$1,278,654,000	\$775,150,600	\$725,980,200	\$249,536,700	\$975,516,900

*Recurring

**Non-recurring funds include state appropriations in lieu of Federal ARRA, 401K match and other miscellaneous funds.

Table 1

**HIGHER EDUCATION
STATE APPROPRIATIONS
2010-11**

Specialized Units	THEC FY 2010-11 Formula Calculation	Total FY 2009-10 Appropriation*	2010-11 Preliminary State Appropriations*	2010-11 Preliminary NR State Appr**	2010-11 Preliminary Total
Medical Education					
ETSU College of Medicine	\$54,015,000	\$26,297,600	\$25,399,500	\$3,816,700	\$29,216,200
ETSU Family Practice	6,866,000	5,333,500	5,191,500	603,500	5,795,000
UT College of Medicine	119,460,000	44,057,000	42,523,500	6,886,700	49,410,200
UT Family Practice	10,017,000	9,487,500	9,175,100	1,069,600	10,244,700
UT Memphis	129,468,000	64,637,400	61,857,500	10,407,500	72,265,000
UT College of Vet Medicine	23,065,000	14,718,500	14,041,500	2,734,000	16,775,500
Subtotal	\$342,891,000	\$164,531,500	\$158,188,600	\$25,518,000	\$183,706,600
Research and Public Service					
UT Ag. Experiment Station	\$59,043,000	\$23,377,800	\$22,685,600	\$2,660,600	\$25,346,200
UT Ag. Extension Service	39,724,000	28,143,100	27,189,500	3,197,000	30,386,500
TSU McMinnville Center	1,200,000	521,500	527,900	42,700	570,600
TSU Institute of Agr and Environmental Research	2,599,000	2,109,800	2,153,600	168,500	2,322,100
TSU Cooperative Extension	2,107,000	2,371,700	2,915,500	149,400	3,064,900
TSU McIntire-Stennis Forestry Research	NA	185,400	171,900	-	171,900
UT Space Institute	20,643,000	7,465,900	7,195,300	1,149,300	8,344,600
UT Institute for Public Service	9,647,000	4,705,100	4,300,400	486,600	4,787,000
UT County Tech Asst. Service	2,338,000	1,491,700	1,477,900	176,800	1,654,700
UT Municipal Tech Adv. Service	3,341,000	2,556,500	2,497,100	293,100	2,790,200
Subtotal	\$140,642,000	\$72,928,500	\$71,114,700	\$8,324,000	\$79,438,700
Other Specialized Units					
UT University-Wide Admn.	\$5,627,000	\$4,353,700	\$4,117,800	\$176,300	\$4,294,100
TN Board of Regents Admn.	6,143,000	4,429,300	4,391,300	40,400	4,431,700
TN Student Assistance Corp.	54,617,500	48,589,500	48,550,300	3,200,000	51,750,300
Tennessee Student Assist. Awards	52,191,300	46,162,500	46,162,500	3,200,000	49,362,500
Tenn. Students Assist. Corporation	1,235,200	1,236,000	1,196,800	-	1,196,800
Loan/Scholarships Program	1,191,000	1,191,000	1,191,000	-	1,191,000
TN Higher Education Comm.	2,184,000	2,186,500	2,117,200	-	2,117,200
TN Foreign Language Institute	612,000	349,100	338,100	-	338,100
Contract Education	2,854,000	2,289,700	2,217,000	-	2,217,000
Subtotal	\$72,037,500	\$62,197,800	\$61,731,700	\$3,416,700	\$65,148,400
Total Specialized Units	\$555,570,500	\$299,657,800	\$291,035,000	\$37,258,700	\$328,293,700
Total Formula and Specialized Units	\$1,834,224,500	\$1,074,808,400	\$1,017,015,200	\$286,795,400	\$1,303,810,600
Program Initiatives					
Campus Centers of Excellence	\$29,067,000	\$17,717,700	\$17,238,700	\$1,260,600	\$18,499,300
Campus Centers of Emphasis	2,086,000	1,269,200	1,240,700	107,300	1,348,000
Ned McWherter Scholars Program	\$401,800	\$401,800	\$401,800	\$0	\$401,800
UT Access and Diversity Initiative	\$6,181,900	\$5,833,900	\$5,648,700	\$741,000	\$6,389,700
TBR Access and Diversity Initiative	10,919,100	10,313,200	9,977,400	1,320,200	11,297,600
THEC Grants	\$3,436,000	\$2,436,500	\$2,359,200	\$0	\$2,359,200
Research Initiatives - UT	10,000,000	5,880,300	5,693,700	5,300,000	10,993,700
Subtotal	\$62,091,800	\$43,852,600	\$42,560,200	\$8,729,100	\$51,289,300
Total Operating	\$1,896,316,300	\$1,118,661,000	\$1,059,575,400	\$295,524,500	\$1,355,099,900

*Recurring

**Non-recurring funds include state appropriations in lieu of Federal ARRA, 401K match and other miscellaneous funds.

Table 2
Capital Projects
Legislative Action - FY 2010-11

Capital Outlay Projects

UT Health Science Center Demolition & Site Development*	\$	4,000,000
Community College and TTC Special Appropriation**	\$	120,000,000
Capital Outlay - Total	\$	124,000,000

*Per Section 71 of Public Chapter 1108, this item is contingent on a determination by the Commissioner of F&A that an enhanced federal medical assistance percentage (FMAP) is continued.

**\$28M of the the \$120M total was allotted at July 1, 2010 (\$12M for Community Colleges and \$16M for High Priority Technology Centers). The remaining \$92M is contingent funding, per the above footnote.

Capital Maintenance Projects

UT	Facilities Assessment Program - Phase III*	\$	450,000
UTC	Metropolitan Building Repairs & HVAC Improvements - Phase II	\$	4,600,000
UTK	Electrical Distribution Systems Improvements - Phase III	\$	3,500,000
UTHSC	Molecular Science Building Window Replacement & HVAC Improvements	\$	3,020,000
UTM	Roof Replacements	\$	4,200,000
UTIA	East Tennessee Research & Education Center Improvements	\$	1,000,000
UTSI	Main Academic Building Improvements	\$	1,010,000
UTK	Humanities & McClung Tower HVAC Improvements - Phase II	\$	3,500,000
Capital Maintenance Subtotal - UT (8 Projects)		\$	21,280,000

TTC Hartsville	Administration and Shop Building Re-roofing	\$	210,000
TTC Chattanooga	Sequatchie Valley Roof Replacement	\$	340,000
VSCC	Wood Campus Center Roof Replacement	\$	340,000
STCC	Several Buildings Roof Repairs	\$	700,000
UoM	Engineering Complex HVAC/Fire System Modernization	\$	1,370,000
MTSU	Jones Hall Steam Line Replacement	\$	850,000
WSCC	Heating and Cooling Corrections	\$	230,000
TTC Crossville	Lighting and Security Updates	\$	190,000
TTC Shelbyville	Chiller Replacement	\$	220,000
ChSCC	Underground Piping Corrections	\$	790,000
TSU	Boswell Fume Hood Updates	\$	2,500,000
NaSCC	Parking Lot and Roadway Repairs	\$	190,000
TTU	Craft Center Guardrail Replacement	\$	400,000
APSU	Dunn Center Fire Sprinklers Update	\$	850,000
NeSCC	Faculty and General Studies Roof Replacement	\$	220,000
ETSU	Reece Museum Building System Repairs	\$	1,500,000
RSCC	Security System Update	\$	440,000
PSCC	Magnolia Campus System Updates	\$	470,000
ECOM	Health Sciences Electrical Infrastructure Repairs	\$	750,000
MSCC	Building Systems Equipment Replacement -Eoff Hall	\$	370,000
JSCC	Student Center Repairs & HVAC Updates	\$	260,000
CISCC	HVAC Equipment and Controls Update	\$	490,000
DSCC	Campus Site Updates	\$	150,000
CoSCC	Classroom Space Updates	\$	250,000
TTU	Several Buildings Roof Replacements	\$	660,000
VSCC	Wood Campus Center Roof Replacement		Combined with TBR #3
UoM	Access and Security Updates	\$	2,210,000
TTC McMinncville	Restroom and Lab Modernization	\$	290,000
RSCC	Security System Update		Combined with TBR #17
MTSU	Underground Electrical Update	\$	3,110,000
TTU	Several Buildings Waterproof & Exterior Repairs	\$	500,000
WSCC	Exterior Building Repairs	\$	560,000
ETSU	Several Buildings Roof Replacements	\$	1,500,000
NeSCC	Faculty and General Studies Roof Replacement		Combined with TBR #15
MTSU	Several Buildings Roof Replacement	\$	750,000
CoSCC	Natatorium Re-roof	\$	200,000
TTC Memphis	Administration and Education HVAC Repairs	\$	330,000
PSCC	Magnolia Campus System Updates		Combined with TBR #18
ECOM	Health Sciences Electrical Infrastructure Repairs		Combined with TBR #19
UoM	Elevator Modernization	\$	2,210,000
TSU	Boswell Fume Hood Updates		Combined with TBR #11
TTC Oneida	Mechanical and Building Repairs	\$	360,000
CISCC	HVAC Equipment and Controls Update		Combined with TBR #22
ChSCC	Underground Piping Corrections		Combined with TBR #10
TTU	Central Cooling Deficiency Corrections	\$	1,500,000
TTC Morristown	Chiller Replacements	\$	380,000
MSCC	Building Systems Equip Replacement -Eoff Hall		Combined with TBR #20
APSU	Browning Electrical Repairs	\$	950,000
Capital Maintenance Subtotal - TBR (48 Projects)		\$	29,590,000

Capital Maintenance - Total	\$	50,870,000
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Original THEC Recommendations

Capital Outlay	8 Projects	\$	359,850,000
Capital Maintenance	129 Projects	\$	141,690,000

Original Governor Recommendations

Capital Outlay	0 Projects	\$	-
Capital Maintenance	56 Projects	\$	50,870,000

**Table 3
Capital Outlay
2010-11**

THEC Priority	System Priority	Institution	Project Name	Previous State Funding	Funding From Other Sources	2010-11 State Appropriations	Governor's Recommendation	Legislative Action	Future State Funding Required	Total Project Cost	2010-11 Cumulative State Appr.	2010-11		
												Cumulative UT Total	Cumulative TBR Total	
1	1	MTSU	Science Facilities Improvements	\$16,820,000		\$ 126,600,000	\$ -	\$ -	\$ -	\$ 143,420,000	\$ 126,600,000	\$ -	\$ 126,600,000	
2	1	UTK	Strong Hall Addition and Renovation			\$ 52,500,000	\$ -	\$ -	\$ -	\$ 52,500,000	\$ 179,100,000	\$ 52,500,000	\$ 126,600,000	
3	2	UTK	New Academic Facility			\$ 57,500,000	\$ -	\$ -	\$ -	\$ 57,500,000	\$ 236,600,000	\$ 110,000,000	\$ 126,600,000	
4	3	UTHSC	Humphreys General Education Building Addition			\$ 21,100,000	\$ -	\$ -	\$ -	\$ 21,100,000	\$ 257,700,000	\$ 131,100,000	\$ 126,600,000	
5	2	STCC	Nursing and Biotechnology Facility			\$ 15,520,000	\$ -	\$ -	\$ -	\$ 15,520,000	\$ 273,220,000	\$ 131,100,000	\$ 142,120,000	
6	3	NSCC	New Academic and Support Building			\$ 20,430,000	\$ -	\$ -	\$ -	\$ 20,430,000	\$ 293,650,000	\$ 131,100,000	\$ 162,550,000	
7	4	NSTCC	Technical Education Complex			\$ 35,200,000	\$ -	\$ -	\$ -	\$ 35,200,000	\$ 328,850,000	\$ 131,100,000	\$ 197,750,000	
8	4	UTK	Audiology & Speech Pathology/Psychology Clinic			\$ 31,000,000	\$ -	\$ -	\$ -	\$ 31,000,000	\$ 359,850,000	\$ 162,100,000	\$ 197,750,000	
TOTAL CAPITAL OUTLAY PROJECTS FOR FY2010-11				\$16,820,000		\$ 359,850,000	\$ -	\$ -	\$ -	\$ 376,670,000				
										Projects				
TBR Total for 2010-11				\$16,820,000		\$ 197,750,000							55%	4
UT Total for 2010-11				\$ -		\$ 162,100,000							45%	4
				\$ 16,820,000		\$ 359,850,000								

Table 4
CAPITAL MAINTENANCE
FY 2010-11

THE UNIVERSITY OF TENNESSEE

System Priority	Institution	Project	THEC Recommendation	Governor's Recommendation	Legislative Action
1	UT	Facilities Assessment Program - Phase III*	\$ 310,000	\$ 450,000	\$ 450,000
2	UTC	Metropolitan Building Repairs & HVAC Improvements - Phase II	\$ 4,600,000	\$ 4,600,000	\$ 4,600,000
3	UTK	Electrical Distribution Systems Improvements - Phase III	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000
4	UTHSC	Molecular Science Building Window Replacement & HVAC Improvements	\$ 3,020,000	\$ 3,020,000	\$ 3,020,000
5	UTM	Roof Replacements	\$ 4,200,000	\$ 4,200,000	\$ 4,200,000
6	UTIA	East Tennessee Research & Education Center Improvements	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
7	UTSI	Main Academic Building Improvements	\$ 1,010,000	\$ 1,010,000	\$ 1,010,000
8	UTK	Humanities & McClung Tower HVAC Improvements - Phase II	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000
9	UTC	Bretske Hall Improvements	\$ 1,740,000		
10	UTHSC	Alexander Building Improvements	\$ 3,130,000		
11	UTK	Utilities Infrastructure Study	\$ 750,000		
12	UTIA	College of Veterinary Medicine Hospital Systems Upgrade	\$ 4,700,000		
13	UTM	Exterior Lighting Upgrade	\$ 3,460,000		
14	UTK	Science & Engineering Building Systems Improvements - Phase I	\$ 3,000,000		
15	UTK	Roof Repair & Replacement	\$ 3,500,000		
16	UTC	Holt Hall Improvements - Phase I	\$ 4,950,000		
17	UTM	Window Replacement-Four Buildings	\$ 850,000		
18	UTHSC	Dunn Building Improvements - Phase I	\$ 3,800,000		
19	UTIA	Greenhouse Improvement at West Tennessee Research and Education Center	\$ 800,000		
20	UTSI	Water & Waste Water Systems Improvements	\$ 2,100,000		
21	UTC	Campus Safety & Security Improvements	\$ 3,700,000		
FY 2010-11 Capital Maintenance Total for The University of Tennessee			\$ 57,620,000	\$ 21,280,000	\$ 21,280,000

*Includes \$140,000 of Campus Plant funds for a total project cost of \$450,000

TENNESSEE BOARD OF REGENTS

System Priority	Institution	Project	THEC Recommendation	Governor's Recommendation	Legislative Action
1	TTC Hartsville	Administration and Shop Building Re-roofing	\$ 210,000	\$ 210,000	\$ 210,000
2	TTC Chattanooga	Sequatchie Valley Roof Replacement	\$ 340,000	\$ 340,000	\$ 340,000
3	VSCC	Wood Campus Center Roof Replacement	\$ 170,000	\$ 340,000	\$ 340,000
4	STCC	Several Buildings Roof Repairs	\$ 700,000	\$ 700,000	\$ 700,000
5	UoM	Engineering Complex HVAC/Fire System Modernization	\$ 1,370,000	\$ 1,370,000	\$ 1,370,000
6	MTSU	Jones Hall Steam Line Replacement	\$ 850,000	\$ 850,000	\$ 850,000
7	WSCC	Heating and Cooling Corrections	\$ 230,000	\$ 230,000	\$ 230,000
8	TTC Crossville	Lighting and Security Updates	\$ 190,000	\$ 190,000	\$ 190,000
9	TTC Shelbyville	Chiller Replacement	\$ 220,000	\$ 220,000	\$ 220,000
10	ChSCC	Underground Piping Corrections	\$ 420,000	\$ 790,000	\$ 790,000
11	TSU	Boswell Fume Hood Updates	\$ 1,500,000	\$ 2,500,000	\$ 2,500,000
12	NaSCC	Parking Lot and Roadway Repairs	\$ 190,000	\$ 190,000	\$ 190,000
13	TTU	Craft Center Guardrail Replacement	\$ 400,000	\$ 400,000	\$ 400,000
14	APSU	Dunn Center Fire Sprinklers Update	\$ 850,000	\$ 850,000	\$ 850,000
15	NeSCC	Faculty and General Studies Roof Replacement	\$ 110,000	\$ 220,000	\$ 220,000
16	ETSU	Reece Museum Building System Repairs	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
17	RSCC	Security System Update	\$ 220,000	\$ 440,000	\$ 440,000
18	PSCC	Magnolia Campus System Updates	\$ 310,000	\$ 470,000	\$ 470,000
19	ECOM	Health Sciences Electrical Infrastructure Repairs	\$ 480,000	\$ 750,000	\$ 750,000
20	MSCC	Building Systems Equipment Replacement -Eoff Hall	\$ 180,000	\$ 370,000	\$ 370,000
21	JSCC	Student Center Repairs & HVAC Updates	\$ 260,000	\$ 260,000	\$ 260,000
22	CISCC	HVAC Equipment and Controls Update	\$ 290,000	\$ 490,000	\$ 490,000
23	DSCC	Campus Site Updates	\$ 150,000	\$ 150,000	\$ 150,000
24	CoSCC	Classroom Space Updates	\$ 250,000	\$ 250,000	\$ 250,000
25	TTU	Several Buildings Roof Replacements	\$ 660,000	\$ 660,000	\$ 660,000
26	VSCC	Wood Campus Center Roof Replacement	\$ 170,000	Combined with TBR #3	Combined with TBR #4
27	UoM	Access and Security Updates	\$ 2,210,000	\$ 2,210,000	\$ 2,210,000
28	TTC McMinnville	Restroom and Lab Modernization	\$ 290,000	\$ 290,000	\$ 290,000
29	RSCC	Security System Update	\$ 220,000	Combined with TBR #17	Combined with TBR #18
30	MTSU	Underground Electrical Update	\$ 3,110,000	\$ 3,110,000	\$ 3,110,000
31	TTU	Several Buildings Waterproof & Exterior Repairs	\$ 500,000	\$ 500,000	\$ 500,000
32	WSCC	Exterior Building Repairs	\$ 560,000	\$ 560,000	\$ 560,000
33	ETSU	Several Buildings Roof Replacements	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
34	NeSCC	Faculty and General Studies Roof Replacement	\$ 110,000	Combined with TBR #15	Combined with TBR #16
35	MTSU	Several Buildings Roof Replacement	\$ 750,000	\$ 750,000	\$ 750,000
36	CoSCC	Natatorium Re-roof	\$ 200,000	\$ 200,000	\$ 200,000
37	TTC Memphis	Administration and Education HVAC Repairs	\$ 330,000	\$ 330,000	\$ 330,000
38	PSCC	Magnolia Campus System Updates	\$ 160,000	Combined with TBR #18	Combined with TBR #18
39	ECOM	Health Sciences Electrical Infrastructure Repairs	\$ 270,000	Combined with TBR #19	Combined with TBR #19
40	UoM	Elevator Modernization	\$ 2,210,000	\$ 2,210,000	\$ 2,210,000

TENNESSEE BOARD OF REGENTS - Continued

System			THEC	Governor's	Legislative
Priority	Institution	Project	Recommendation	Recommendation	Action
41	TSU	Boswell Fume Hood Updates	\$ 1,000,000	Combined with TBR #11	Combined with TBR #12
42	TTC Oneida	Mechanical and Building Repairs	\$ 360,000	\$ 360,000	\$ 360,000
43	CISCC	HVAC Equipment and Controls Update	\$ 200,000	Combined with TBR #22	Combined with TBR #22
44	ChSCC	Underground Piping Corrections	\$ 370,000	Combined with TBR #10	Combined with TBR #10
45	TTU	Central Cooling Deficiency Corrections	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
46	TTC Morristown	Chiller Replacements	\$ 380,000	\$ 380,000	\$ 380,000
47	MSCC	Building Systems Equip Replacement -Eoff Hall	\$ 190,000	Combined with TBR #20	Combined with TBR #21
48	APSU	Browning Electrical Repairs	\$ 950,000	\$ 950,000	\$ 950,000
49	STCC	Macon Cove Mechanical & Electrical Upgrade	\$ 750,000		
50	JSCC	Student Center Repairs & HVAC Updates	\$ 370,000		
51	ETSU	Mechanical Repair & Replacement	\$ 1,750,000		
52	TSU	Electrical Distribution Updates	\$ 1,250,000		
53	DSCC	Campus Site Updates	\$ 160,000		
54	NaSCC	Parking Lot and Roadway Repairs	\$ 210,000		
55	CoSCC	Classroom Space Updates	\$ 150,000		
56	TTU	Fire Alarm System Update	\$ 1,500,000		
57	UoM	Various Roof Replacements	\$ 3,780,000		
58	STCC	Several Buildings Roof Repairs	\$ 700,000		
59	TSU	Several Buildings Roof Repair/Replacements	\$ 1,250,000		
60	TTC Covington	HVAC System Updates	\$ 410,000		
61	VSCC	HVAC Updates	\$ 280,000		
62	PSCC	Security System Update	\$ 400,000		
63	TTC Dickson	Wastewater Evaporator Correction	\$ 450,000		
64	MTSU	Feedwater and Boiler Distribution Updates	\$ 1,700,000		
65	TTU	Bartoo Hall Electrical Replacement	\$ 580,000		
66	APSU	Browning Mechanical Updates	\$ 1,000,000		
67	ETSU	Dome HVAC Replacement	\$ 2,100,000		
68	CISCC	Data Center Infrastructure Corrections	\$ 550,000		
69	JSCC	Student Center Repairs & HVAC Updates	\$ 370,000		
70	NeSCC	Faculty Building Exterior Glass Replacement	\$ 150,000		
71	ChSCC	Several Buildings Envelope Repairs	\$ 660,000		
72	TTC Athens	HVAC and Door Updates	\$ 480,000		
73	VSCC	Fire Alarm and Security Updates	\$ 220,000		
74	TTU	Kittrell Hall Electrical Replacement	\$ 580,000		
75	TTC Hohenwald	HVAC System Update	\$ 480,000		
76	MTSU	Domestic Water-Sewer System Updates	\$ 400,000		
77	APSU	Harned Hall HVAC Replacement	\$ 540,000		
78	TSU	Life Safety/ADA Updates	\$ 1,000,000		
79	MTSU	Peck Hall HVAC Update	\$ 550,000		
80	TTC Elizabethton	HVAC System Repairs	\$ 550,000		
81	STCC	Macon Cove Mechanical & Electrical Upgrade	\$ 750,000		
82	TTU	Central Cooling Deficiency Corrections	\$ 1,750,000		
83	ECOM	College of Medicine Building 119 HVAC Repairs	\$ 1,860,000		
84	NaSCC	Parking Lot and Roadway Repairs	\$ 300,000		
85	MTSU	Several Buildings Envelope Repair	\$ 870,000		
86	UoM	Brick & Façade Restoration	\$ 3,940,000		
87	ETSU	Window and Envelope Repairs	\$ 1,750,000		
88	ChSCC	Omni Chemistry Lab Updates	\$ 580,000		
89	TTU	Fire Alarm System Update	\$ 500,000		
90	UoM	Various Buildings Asbestos Abatement	\$ 790,000		
91	DSCC	Glover Roof Replacement	\$ 530,000		
92	MTSU	Business/Aerospace Roof Replacement	\$ 790,000		
93	ChSCC	Energy Plant and Omniplex Roof Replacement	\$ 320,000		
94	MTSU	Walker Library Roof Replacement	\$ 830,000		
95	TTC Crossville	Roof Flashing Replacement	\$ 100,000		
96	TTC Hartsville	Administration and Shop Building Re-roofing	\$ 210,000		
97	TTC Athens	Roof and Flooring Updates	\$ 270,000		
98	MTSU	Murphy Center Roof Replacement	\$ 1,990,000		
99	DSCC	Maintenance Roof Replacement	\$ 150,000		
100	JSCC	McWherter Flashing and Roofing Repairs	\$ 1,230,000		
101	TTC Covington	Roof Replacement	\$ 210,000		
102	RSCC	Dunbar Roof Replacement	\$ 790,000		
103	JSCC	Science Building Roof Replacement	\$ 390,000		
104	MSCC	Several Roof Replacements	\$ 1,450,000		
105	TTC Livingston	Communication and HVAC System Updates	\$ 550,000		
106	TSU	Infrastructure Repairs/Replacement	\$ 1,300,000		
107	UoM	Electric Primary and Switchgear Replacement	\$ 3,680,000		
108	MTSU	Murphy Center Arena HVAC Updates	\$ 1,280,000		
FY 2010-11 Capital Maintenance Total for the Tennessee Board of Regents			\$ 84,070,000	\$ 29,590,000	\$ 29,590,000
			UT Subtotal	\$ 57,620,000	\$ 21,280,000
			TBR Subtotal	\$ 84,070,000	\$ 29,590,000
CAPITAL MAINTENANCE PROJECT TOTAL FOR FY 2010-11			\$ 141,690,000	\$ 50,870,000	\$ 50,870,000

Table 5

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2010-11**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Universities	Chattanooga	Cleveland
Tuition & Fees									
Dollar	\$60,750,500	\$92,056,400	\$152,713,800	\$62,795,500	\$64,612,000	\$147,374,000	\$580,302,200	\$28,250,100	\$9,781,700
Percent	60.59%	55.11%	57.30%	57.26%	53.80%	46.41%	53.68%	51.96%	46.66%
State Appropriation									
Dollar	\$35,415,400	\$62,124,600	\$98,467,000	\$39,653,300	\$47,933,200	\$121,831,000	\$405,424,500	\$25,608,500	\$11,024,700
Percent	35.32%	37.19%	36.95%	36.16%	39.91%	38.37%	37.50%	47.10%	52.59%
Sales & Service									
Dollar	\$3,235,700	\$6,257,100	\$12,391,200	\$4,245,600	\$5,418,900	\$24,620,800	\$56,169,300	\$291,000	\$9,900
Percent	3.23%	3.75%	4.65%	3.87%	4.51%	7.75%	5.20%	0.54%	0.05%
Other Sources									
Dollar	\$861,400	\$6,610,600	\$2,940,600	\$2,968,600	\$2,129,000	\$23,714,200	\$39,224,400	\$221,800	\$147,400
Percent	0.86%	3.96%	1.10%	2.71%	1.77%	7.47%	3.63%	0.41%	0.70%
Total Educ. & Gen.									
Dollar	\$100,263,000	\$167,048,700	\$266,512,600	\$109,663,000	\$120,093,100	\$317,540,000	\$1,081,120,400	\$54,371,400	\$20,963,700
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast	Pellissippi	Roane	Southwest
Tuition & Fees									
Dollar	\$14,283,700	\$9,023,000	\$13,430,100	\$13,050,600	\$23,101,300	\$15,795,000	\$32,942,000	\$18,562,900	\$38,648,200
Percent	49.84%	53.12%	49.05%	53.50%	55.80%	53.32%	58.39%	48.26%	47.81%
State Appropriation									
Dollar	\$14,123,900	\$7,733,100	\$13,290,700	\$11,157,400	\$16,594,100	\$13,379,200	\$22,336,200	\$19,200,900	\$40,549,100
Percent	49.28%	45.53%	48.54%	45.74%	40.08%	45.17%	39.59%	49.92%	50.16%
Sales & Service									
Dollar	\$46,100	\$12,100	\$116,500	\$0	\$3,900	\$0	\$0	\$10,500	\$13,400
Percent	0.16%	0.07%	0.43%	0.00%	0.01%	0.00%	0.00%	0.03%	0.02%
Other Sources									
Dollar	\$204,700	\$217,400	\$545,000	\$186,500	\$1,698,600	\$447,000	\$1,136,600	\$692,600	\$1,627,900
Percent	0.71%	1.28%	1.99%	0.76%	4.10%	1.51%	2.01%	1.80%	2.01%
Total Educ. & Gen.									
Dollar	\$28,658,400	\$16,985,600	\$27,382,300	\$24,394,500	\$41,397,900	\$29,621,200	\$56,414,800	\$38,466,900	\$80,838,600
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 5 (cont.)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2010-11**

	Volunteer	Walters	Total Two-Year Institutions	UTC	UTK	UTM	Total UT Formula Universities		
Tuition & Fees									
Dollar	\$22,915,200	\$20,329,500	\$260,113,300	\$61,282,748	\$252,681,196	\$47,628,600	\$361,592,544		
Percent	53.57%	49.52%	51.68%	55.00%	49.15%	57.72%	51.07%		
State Appropriation									
Dollar	\$19,501,600	\$19,771,200	\$234,270,600	\$44,019,819	\$218,391,325	\$30,833,900	\$293,245,044		
Percent	45.59%	48.16%	46.55%	39.51%	42.48%	37.37%	41.42%		
Sales & Service									
Dollar	\$18,700	\$142,600	\$664,700	\$4,049,811	\$6,896,245	\$2,498,100	\$13,444,156		
Percent	0.04%	0.35%	0.13%	3.63%	1.34%	3.03%	1.90%		
Other Sources									
Dollar	\$338,400	\$805,800	\$8,269,700	\$2,061,217	\$36,165,475	\$1,551,100	\$39,777,792		
Percent	0.79%	1.96%	1.64%	1.85%	7.03%	1.88%	5.62%		
Total Educ. & Gen.									
Dollar	\$42,773,900	\$41,049,100	\$503,318,300	\$111,413,595	\$514,134,241	\$82,511,700	\$708,059,536		
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

	UT Space Institute	UT Memphis	UT College of Medicine	UT Family Medicine	Agricultural Experiment Station	Agricultural Extension Service	TSU McMinnville Center	College of Veterinary Medicine	Institute for Public Service
Tuition & Fees									
Dollar	\$1,723,881	\$38,771,608	\$17,721,100	\$0	\$0	\$0	\$0	\$9,481,130	\$0
Percent	14.57%	26.77%	22.05%	0.00%	0.00%	0.00%	0.00%	24.46%	0.00%
State Appropriation									
Dollar	\$8,960,142	\$80,921,717	\$50,649,278	\$11,070,700	\$25,572,000	\$30,779,900	\$553,000	\$17,444,200	\$4,929,700
Percent	75.75%	55.87%	63.02%	51.56%	70.07%	69.39%	100.00%	45.01%	81.17%
Sales & Service									
Dollar	\$60,000	\$7,376,462	\$1,612,047	\$9,644,437	\$2,910,443	\$3,387,800	\$0	\$10,231,670	\$0
Percent	0.51%	5.09%	2.01%	44.91%	7.97%	7.64%	0.00%	26.40%	0.00%
Other Sources									
Dollar	\$1,084,728	\$17,776,298	\$10,389,545	\$758,400	\$8,013,541	\$10,192,278	\$0	\$1,601,122	\$1,143,975
Percent	9.17%	12.27%	12.93%	3.53%	21.96%	22.98%	0.00%	4.13%	18.83%
Total Educ. & Gen.									
Dollar	\$11,828,751	\$144,846,085	\$80,371,970	\$21,473,537	\$36,495,984	\$44,359,978	\$553,000	\$38,758,122	\$6,073,675
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 5 (cont.)

**SUMMARY OF UNRESTRICTED EDUCATIONAL AND GENERAL REVENUE DOLLARS AND PERCENT BY SOURCE
FOR THE TBR AND UT SYSTEMS, JULY 1 BUDGET 2010-11**

	MTAS	CTAS	UT University- Wide Admin.	ETSU Family Practice	ETSU Medical School	ETSU College of Pharmacy	Tennessee Board of Regents	Technology Centers	July 1 Grand Total
Tuition & Fees									
Dollar	\$0	\$0	\$0	\$0	\$7,679,600	\$8,709,700	\$0	\$33,898,800	\$1,319,993,863
Percent	0.00%	0.00%	0.00%	0.00%	14.55%	92.29%	0.00%	34.83%	45.70%
State Appropriation									
Dollar	\$2,992,400	\$1,776,600	\$4,484,700	\$5,945,500	\$29,547,000	\$0	\$4,761,200	\$59,325,200	\$1,272,653,381
Percent	52.10%	38.45%	52.65%	45.02%	55.97%	0.00%	24.35%	60.95%	44.06%
Sales & Service									
Dollar	\$0	\$2,833,640	\$50,647	\$7,195,400	\$14,225,600	\$0	\$0	\$601,300	\$130,407,602
Percent	0.00%	61.33%	0.59%	54.48%	26.95%	0.00%	0.00%	0.62%	4.51%
Other Sources									
Dollar	\$2,750,948	\$9,800	\$3,983,000	\$65,400	\$1,339,400	\$727,400	\$14,794,800	\$3,509,500	\$165,412,027
Percent	47.90%	0.21%	46.76%	0.50%	2.54%	7.71%	75.65%	3.61%	5.73%
Total Educ. & Gen.									
Dollar	\$5,743,348	\$4,620,040	\$8,518,347	\$13,206,300	\$52,791,600	\$9,437,100	\$19,556,000	\$97,334,800	\$2,888,466,873
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
July 1 Budget 2010-11**

	APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR Univ.	Chattanooga	Cleveland
Instruction									
Dollar	\$44,278,800	\$80,185,600	\$122,652,000	\$49,651,700	\$51,077,000	\$137,787,200	\$485,632,300	\$28,152,100	\$9,307,200
Percent	48.71%	50.69%	51.13%	46.54%	47.79%	44.98%	48.14%	54.24%	46.88%
Research									
Dollar	\$438,900	\$2,331,800	\$5,257,100	\$1,692,800	\$1,226,200	\$12,812,100	\$23,758,900	\$0	\$0
Percent	0.48%	1.47%	2.19%	1.59%	1.15%	4.18%	2.35%	0.00%	0.00%
Public Service									
Dollar	\$301,400	\$1,941,100	\$3,165,400	\$1,042,300	\$1,641,100	\$6,458,000	\$14,549,300	\$75,000	\$104,300
Percent	0.33%	1.23%	1.32%	0.98%	1.54%	2.11%	1.44%	0.14%	0.53%
Academic Support									
Dollar	\$6,461,200	\$16,941,100	\$21,524,900	\$10,010,400	\$8,900,900	\$25,970,200	\$89,808,700	\$4,458,800	\$1,434,300
Percent	7.11%	10.71%	8.97%	9.38%	8.33%	8.48%	8.90%	8.59%	7.22%
SubTotal									
Dollar	\$51,480,300	\$101,399,600	\$152,599,400	\$62,397,200	\$62,845,200	\$183,027,500	\$613,749,200	\$32,685,900	\$10,845,800
Percent	56.63%	64.10%	63.61%	58.49%	58.81%	59.74%	60.83%	62.98%	54.63%
Student Services									
Dollar	\$16,145,000	\$18,826,300	\$35,469,500	\$16,059,700	\$15,273,200	\$52,817,300	\$154,591,000	\$5,999,900	\$3,443,000
Percent	17.76%	11.90%	14.79%	15.05%	14.29%	17.24%	15.32%	11.56%	17.34%
Institutional Support									
Dollar	\$9,653,200	\$13,814,000	\$21,616,300	\$13,753,700	\$10,186,600	\$30,762,400	\$99,786,200	\$7,661,900	\$3,134,100
Percent	10.62%	8.73%	9.01%	12.89%	9.53%	10.04%	9.89%	14.76%	15.79%
Operation & Maintenance									
Dollar	\$8,780,100	\$13,270,100	\$18,702,400	\$10,839,000	\$12,454,800	\$27,083,900	\$91,130,300	\$4,712,300	\$1,961,500
Percent	9.66%	8.39%	7.80%	10.16%	11.65%	8.84%	9.03%	9.08%	9.88%
Scholarships & Fellowships									
Dollar	\$4,844,100	\$10,879,900	\$11,495,500	\$3,631,100	\$6,108,400	\$12,667,400	\$49,626,400	\$841,000	\$470,000
Percent	5.33%	6.88%	4.79%	3.40%	5.72%	4.13%	4.92%	1.62%	2.37%
Total Educational & General Expenditures									
Dollar	\$90,902,700	\$158,189,900	\$239,883,100	\$106,680,700	\$106,868,200	\$306,358,500	\$1,008,883,100	\$51,901,000	\$19,854,400
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
July 1 Budget 2010-11**

	Columbia	Dyersburg	Jackson	Motlow	Nashville	Northeast	Pellissippi	Roane	Southwest
Instruction									
Dollar	\$15,195,700	\$8,405,900	\$13,313,800	\$10,852,100	\$24,918,000	\$15,249,500	\$28,878,700	\$19,228,700	\$32,954,700
Percent	57.27%	49.99%	54.76%	46.53%	59.15%	49.80%	56.74%	55.77%	41.18%
Research									
Dollar	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Percent	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Public Service									
Dollar	\$93,600	\$142,800	\$54,000	\$119,100	\$437,300	\$33,900	\$628,500	\$352,800	\$98,400
Percent	0.35%	0.85%	0.22%	0.51%	1.04%	0.11%	1.23%	1.02%	0.12%
Academic Support									
Dollar	\$1,726,400	\$950,300	\$1,365,200	\$2,020,500	\$3,926,600	\$3,239,600	\$4,876,000	\$2,002,800	\$11,052,500
Percent	6.51%	5.65%	5.61%	8.66%	9.32%	10.58%	9.58%	5.81%	13.81%
SubTotal									
Dollar	\$17,015,700	\$9,499,000	\$14,733,000	\$12,991,700	\$29,281,900	\$18,523,000	\$34,383,200	\$21,584,300	\$44,105,600
Percent	64.13%	56.50%	60.60%	55.70%	69.51%	60.49%	67.55%	62.60%	55.11%
Student Services									
Dollar	\$3,126,400	\$2,244,700	\$2,653,300	\$2,910,900	\$3,147,800	\$3,975,500	\$5,421,700	\$4,052,500	\$9,134,000
Percent	11.78%	13.35%	10.91%	12.48%	7.47%	12.98%	10.65%	11.75%	11.41%
Institutional Support									
Dollar	\$3,493,500	\$2,777,100	\$3,978,000	\$3,963,600	\$4,888,300	\$3,929,300	\$6,531,000	\$4,753,700	\$14,846,600
Percent	13.17%	16.52%	16.36%	16.99%	11.60%	12.83%	12.83%	13.79%	18.55%
Operation & Maintenance									
Dollar	\$2,665,500	\$1,844,300	\$2,337,100	\$2,930,900	\$4,304,600	\$4,026,100	\$3,566,200	\$3,650,700	\$10,131,500
Percent	10.05%	10.97%	9.61%	12.57%	10.22%	13.15%	7.01%	10.59%	12.66%
Scholarships & Fellowships									
Dollar	\$234,000	\$448,500	\$612,200	\$525,900	\$505,000	\$168,000	\$996,000	\$438,200	\$1,817,000
Percent	0.88%	2.67%	2.52%	2.25%	1.20%	0.55%	1.96%	1.27%	2.27%
Total Educational & General Expenditures									
Dollar	\$26,535,100	\$16,813,600	\$24,313,600	\$23,323,000	\$42,127,600	\$30,621,900	\$50,898,100	\$34,479,400	\$80,034,700
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
July 1 Budget 2010-11**

	Volunteer	Walters	Total Two-Year Schools	UTC	UTK	UTM	Total UT Univ.	Total Technology Centers	TOTAL Formula Institutions
Instruction									
Dollar	\$21,123,200	\$21,908,200	\$249,487,800	50,284,887	218,954,762	37,534,573	\$306,774,222	\$56,757,400	\$1,098,651,722
Percent	51.37%	53.16%	51.63%	44.42%	40.38%	44.67%	41.49%	57.66%	47.15%
Research									
Dollar	\$0	\$0	\$0	1,606,783	24,460,439	994,328	\$27,061,550	\$3,264,600	\$54,085,050
Percent	0.00%	0.00%	0.00%	1.42%	4.51%	1.18%	3.66%	3.32%	2.32%
Public Service									
Dollar	\$288,700	\$469,500	\$2,897,900	2,093,627	8,162,598	530,323	\$10,786,548	\$2,518,500	\$30,752,248
Percent	0.70%	1.14%	0.60%	1.85%	1.51%	0.63%	1.46%	2.56%	1.32%
Academic Support									
Dollar	\$3,021,800	\$2,457,200	\$42,532,000	7,030,561	62,449,073	10,104,977	\$79,584,611	\$1,169,700	\$213,095,011
Percent	7.35%	5.96%	8.80%	6.21%	11.52%	12.03%	10.76%	1.19%	9.15%
SubTotal									
Dollar	\$24,433,700	\$24,834,900	\$294,917,700	\$61,015,858	\$314,026,872	\$49,164,201	\$424,206,931	\$63,710,200	\$1,396,584,031
Percent	59.42%	60.27%	61.03%	53.90%	57.91%	58.51%	57.37%	64.72%	59.94%
Student Services									
Dollar	\$4,886,800	\$5,101,500	\$56,098,000	15,438,516	42,156,225	9,225,599	\$66,820,340	\$9,860,500	\$287,369,840
Percent	11.88%	12.38%	11.61%	13.64%	7.77%	10.98%	9.04%	10.02%	12.33%
Institutional Support									
Dollar	\$6,172,000	\$4,592,400	\$70,721,500	11,522,554	49,271,726	8,248,201	\$69,042,481	\$13,648,200	\$253,198,381
Percent	15.01%	11.14%	14.64%	10.18%	9.09%	9.82%	9.34%	13.86%	10.87%
Operation & Maintenance									
Dollar	\$4,701,600	\$5,265,900	\$52,098,200	15,950,325	98,463,309	10,250,955	\$124,664,589	\$10,697,700	\$278,590,789
Percent	11.43%	12.78%	10.78%	14.09%	18.16%	12.20%	16.86%	10.87%	11.96%
Scholarships & Fellowships									
Dollar	\$925,800	\$1,414,000	\$9,395,600	9,273,163	38,330,466	7,138,595	\$54,742,224	\$520,700	\$114,284,924
Percent	2.25%	3.43%	1.94%	8.19%	7.07%	8.50%	7.40%	0.53%	4.90%
Total Educational & General Expenditures									
Dollar	\$41,119,900	\$41,208,700	\$483,231,000	\$113,200,416	\$542,248,598	\$84,027,551	\$739,476,565	\$98,437,300	\$2,330,027,965
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
July 1 Budget 2010-11**

	ETSU College of Medicine	ETSU Family Practice	ETSU College of Pharmacy	UT College of Medicine	UT Family Medicine	UT College of Vet. Medicine	UT Memphis	TSU McMinnville Center
Instruction								
Dollar	35,765,100	8,866,200	5,380,500	59,535,129	18,844,841	28,015,156	49,169,650	0
Percent	67.59%	67.19%	61.32%	78.94%	86.85%	71.80%	33.37%	0.00%
Research								
Dollar	3,411,300	358,700	947,300	201,603	0	3,112,001	7,845,241	541,200
Percent	6.45%	2.72%	10.80%	0.27%	0.00%	7.98%	5.32%	100.00%
Public Service								
Dollar	0	0	0	17,566	0	0	335,000	0
Percent	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.23%	0.00%
Academic Support								
Dollar	4,602,400	2,509,700	1,149,700	8,191,595	0	4,207,343	33,721,817	0
Percent	8.70%	19.02%	13.10%	10.86%	0.00%	10.78%	22.88%	0.00%
SubTotal								
Dollar	\$43,778,800	\$11,734,600	\$7,477,500	\$67,945,893	\$18,844,841	\$35,334,500	\$91,071,708	\$541,200
Percent	82.74%	88.93%	85.21%	90.09%	86.85%	90.56%	61.80%	100.00%
Student Services								
Dollar	1,208,900	0	474,100	1,120,694	0	0	3,365,851	0
Percent	2.28%	0.00%	5.40%	1.49%	0.00%	0.00%	2.28%	0.00%
Institutional Support								
Dollar	2,633,700	1,166,900	351,800	2,538,495	2,695,757	676,670	18,608,982	0
Percent	4.98%	8.84%	4.01%	3.37%	12.42%	1.73%	12.63%	0.00%
Operation & Maintenance								
Dollar	5,230,100	293,500	471,700	2,250,000	156,597	2,945,664	28,430,548	0
Percent	9.88%	2.22%	5.38%	2.98%	0.72%	7.55%	19.29%	0.00%
Scholarships & Fellowships								
Dollar	60,000	0	0	1,564,500	0	60,000	5,890,208	0
Percent	0.11%	0.00%	0.00%	2.07%	0.00%	0.15%	4.00%	0.00%
Total Educational & General Expenditures								
Dollar	\$52,911,500	\$13,195,000	\$8,775,100	\$75,419,582	\$21,697,195	\$39,016,834	\$147,367,297	\$541,200
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 6 (cont.)

**SUMMARY OF PERCENT UNRESTRICTED EDUCATIONAL AND GENERAL EXPENDITURES
BY FUNCTIONAL AREA BY INSTITUTION FOR THE TBR AND UT SYSTEMS
July 1 Budget 2010-11**

	UT Agri. Exp. Station	UT Space Institute	UT Ext. Service	CTAS	MTAS	Institute for Pub. Service	UT Univ.-Wide Admin.	TBR Admin.	July 1 GRAND TOTAL
Instruction									
Dollar	\$0	\$3,650,523	\$0	\$0	\$0	\$0	\$0	\$0	\$1,307,878,821
Percent	0.00%	30.88%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	46.20%
Research									
Dollar	\$33,101,671	\$3,447,235	\$0	\$0	\$0	\$0	\$0	\$0	\$107,051,301
Percent	90.88%	29.16%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.78%
Public Service									
Dollar	\$0	\$10,270	\$43,004,937	\$4,723,468	\$5,497,610	\$4,595,457	\$0	\$0	\$88,936,556
Percent	0.00%	0.09%	96.24%	99.27%	95.35%	77.34%	0.00%	0.00%	3.14%
Academic Support									
Dollar	\$1,289,019	\$371,756	\$773,603	\$0	\$231,802	\$0	\$0	\$0	\$270,143,746
Percent	3.54%	3.14%	1.73%	0.00%	4.02%	0.00%	0.00%	0.00%	9.54%
SubTotal									
Dollar	\$34,390,690	\$7,479,784	\$43,778,540	\$4,723,468	\$5,729,412	\$4,595,457	\$0	\$0	\$1,774,010,424
Percent	94.42%	63.27%	97.97%	99.27%	99.37%	77.34%	0.00%	0.00%	62.67%
Student Services									
Dollar	\$0	\$173,893	\$0	\$0	\$0	\$0	\$0	\$0	\$293,713,278
Percent	0.00%	1.47%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	10.38%
Institutional Support									
Dollar	\$1,505,118	\$2,024,887	\$907,633	\$34,500	\$36,300	\$1,346,540	\$13,206,183	\$18,708,400	\$319,640,246
Percent	4.13%	17.13%	2.03%	0.73%	0.63%	22.66%	100.00%	97.78%	11.29%
Operation & Maintenance									
Dollar	\$526,676	\$1,922,597	\$0	\$0	\$0	\$0	\$0	\$410,000	\$321,228,171
Percent	1.45%	16.26%	0.00%	0.00%	0.00%	0.00%	0.00%	2.14%	11.35%
Scholarships & Fellowships									
Dollar	\$0	\$220,703	\$0	\$0	\$0	\$0	\$0	\$14,500	\$122,094,835
Percent	0.00%	1.87%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	4.31%
Total Educational & General Expenditures									
Dollar	\$36,422,484	\$11,821,864	\$44,686,173	\$4,757,968	\$5,765,712	\$5,941,997	\$13,206,183	\$19,132,900	\$2,830,686,954
Percent	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 7

**MANDATORY STUDENT FEE CHARGES
2009-10 & 2010-11**

	2009-10			2010-11			Percent Increase		
	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident	Total Mandatory Fees	Undergraduate Maintenance Fees	Total Undergraduate Resident
Austin Peay	\$1,224	\$4,644	\$5,868	\$1,224	\$5,004	\$6,228	0.0%	7.8%	6.1%
East Tennessee	\$949	\$4,644	\$5,593	\$1,000	\$5,004	\$6,004	5.4%	7.8%	7.3%
Middle Tennessee	\$1,404	\$4,644	\$6,048	\$1,474	\$5,004	\$6,478	5.0%	7.8%	7.1%
Tennessee State	\$800	\$4,644	\$5,444	\$850	\$5,004	\$5,854	6.3%	7.8%	7.5%
Tennessee Tech	\$942	\$4,644	\$5,586	\$1,032	\$5,004	\$6,036	9.6%	7.8%	8.1%
University of Memphis	\$1,154	\$5,370	\$6,524	\$1,212	\$5,778	\$6,990	5.0%	7.6%	7.1%
UT Chattanooga	\$1,150	\$4,506	\$5,656	\$1,150	\$4,912	\$6,062	0.0%	9.0%	7.2%
UT Knoxville	\$932	\$5,918	\$6,850	\$932	\$6,450	\$7,382	0.0%	9.0%	7.8%
UT Martin	\$1,061	\$4,708	\$5,769	\$1,058	\$5,132	\$6,190	-0.3%	9.0%	7.3%
Chattanooga	\$291	\$2,700	\$2,991	\$295	\$2,940	\$3,235	1.4%	8.9%	8.2%
Cleveland	\$269	\$2,700	\$2,969	\$269	\$2,940	\$3,209	0.0%	8.9%	8.1%
Columbia	\$241	\$2,700	\$2,941	\$261	\$2,940	\$3,201	8.3%	8.9%	8.8%
Dyersburg	\$271	\$2,700	\$2,971	\$271	\$2,940	\$3,211	0.0%	8.9%	8.1%
Jackson	\$253	\$2,700	\$2,953	\$253	\$2,940	\$3,193	0.0%	8.9%	8.1%
Motlow	\$259	\$2,700	\$2,959	\$273	\$2,940	\$3,213	5.4%	8.9%	8.6%
Nashville	\$225	\$2,700	\$2,925	\$225	\$2,940	\$3,165	0.0%	8.9%	8.2%
Northeast	\$281	\$2,700	\$2,981	\$281	\$2,940	\$3,221	0.0%	8.9%	8.1%
Pellissippi	\$293	\$2,700	\$2,993	\$297	\$2,940	\$3,237	1.4%	8.9%	8.2%
Roane	\$281	\$2,700	\$2,981	\$281	\$2,940	\$3,221	0.0%	8.9%	8.1%
Southwest	\$285	\$2,700	\$2,985	\$285	\$2,940	\$3,225	0.0%	8.9%	8.0%
Volunteer	\$261	\$2,700	\$2,961	\$265	\$2,940	\$3,205	1.5%	8.9%	8.2%
Walters	\$269	\$2,700	\$2,969	\$269	\$2,940	\$3,209	0.0%	8.9%	8.1%
Technology Centers	\$200	\$2,199	\$2,399	\$200	\$2,535	\$2,735	0.0%	15.3%	14.0%

Table 8

**COMPARISON OF AUXILIARY ENTERPRISE REVENUES, EXPENDITURES AND TRANSFERS
FOR THE TBR AND UT SYSTEMS**

	Estimated 2009-10			July 1 2010-11		
	Revenue	Expenditures/ Transfers	Difference	Revenue	Expenditures/ Transfers	Difference
Austin Peay	\$7,933,800	\$7,933,800	-	\$8,299,700	\$8,299,700	-
East Tennessee	16,300,600	\$16,180,400	120,200	17,737,300	17,662,400	74,900
Middle Tennessee	36,938,700	36,938,700	-	37,686,200	37,686,200	-
Tennessee State	14,791,000	14,791,000	-	15,316,300	15,316,300	-
Tennessee Tech	11,707,200	11,707,200	-	13,904,400	13,904,400	-
University of Memphis	17,522,200	16,628,700	893,500	18,193,800	18,193,800	0
subtotal	\$105,193,500	\$104,179,800	\$1,013,700	\$111,137,700	\$111,062,800	\$74,900
Chattanooga	\$995,000	\$705,800	\$289,200	\$995,000	\$731,200	\$263,800
Cleveland	145,900	41,500	104,400	145,900	41,500	104,400
Columbia	217,700 *	217,700	-	217,700	217,700	-
Dyersburg	135,000	135,000	-	135,000	135,000	-
Jackson	200,000	200,000	-	200,000	200,000	-
Motlow	274,000 *	274,000	-	274,000 *	274,000	-
Nashville	285,400	20,500	264,900	285,400	20,500	264,900
Northeast	192,500	9,600	182,900	192,500	9,600	182,900
Pellissippi	510,000 *	510,000	-	510,000 *	510,000	-
Roane	312,300 *	312,300	-	312,300 *	312,300	-
Southwest	700,000	192,500	507,500	700,000	192,500	507,500
Volunteer	347,000	83,400	263,600	347,000	83,400	263,600
Walters	446,200 *	446,200	0	446,200	446,200	0
subtotal	\$4,761,000	\$3,148,500	\$1,612,500	\$4,761,000	\$3,173,900	\$1,587,100
UT Chattanooga	\$7,641,371	\$7,641,371	-	\$7,845,433	\$7,845,433	-
UT Knoxville	165,279,635	165,279,635	-	166,973,044	166,973,044	-
UT Martin	12,530,124	12,530,124	-	12,502,324	12,502,324	-
subtotal	\$185,451,130	\$185,451,130	\$0	\$187,320,801	\$187,320,801	\$0
UT Space Institute	\$118,732 *	\$118,732	-	\$149,222	\$149,222	-
UT Memphis	3,550,516	3,550,516	-	3,331,407	3,331,407	-
Technology Centers	4,924,700	4,251,200	673,500	4,797,500	4,009,800	787,700
subtotal	\$8,593,948	\$7,920,448	\$673,500	\$8,278,129	\$7,490,429	\$787,700
TOTAL	\$303,999,578	\$300,699,878	\$3,299,700	\$311,497,630	\$309,047,930	\$2,449,700

*Revenues include transfers from Fund Balance in order to balance out Auxiliary Enterprises

Table 9

**Athletics Data
2009-10 & 2010-11**

	2009-10 General Fund Support	Athletics General Fund as Percent of E&G	2009-10 Student Athletics Fee	2009-10 Athletics Fee Revenue**	2009-10 Athletics Budget
APSU	\$4,014,960	4.8%	\$250	\$1,801,400	\$6,365,560
ETSU	4,023,570	2.8%	200	2,050,000	7,263,660
MTSU	7,030,500	3.1%	300	6,500,000	16,889,275
TSU	4,435,390	4.3%	174	1,550,000	8,274,890
TTU	4,301,930	4.0%	250	2,416,800	7,837,620
UM	1,310,941	0.4%	400	7,450,000	33,257,513
UTC	4,077,184	3.8%	240	2,832,457	9,690,330
UTM	3,938,120	4.8%	308	1,875,000	6,858,320
UTK*	0	NA	0	1,000,000	96,700,000
Subtotal	33,132,595			27,475,657	193,137,168
Chattanooga	\$663,400	1.3%	\$0	\$0	\$663,400
Cleveland	508,869	2.6%	0	0	510,969
Columbia	309,360	1.2%	0	0	315,360
Dyersburg	303,900	2.0%	0	0	311,300
Jackson	421,848	1.8%	0	0	421,848
Motlow	340,030	1.5%	0	0	340,030
Roane	360,890	1.1%	0	0	361,590
Southwest	620,396	0.8%	0	0	633,576
Volunteer	629,129	1.6%	0	0	629,129
Walters	638,087	1.7%	0	0	638,087
Subtotal	4,795,909				4,825,289
Total	37,928,504				197,962,457

	2010-11 General Fund Support	Athletics General Fund as Percent of E&G	2010-11 Student Athletics Fee	2010-11 Athletics Fee Revenue**	2010-11 Athletics Budget
APSU	\$4,330,460	4.8%	\$250	\$1,801,400	\$7,306,260
ETSU	4,104,250	2.6%	250	3,400,000	9,068,190
MTSU	7,160,900	3.0%	350	7,950,000	18,681,100
TSU	4,470,400	4.2%	224	1,950,000	8,616,000
TTU	4,144,890	3.9%	300	2,965,000	8,238,430
UM	1,610,941	0.5%	450	7,450,000	33,557,513
UTC	4,241,628	3.7%	240	2,832,457	10,048,862
UTM	4,179,045	5.0%	308	1,975,000	7,184,245
UTK*	0	NA	0	1,000,000	99,050,000
Subtotal	34,242,514			31,323,857	201,750,600
Chattanooga	\$675,100	1.3%	\$0	\$0	\$675,100
Cleveland	517,707	2.6%	0	0	519,807
Columbia	336,070	1.3%	0	0	342,070
Dyersburg	334,800	2.0%	0	0	342,900
Jackson	333,501	1.4%	0	0	333,501
Motlow	341,230	1.5%	0	0	341,230
Roane	404,727	1.2%	0	0	406,227
Southwest	601,642	0.8%	0	0	615,042
Volunteer	665,262	1.6%	0	0	665,262
Walters	658,320	1.6%	0	0	658,320
Subtotal	4,868,359				4,899,459
Total	39,110,873				206,650,059

*Athletics at UTK are self supporting.

**Athletics fee revenue for 2011 does not include increases to mandatory athletics fees effective fall 2010.

Table 10
2010-11 Formula Needs Analysis

Preliminary FY 2010-11

Institution/Unit	Preliminary FY 2010-11					Formula Estimated Total Need	Difference (Short)	Percent	Percent w/o Non-recurr. State Funds
	Legislative* Appropriation	Maintenance Fees	Technology Access Fee	Out-of-State Tuition	Total Revenue				
Austin Peay	\$ 35,415,400	\$ 47,064,200	\$ 2,243,000	\$ 2,900,900	\$ 87,623,500	\$ 78,195,000	\$ 9,428,500	112.1%	98.6%
East Tennessee	62,124,600	69,961,100	2,885,000	9,624,200	144,594,900	143,316,000	1,278,900	100.9%	88.6%
Middle Tennessee	98,467,000	120,424,850	5,201,700	9,443,250	233,536,800	227,255,000	6,281,800	102.8%	89.9%
Tennessee State	39,653,300	39,424,300	1,744,300	17,286,100	98,108,000	107,397,000	(9,289,000)	91.4%	79.0%
Tennessee Tech	47,933,200	50,942,400	2,239,900	4,784,000	105,899,500	106,785,000	(885,500)	99.2%	86.7%
University of Memphis	121,831,000	116,386,605	4,062,705	8,638,650	250,918,960	267,115,000	(16,196,040)	93.9%	82.2%
Subtotal TBR Universities	\$ 405,424,500	\$ 444,203,455	\$ 18,376,605	\$ 52,677,100	\$ 920,681,660	\$ 930,063,000	\$ (9,381,340)	99.0%	86.6%
Chattanooga	\$ 25,608,500	\$ 22,890,000	\$ 1,760,000	\$ 609,000	\$ 50,867,500	\$ 48,515,000	\$ 2,352,500	104.8%	94.3%
Cleveland	11,024,700	8,265,000	725,000	203,900	20,218,600	20,176,000	42,600	100.2%	90.2%
Columbia	14,123,900	12,015,500	960,000	301,300	27,400,700	27,388,000	12,700	100.0%	90.1%
Dyersburg	7,733,100	7,516,700	739,700	101,500	16,091,000	16,520,000	(429,000)	97.4%	88.2%
Jackson	13,290,700	12,184,500	842,100	113,800	26,431,100	25,985,000	446,100	101.7%	91.3%
Motlow	11,157,400	11,392,500	842,900	195,300	23,588,100	25,279,000	(1,690,900)	93.3%	84.1%
Nashville	16,594,100	19,830,900	1,722,200	731,900	38,879,100	35,668,000	3,211,100	109.0%	98.3%
Northeast	13,379,200	14,100,300	1,080,000	79,000	28,638,500	31,610,000	(2,971,500)	90.6%	81.6%
Pellissippi	22,336,200	27,270,000	2,250,000	1,360,000	53,216,200	48,839,000	4,377,200	109.0%	98.8%
Roane	19,200,900	15,039,300	1,335,000	480,800	36,056,000	35,577,000	479,000	101.3%	91.4%
Southwest	40,549,100	31,731,400	3,171,000	1,476,700	76,928,200	67,816,000	9,112,200	113.4%	102.2%
Volunteer	19,501,600	18,534,928	1,458,189	525,000	40,019,717	37,815,000	2,204,717	105.8%	95.4%
Walters	19,771,200	17,167,900	1,400,000	353,200	38,692,300	38,793,000	(100,700)	99.7%	89.9%
Subtotal 2-Year Institutions	\$ 234,270,600	\$ 217,938,928	\$ 18,286,089	\$ 6,531,400	\$ 477,027,017	\$ 459,981,000	\$ 17,046,017	103.7%	93.5%
UT Chattanooga	\$ 44,019,800	\$ 47,021,094	\$ 1,530,203	\$ 6,235,060	\$ 98,806,157	\$ 104,335,000	\$ (5,528,843)	94.7%	82.8%
UT Knoxville	218,391,300	177,695,314	5,200,000	32,986,686	434,273,300	465,000,000	(30,726,700)	93.4%	81.0%
UT Martin	30,833,900	37,779,000	1,342,000	3,819,000	73,773,900	70,994,000	2,779,900	103.9%	91.0%
Subtotal UT Universities	\$ 293,245,000	\$ 262,495,408	\$ 8,072,203	\$ 43,040,746	\$ 606,853,357	\$ 640,329,000	\$ (33,475,643)	94.8%	82.4%
Technology Centers	\$ 59,325,200	\$ 22,272,200	\$ 2,042,600	\$ -	\$ 83,640,000	\$ 109,477,000	(25,837,000)	76.4%	69.0%
Total Formula Units	\$ 992,265,300	\$ 946,909,991	\$ 46,777,497	\$ 102,249,246	\$ 2,088,202,034	\$ 2,139,850,000	\$ (51,647,966)	97.6%	85.9%

*Legislative Appropriation includes non-recurring state funds.

Agenda Item: I. D.

DATE: July 29, 2010

SUBJECT: Recommended Revision to THEC/TSAC Audit Committee Charter

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The creation of an audit committee was required under Public Chapter 310, known as the “State of Tennessee Audit Committee Act of 2005.” The audit committee has authority to conduct or authorize investigations into any matter within its scope of responsibility. The Commission approved the merging of the THEC and TSAC audit committees on July 24, 2008.

Revision of THEC/TSAC Audit Committee Charter

The proposed revision deletes the requirement to have three members from each organization on the committee. A quorum will require three or more members to be present. The revision adds that the committee and its chair shall be “selected by the Executive Director of THEC/TSAC and confirmed by the” Commission/Board of Directors. “Commission/Board of Directors” is added to the charter approval requirements. Other miscellaneous changes are also included. The charter is attached. Staff recommends approval.



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Audit Committee Charter

PURPOSE

The audit committee of the Tennessee Higher Education Commission/Tennessee Student Assistance Corporation will assist the Commission/Board of Directors in fulfilling its oversight responsibilities in preventing fraudulent financial reporting, and the misappropriation of assets.

AUTHORITY

The creation of an audit committee is required under Public Chapter 310, known as the “State of Tennessee Audit Committee Act of 2005.” The audit committee has authority to conduct or authorize investigations into any matter within its scope of responsibility. ~~THEC/TSAC’s senior management and fiscal staff are~~ Internal Auditor Director is responsible for providing the committee with educational resources related to accounting principles, internal controls, applicable policies, and other information that may be requested by the committee to maintain appropriate understanding of financial and compliance matters.

MEMBERSHIP

The committee and its chair shall be ~~appointed~~ selected by the Executive Director of THEC/TSAC and confirmed by the Commission/Board of Directors. The Audit Committee ~~and~~ shall consist of ~~three~~ members from each organization who are generally knowledgeable in financial, management, and auditing matters. The committee chair shall have some accounting or financial management expertise. Each member shall serve for a term not to exceed three years, and may be reappointed. Each member shall be free of any appearance of conflict and of any relationship that would interfere with his or her exercise of independent judgment.

MEETINGS

The committee will meet at least annually or as circumstances require. The chairman or any ~~three~~ two committee members may call a meeting. A quorum will be established when ~~more than one-half~~ three or more of the Audit Committee members are present. The committee will invite members of management, auditors, or others to attend and provide pertinent information. Members may also meet individually with management and others as necessary. Meeting agendas will be provided to members in advance, along with appropriate briefing materials. The ~~i~~ Internal ~~a~~ Audit Director ~~director, in~~

~~in conjunction with fiscal affairs staff,~~ will provide support for the committee, and will prepare the necessary meeting agendas and minutes.

RESPONSIBILITIES

The Audit Committee will carry out the following responsibilities after approval of this charter by the Audit Committee, the Commission/Board of Directors and the Comptroller of the Treasury's Office.

State and Federal Audits

- Immediately inform the Comptroller of the Treasury's Office when fraud is suspected or detected.
- Review with State and Federal auditors the scope and results of their examination of fiscal records and any other matter related to the conduct of the audit, which should be communicated to the committee.
- Serve as a facilitator of any audits or investigations, including advising auditors and investigators of any information they may receive or otherwise note regarding risks of fraud or weaknesses in internal controls; reviewing with the auditors any findings or other matters noted by the auditors during audit engagements; working with management and staff to ensure implementation of audit recommendations; and assisting in the resolution of any problems the auditors may have with cooperation from management or staff.
- Develop a formal process for assessing the risks of fraud; including documentation of the results of the assessments and assuring the internal controls are in place to adequately mitigate those risks.
- Develop and formally communicate to the Commission/Board of Directors and staff their responsibilities for preventing, detecting, and reporting allegations of fraud, waste, or abuse to the committee and the Comptroller's Office as well as a process for immediately reporting such information.
- Review with management and legal counsel any legal matters, including pending litigation that may have a material impact, and any material reports or inquiries from regulatory or governmental agencies.
- Resolve any differences between management and the State and Federal auditors regarding financial reporting.
- Review the established process to ensure compliance with legal and regulatory requirements.
- Oversight and direction of Federal and State audits.
- Seek any information required from management and staff – all of whom are directed to cooperate with the committee's requests – or external parties.
- Meet with State officials, legal counsel, and State or Federal Auditors to discuss matters that the committee deems necessary.
- Other duties as required.

Internal Control

- Oversight of the effectiveness of the internal control system and management practices, including information technology security and control.

- Understand the scope of the auditors' review of internal control over financial reporting.
- Review management's risk assessment and internal control structure.
- Ensure that the internal audit department has direct and unrestricted access to the chairman and other committee members.
- Review the internal audit director's administrative reporting relationship to assure not only that independence is fostered, but adequate resources in terms of staff and budget are provided to enable the department to effectively perform its responsibilities.
- Review the annual audit plan and results of the year's work with the internal audit director. Changes to the plan, including management requests for unplanned assignments, should also be reviewed.
- Receive and review reports and other work prepared by the internal audit department.

External Auditors

- Review the external auditors' proposed audit scope and approach.
- Present the external auditors' conclusions to the full Commission/Board of Directors.
- Meet regularly with the external auditors to discuss any matters that the committee or auditors deem appropriate.

Communications and Reporting

- Provide an open avenue of communications among State and Federal auditors, senior management, and the Commission/Board of Directors. Ensure procedures for the receipt, retention, and treatment of complaints about accounting, internal controls, or auditing matters are appropriate.
- Report regularly to the Commission/Board of Directors regarding committee activities and issues, including such recommendations as the committee deems appropriate.
- Provide a confidential mechanism for reporting suspected irregularities.
- Develop a written Code of Conduct policy that is easy to understand and implement. This Code of Conduct policy must be reviewed as needed and communicated to the Commission/Board of Directors, management and staff, and it shall be posted on the THEC/TSAC website to remind those individuals of the public nature of the Commission/Board of Directors and the need for all to maintain the highest level of integrity with regard to the financial operations and any related financial reporting responsibilities; to avoid preparing or issuing fraudulent or misleading financial reports or other information; to protect assets from fraud, waste, and abuse; to comply with all relevant laws, rules, policies and procedures; and to avoid engaging in activities which would otherwise bring dishonor.
- Review the Conflict of Interest and Code of Conduct policies to ensure the term "conflict of interest" is clearly defined; guidelines are comprehensive; annual signoff is required; and potential conflicts are adequately resolved and documented.

Agenda Item: I.E.

DATE: July 29, 2010

SUBJECT: Election of Officers

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission will elect the 2010-11 officers. Article V of the Commission's rules of procedure provides:

The Commission officers shall consist of a chair, two vice-chairs, and a secretary, each elected by the Commission members from among their own number. The office of secretary may be combined with that of vice-chair. Officers shall be elected at the summer Commission meeting, and the term of office of all officers shall be one year or until their successors are elected; and their duties shall be those ordinarily performed by such officers.

No member shall serve as chair in excess of three successive one-year terms. Each vice-chair shall reside in one of the grand divisions of the state in which the chair and other vice-chair do not reside.

The current Commission officers are:

Mr. Jack Murrah – Chairman

Ms. Katie Winchester – Vice Chairman

Mr. Charlie Mann – Vice Chairman

Mayor A C Wharton – Secretary

DATE: July 29, 2010

SUBJECT: Status of First to the Top

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Higher Education’s Involvement in Tennessee’s Race to the Top: As a part of the American Recovery and Reinvestment Act of 2009, President Barack Obama and Secretary of Education Arne Duncan announced the United States Department of Education’s Race to the Top competition. Race to the Top is a \$4.35 billion incentive program designed to make drastic reforms and improvements in education and student performance. Tennessee was one of 41 states to submit applications for the program in January of 2010. After a rigorous competition, Tennessee emerged as one of two states awarded Race to the Top funding and will receive \$501 million over the next four years.

Tennessee’s Race to the Top proposal concentrated on five areas of improvement: Great Teachers and Leaders, Standards and Assessments, Data Systems to Support Instruction, Turning Around Low-Performing Schools, and STEM (Science, Technology, Engineering, and Math) Education. This sweeping educational reform will require collaboration from all educational stakeholders. The Tennessee Department of Education, State Board of Education, Tennessee Higher Education Commission, and Governor’s Office of State Policy and Planning will lead the efforts in implementing the reforms proposed in Race to the Top.

With Tennessee’s successful Race to the Top bid, higher education will have a significant role in achieving the overall goals of the federal school reform grant. THEC and institutions of higher education are instrumental in ensuring the success of Race to the Top in the state. The THEC Executive Director serves on the First to the Top Advisory Council which oversees implementation. THEC staff also serve on various First to the Top working teams such as Project Management Oversight Committee, STEM leadership team, and the First to the Top Oversight Team.

Not only will higher education be involved in shaping the education reforms being enacted but will also be directly responsible as programmatic and fiscal manager for numerous programs. Individual institutions will have opportunities to apply for funding for projects that will address the provisions of the federal award. Tennessee’s Race to the Top framework names THEC as directing and managing several projects with a total fiscal impact of over \$20 million. These projects aim to accomplish the following:

- **Strengthen the ability of K-12 teachers to use TVAAS data in improving student outcomes.** Through engagement of individual institutions, THEC will work with SAS and Battelle to develop a module for teacher pre-service curriculum. This module will prepare teachers to use TVAAS data to modify classroom content to ensure student success. (Integrating TVAAS into Pre-Service Training: \$1,350,000)
- **Improve the quality and quantity of teachers in K-12 education.** Through collaboration with the State Board of Education, TDOE, the UT Center for Business and Economic Research, and the 39 teacher preparation programs in the state, THEC will facilitate funding for projects that will improve the quality and quantity of teachers in the state. This will be accomplished through evaluating the capacity of the teacher workforce in the state and projecting the demand for teachers and principals. This will be done on a geographic basis as well as by subject area and grade level. (Integrating Common Core Standards into Pre-Service Teachers: \$1,350,000 and School Leaders Supply and Demand Study: \$172,800)
- **Provide accountability in teacher preparation focused on strengthening programs.** Responsibility for the Report Card on Teacher Preparation has been shifted from the State Board of Education to THEC, and this responsibility is addressed in the Race to the Top framework. The Report Card process provides accountability for the teacher preparation programs and their graduates and provides valuable feedback to the institutions to make programmatic changes. (Teacher Preparation Program Effectiveness Report Card: \$432,000)
- **Increase Tennessee's competitiveness in STEM.** The STEM network in Tennessee will continue to expand through Race to the Top through two new initiatives.

 - In addition to the two UTeach replication sites being currently funded by THEC and TDOE, the Race to the Top funding names the establishment of two additional UTeach replication sites at the University of Memphis and UT Chattanooga. THEC will facilitate these additions which will dramatically increase the number of secondary math and science teachers across the state. (UTeach Program Replication: \$4,104,000)
 - THEC will also contract with the university STEM centers to provide high quality professional development to K-12 teachers in STEM disciplines. (STEM Professional Development: \$6,480,000)
- **Expand the College Access Network.** THEC will receive additional funding to expand the current College Access Network and to assist students in

successful application and admission to colleges and universities. (College Access Network: \$3,240,336)

While THEC has primary responsibility for the projects listed above, there are numerous other initiatives in which THEC and higher education institutions play a role. The Race to the Top proposal team selected STEM as a competitive priority. Along with the STEM professional development managed by THEC, other STEM initiatives include: STEM Innovation Network Infrastructure, Regional STEM Hubs, and the Oak Ridge Associated Universities STEM Teacher Training Academy. Another area where higher education and THEC will have significant involvement is the state longitudinal data system. THEC and the institutions will provide data to build the P-20 data system being housed at the University of Tennessee, Knoxville's Center for Business and Economic Research.

List of Projects from Race to the Top Managed by THEC: \$20,369,136

1. Integrating Common Core Standards into Pre-Service: \$1,350,000
 - a. THEC will contract with an external source to provide training for college faculty. Training will be provided for faculty at no cost to the institution.
2. Integrating TVAAS into Pre-Service: \$1,350,000
 - a. RFP issued for development of module (geared toward SAS or Battelle).
 - b. RFP issued for higher education institutions to receive funds to implement the module as well as contract with SAS for additional studies related to graduate performance as measured by TVAAS.
3. School Leaders Supply and Demand Study: \$172,800
 - a. This will be a direct contract with UTK's Center for Business and Economic Research.
4. UTeach Program Replication: \$4,104,000
 - a. These will be direct contracts with the University of Memphis and the University of Tennessee, Chattanooga to implement the UTeach programs proposed through the RFP issued in March 2009.
5. Teacher Preparation Program Effectiveness Report Card: \$432,000
 - a. THEC will be working with teacher preparation programs to design a more effective report card. This will include the state-wide report card as well as institutional feedback reports related to graduates.
6. College Access Network: \$3,240,336
7. STEM Professional Development: \$6,480,000
 - a. RFPs will be issued for STEM Centers to provide professional development to K-12 teachers in STEM disciplines.
8. Tennessee Consortium on Research, Evaluation, and Development (TNCRED) (This will flow through to Vanderbilt University's National Center for Performance Incentives.): \$3,240,000

DATE: July 29, 2010

SUBJECT: GEAR UP TN/CACG Status Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The GEAR UP initiative is a federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP TN is designed to promote student achievement and enhance awareness of the need to expand access to post-secondary education statewide, especially in those areas of the state that are traditionally underserved. GEAR UP TN funds are also used to provide incentive awards to students graduating from the high schools served and scholarships to low-income students in the cohort.

The College Access Challenge Grant focuses on initiatives such as providing professional development opportunities for school counselors and postsecondary financial aid administrators and admissions officers, increasing the reach and frequency of media messages through the statewide college access campaign, and enhancing the services offered to low-income students through the expansion of current college access programs. The overall goal of Tennessee's CACG is to create a network among organizations working in college access with a unified message while also increasing the number of underserved students enrolling and succeeding in postsecondary education.

Staff will report highlights from GEAR UP TN summer activities and the CACG annual performance report. Staff will also share an overview of the 2010-2014 CACG application.

Agenda Item: II.C.

DATE: July 29, 2010

SUBJECT: Fall Quarterly Meeting

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: The next scheduled quarterly Commission meeting is November 18, 2010. The meeting will be held in the Commission's board room.