

**Volunteer State Community College
Strategic Plan 2015-2025**

January 25, 2016

March 8, 2017 (Updated to Reflect TnReconnect Beginning Fall 2018)

April 4, 2017 (Update of Institutional Profile)

June 6, 2017 (Updated to Include physical facilities efficiencies)

February 14, 2018 (Update of Institutional Profile)

Vision: Volunteer State Community College will be the premier provider of higher education, training, and service meeting the diverse needs of our constituencies.

Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to our constituencies. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural awareness, and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Core Values:

We believe STUDENTS matter. Students invest in Vol State to meet their individual needs. Our goal is to help them realize their potential.

We are LEARNERS: We aspire to continuously increase our knowledge to improve ourselves and those we serve.

We are EDUCATORS: Faculty are educators within and beyond the classroom; staff and administrators are educators outside the classroom.

We are RESOURCEFUL: We use our skills, abilities, and technology to develop creative and innovative solutions.

We are part of a global COMMUNITY: We are all responsible for supporting the communities where we live and work.

Institutional Profile: Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, the Livingston Center, the Cookeville Higher Education Campus, Highland Crest and over 25 off-site locations throughout the service area. Flexible course offerings respond to emerging labor force and educational needs culminating in associate of arts, associate of science, associate of fine arts, associate of applied science, and associate of science in teaching degrees and certificates. Programs designed for transfer

assist approximately 62% of the College's students in transferring to local universities. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met through a globally competitive curriculum, innovative workforce programs and emerging technologies. Fifty-six (56) percent of all students enroll full-time and 79% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Health Science credit curriculum of the College.

Key Priority: Access

TBR Goal: The TBR System will broaden opportunities for those who wish to develop their professional skills, enrich their lives and engage in the workforce of the future by optimizing gateways to higher learning through the effective use of technology, the promotion of learning partnerships within TBR and across the state, and the development of campus sites.

Volunteer State Access Goals:

Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through more effective use of technology, learning partnerships, and physical resources.

Performance Indicators:

Associate and Certificate Awards: 2015-16: 1245; 2019-2020: 1387; 2024-2025: 1564

Degree Seeking Headcount Enrollment: Fall 2015: 7820; Fall 2019: 8232; Fall 2024: 8777

Dual Enrollment: Fall 2015: 1460; Fall 2019: 1529; Fall 2024: 1621

Access Key Indicators:

Objective A.1. Increase unduplicated fall term headcount enrollment through the effective use of course delivery technology including online, hybrid, and other mobile interactive platforms.

Initiatives:

- A.1.1 Increase the number of courses and sections offered through one or more of these formats through the development of courses in these formats.
- A.1.2 Explore other potential formats, develop and implement course(s).
- A.1.3 Expand to include mode neutral delivery (students may attend in person or remotely).
- A.1.4 Pilot and implement Flipped Classroom.

Objective A.2. Increase in unduplicated fall term headcount enrollment for the following subpopulations: Low Income, African Americans, Males, Veterans, Health Program Students, Adults, and Learning Support

Initiatives:

- A.2.1 Initiatives will be developed with focus on each specific subpopulation.
- A.2.2 Develop 2015-2020 Diversity Strategic Plan focusing on one or more of the subpopulations. The plan will describe the underrepresented groups and will include targets and goals for improvement and methodologies for achieving the target and goals.
- A.2.3 Adult Population Initiatives – As a result of new legislation, TnReconnect, the College will develop and implement specific initiatives to increase the adult population. Fall 2018: 600 new Adult Students (eligible students defined as being independent and not having an Associate or Bachelor’s degree).

Initiatives:

- A.2.3.A Intensive advising to include guided pathway discussions, life and career planning
- A.2.3.B Leveraging technology to assist with life and career planning
- A.2.3.C Quantify work experience through PLA and increase opportunity for credit for life experiences
- A.2.3.D Utilize CLEP to assist adults to obtain credit for knowledge already possessed
- A.2.3.E Embed student success coaches
- A.2.3.F Implement mentoring program for adult students
- A.2.3.G Alignment of academic programs with job opportunities and service area needs
- A.2.3.H Ensure courses are offered in normal sequence to ensure on-time graduation (Package programs not just courses)
- A.2.3.I Increase number of fully online academic programs
- A.2.3.J Establish a University Parallel Adult cohort that will meet every other Saturday with rest of coursework online (hybrid format)
- A.2.3.K Recruit in business for potential students
- A.2.3.L Partner with businesses for financial support for adult students
- A.2.3.M Revise website to specifically address adult student needs
- A.2.3.N Educate the college community concerning adults, life circumstances, relationships, etc. specific to adults
- A.2.3.O Modify teaching and learning process to be more adult friendly

Objective A.3. Establish learning partnerships with business and industry addressing the education and training needs of the workforce.

Initiatives:

- A.3.1 Identify specific educational and training needs for business and industry.
- A.3.2 Include credit and non-credit opportunities.
- A.3.3 Develop curriculum and/or training to address learning partnership needs.
- A.3.4 Expand role of Advisory Boards to provide input in curriculum and potential training.

A.3.5 Expand use of internship programs (paid and unpaid).

Objective A.4. Expand partnerships with Tennessee secondary schools to enhance student preparedness and early college opportunities.

Initiatives:

A.4.1. Increase dual enrollment opportunities to include AAS and certificate programs.

A.4.2 Engagement between secondary and college faculty discussing preparedness – alignment of high school learning outcomes with college learning outcomes.

A.4.3 Expand joint enrollment opportunities.

A.4.4 Expand dual credit opportunities.

A.4.5 Utilize P-16 Council to offer 8th and 9th grade career exploration opportunities.

A.4.6 Increase opportunities to enhance student preparedness (SAILS, Summer Bridge Program).

Objective A.5. Expand higher education partnerships to enhance transfer opportunities.

Initiatives:

A.5.1 Expand the availability of Tennessee Transfer Pathways (TTPs).

A.5.2 Expand articulation agreements with universities.

A.5.3 Establish and/or expand on higher education partnerships at Gallatin, Highland Crest, Cookeville Higher Education Center, and Livingston.

A.5.4 Expand the use of reverse transfer. Include educating students on reverse transfer.

Objective A.6

Objective A.6. Extend degree and certificate program offerings to additional locations within the College service area.

Initiatives:

A.6.1 Provide course offerings at the Tennessee Colleges of Applied Technology (TCAT) in the service area (Hartsville, Lebanon, and Livingston). Identify courses that will articulate from TCAT programs to VSCC programs.

A.6.2 Expand off-campus locations to Cookeville Higher Education Center and to Mt. Juliet. Identify programs to deliver at the Cookeville Higher Education Center and begin implementation by fall 2016. Identify location for Mt. Juliet course offerings and appropriate course offerings for this location.

A.6.3 Develop new programs for the Spurlock Property and the McCormick Property. Spurlock Property – explore the potential for a Wine Viticulture Enology AAS degree. McCormick Property – explore the potential for a Construction Management AAS degree.

Key Priority: Student Success

TBR Goal: The TBR System will increase the number of citizens with diplomas, certificates, and degrees.

Volunteer State Student Success Goal:

Volunteer State Community College will increase student academic achievement and persistence to degree, certificate, and credential attainment by utilizing innovative student success initiatives leading to completion of career and transfer programs

Performance Indicators:

Completion of 12 hours: 2015-16: 2007; 2019-2020: 2223; 2024-2025: 2527

Completion of 24 hours: 2015-16: 1499; 2019-2020: 1660; 2024-2025: 1888

Completion of 36 hours: 2015-16: 1305; 2019-2020: 1446; 2024-2025: 1644

Graduation Rates (150%): Fall 2015: 15.3%; Fall 2019: 16.1%; Fall 2022: 16.7%

Student Success Key Indicators:

Objective S.1. Increase the number of associate degrees and certificates awarded.

Initiatives:

- S.1.1 Restructure existing and develop new degree and certificate programs to ensure timely and cost effective completion through the use of alternative delivery methods, compressed timeframes, and accelerated course offerings.
- S.1.2 Expand use of parts of term in fall and spring semester.
- S.1.3 Provide four 3 week sessions each semester with a maximum of 12 credits completed in one semester.
- S.1.4 Expand 3 week, 5 week and 10 week schedule to all semesters.
- S.1.5 Develop and implement technology-based architected choice systems learning to an experience of community and inclusion.
- S.1.6 Explore, develop, and use new technologies and technology-based virtual delivery methods to enhance teaching, research, service and student achievement.
- S.1.7 Integrate use of iPads in the curriculum.

Objective S.2. Fully implement prior learning assessment including portfolio credit, credit by exam, and credit for professional certification.

Initiatives:

- S.2.1 Identification and development of exams that currently do not exist. Includes both internal and external exams.

- S.2.2 Develop and offer online self-paced courses that students will take for free. Credit will be awarded upon passing of an exam. Students will be charged a fee to take the exam for course credit.
- S.2.3 Develop and implement portfolio credit by developing a streamlined process for the review and awarding of credit. Includes individual course credit that is part of an academic program.
- S.2.4 Develop and establish procedures and rules for the awarding of course credit for professional certification credit.
- S.2.5 Integrate the use of prior learning assessment into the proactive advising process to inform students of the availability and use of prior learning assessment.

Objective S.3. Increase fall to fall retention rate.

Increase fall to spring persistence rate. Both rates will be increase through the use of innovative student success initiatives.

Initiatives:

- S.3.1 Develop and implement high impact practices including:
 - a. Work-Based Learning: Utilizing strengthened business and industry partnerships, identify and develop work-based experiences to include student learning opportunities that are equivalent to on-ground instructional courses.
 - b. Service Learning: Identify and develop service learning course and/or program components that contribute to the student's educational experiences. Define and develop service learning opportunities that are an integral part of programs. Service learning should be directly related to the degree program.
 - c. Study Abroad: Develop and strengthen study abroad opportunities that are a component of specific degree programs. Expand the opportunities for both student and employee participation.
 - d. Undergraduate Research: Identify courses and/or programs where undergraduate research is a proven method to contribute to student learning. Explore possibilities in all academic disciplines.
 - e. Learning Communities: Identify student populations and/or academic programs most conducive to the learning community method of engagement. Focus on comprehensive learning communities where students take all courses together and also participate in both campus and cultural enrichment experiences.
 - f. Badging/Certifications: Identify potential certifications that could be awarded by the College. Provide professional development for faculty who will be teaching/evaluating certifications. Determine how certifications "fit" into the existing academic programs and the appropriateness of awarding degree credit for certifications. The same processes apply to badging.

- S.3.2 Fully implement proactive advising.
- a. Develop and implement two-year schedule to permit students the opportunity to register for all courses in an academic program upon entry to the College. This ensures course availability and permits students the opportunity to have a schedule for the two-years of the associate degree.
 - b. Implement a discussion of the 30 critical courses when advising students. Information will include the grade needed in a critical course that will most likely lead to success in the academic program. A report will be generated of students not making the required grade in critical courses and a hold will be placed on the student to ensure advising occurs. Students will be advised to change their major if they are not successful in critical courses. Advising will focus on career opportunities where students can be most successful in completing degree requirements.
 - c. Develop advising tool that provides, in graphic format, the grades required for successful completion of the degree program.
 - d. Utilize Completion Advisors to advise students with a GPA of 2.0 to 3.2 to permit for proactive advising. In this role, Completion Advisors will work with students who are receiving Early Alerts to ensure students are aware of and use student support services that will increase the opportunities for successful completion of the courses.

S.3.3 Early Alerts:

- a. Faculty will submit academic alert information through Starfish during the second and fifth week of class each semester, at a minimum.
- b. Professional development to ensure understanding of usefulness of early alerts, proactive advising and development of proactive advising techniques.
- c. Required advising for students who receive 2 or more academic alerts in a single course. Completion Advisors will work with students with a cumulative GPA of 2.0 to 3.2 receiving 2 or more alerts in a single course.
Faculty advisors will work with students receiving 2 or more alerts in a single course already assigned to them as part of their advising load, and who do not have a GPA of 2.0 to 3.2.
Advisor Counselors will work with undecided majors who receive 2 or more alerts in a single course regardless of GPA.
Note: These standards only apply during the required advising that will occur mid-semester to assist students who are experiencing academic difficulties. This will be additional advising that will occur outside of the normal advising periods to assist students experiencing academic difficulties.
- d. Pilot Starfish Spring 2016 with full implementation Fall 2016.

Objective S.4. Increase the success rates (C or higher) in the 30 critical courses.

Initiatives:

- S.4.1 Consolidate all academic tutoring into one department.
Includes math lab, Language Center, reading lab, NewSkills, supplemental instruction, Tutor.COM, Disability Services, etc.
- S.4.2 Conduct best practice research and consolidate all tutoring under Academic Affairs.

Objective S.5. Increase the number of students earning 12, 24, or 36 hours at the end of spring semester

Objective S.6. Increase the three-year graduation rate.

Objective S.7. Reduce the percentage of students exceeding the number of required hours for graduation.

Objective S.8. Score at or above the peer mean for 30 questions on the Survey of Entering Student Engagement (SENSE).

Objective S.9. Score at or above the peer mean for 38 questions on the Community College Survey of Student Engagement (CCSSE).

Key Priority: Quality

TBR Goal: The TBR System will sustain academic rigor and be committed to continuous quality improvement processes to help students acquire and retain the knowledge, skills and abilities they need to become creative employees, dynamic leaders and conscientious citizens.

Volunteer State Quality Goals:

Volunteer State Community College will embrace continuous improvement processes to ensure quality in all educational programs, support services, and community/public service.

Quality Key Indicators:

Objective Q.1. Develop and fully implement public service activities to assist students with becoming dynamic leaders and conscientious citizens.

Initiatives:

- Q.1.1 Review existing student clubs and organizations to identify ways to increase public service activities with a focus on leadership development.
- Q.1.2 Develop processes to ensure active engagement of students on College Standing Committees.

- Q.1.3 Further enhance the Student Leadership Retreat to expand student participation and development of leadership skills.
- Q.1.4 Expand Advisory Board membership to include students
- Q.1.5 Explore possibility of awarding college credit for participation [VSCC 1000, service learning component in identified course(s)].

Objective Q.2. Implement an Alumni sponsored day for community service participation by students. Participants will include alumni, students, faculty and staff. Focus will be on leadership development of students and to provide community service opportunities for students.

Objective Q.3. Expand creative and cultural opportunities for students and community members.

Initiatives:

- Q.3.1 Fully utilize the Humanities Building to offer opportunities for cultural development.
- Q.3.2 Develop a cultural opportunities series of events.

Objective Q.4. 95% of all first-time freshmen licensure and/or certification test takes will pass on first attempt.

Initiatives:

- Q.4.1 All programs with licensure and/or certificates will develop initiatives to ensure student success with regards to obtaining a 95% first-time test taker pass rate.
- Q.4.2 Any program with a passage rate less than 95%, will document initiatives through the Institutional Effectiveness Process.

Objective Q.5: 100% of all graduates sitting for an academic program exit exam will score 85% or higher on the exam.

Initiatives:

- Q.5.1 Identification of programs currently without an exit exam.
- Q.5.2 Development of exit exam.
- Q.5.3 Annual administration of exit exam.
- Q.5.4 Any program with an exit exam score below 85% will document initiatives through the Institutional Effectiveness Process.

Objective Q.6. 100% of creditable programs will receive and maintain full accreditation.

Initiatives:

- Q.6.1 New programs eligible for accreditation will seek accreditation.

- Q.6.2 Annual reports filed with accrediting agencies.
- Q.6.3 Accreditation reports filed according to accrediting agency requirements.

Objective Q.7. Exceed the national norm on the Educational Testing Service (ETS) Proficiency Profile exam.

Initiatives:

- Q.7.1 Instructional Assessment Committee will review results each year as part of the general education outcomes review. The Committee will develop initiatives to improve student performance if below the national mean.

Objective Q.8. 100% of all AAS and certificate programs will earn satisfactory rating on the Graduate Satisfaction Survey.

Initiatives:

- Q.8.1 Development of Graduate Satisfaction Survey for programs that currently do not have a survey.
- Q.8.2 Development of strategies to address weaknesses identified to ensure a positive satisfaction rating.
- Q.8.3 All programs not earning a satisfactory rating on the Graduate Satisfaction Survey will document initiatives through the Institutional Effectiveness Process.

Objective Q.9. All programs and services will provide evidence of continuous improvement based on assessment results by fully participating in the institutional effectiveness process. Includes educational programs including student learning outcomes, administrative support services programs, educational support services programs, and community/public service programs.

Initiatives:

- Q.9.1 Quality Matters rubric will be used for all online courses on a three year evaluation cycle.
- Q.9.2 All courses will be accessible to all students regardless of delivery method. Student surveys administered to students with disabilities for 30 critical courses to ensure accessibility.
- Q.9.3 Peer review will be used for all delivery methods except online through the use of a rubric designed to ensure quality course content and delivery. Develop rubric and implement.
- Q.9.4 All programs and services will develop key performance measures to be used in measuring the effectiveness of programs and services.

Q.9.5 Any program with an exit exam score below 85% will document initiatives through the Institutional Effectiveness Process.

Objective Q.10. 100% of programs required to conduct an academic audit will complete and implement the recommendations.

Initiatives:

Q.10.1 Implementation of academic audits based on master academic audit schedule.
Collaborative preparation of academic audit through faculty teams.

Q.10.2 Documentation addressing recommendations will occur through the Institutional Effectiveness process.

Objective Q.11. Implement yearly listening sessions.

Initiatives:

Q.11.1 Determine timeframe in which to deliver listening sessions.
Focus on progress of strategic planning implementation.
Capture additional initiatives to be integrated into the strategic plan.

Objective Q.12. Develop and implement Employee Salary Plan.

Objective Q.13. Faculty will participate in career furthering activities.

Initiatives:

Q.13.1 TBR defines and develops collection mechanism.

Q.13.2 Fully participate in reporting of career furthering activities.

Key Priority: Resourcefulness and Efficiency

TBR Goal: The TBR System will achieve its mission through innovation and judicious use of resources.

Volunteer State Resourcefulness and Efficiency Goal:

Volunteer State Community College will achieve its mission through strategic development and prudent management of resources, utilization of benchmarks, and adoption of best practices.

Resourcefulness and Efficiency Key Indicators:

Objective R.1. Increase in the total amount of outside revenue. Outside revenue is defined as any revenue that does not come from tuition, student fees, or state appropriations.

Includes: Federal Appropriations, Grants and Contracts

State Grants and Contracts

Local Appropriations, Grants, and Contracts

Private Contracts and Gifts
Endowment Income
Sales and Services
Other Sources of Education and General Revenue

Initiatives:

External:

- R.1.1.E Develop relationships with major donors to encourage them to donate to the foundation.
- R.1.2.E Develop relations with the Cookeville Higher Education Center Foundations.
- R.1.3.E Develop employer sponsored credit education where the employer pays for the employee college costs.
- R.1.4.E Identify and develop a relationship with business and industry that provide educational reimbursement programs.
- R.1.5.E Seek and obtain funding from business and industry to fund faculty positions, purchase equipment, and to donate to the College.

Internal

- R.1.1.I Greater emphasis on Grants.
- R.1.2.I Develop strategic plan to guide the plans for grant growth.
- R.1.3.I Explore placing a Coffee shop in the Library to generate revenue and provide student engagement opportunities.
- R.1.4.I Increase revenues produced through the Testing Center.
- R.1.5.I Expand revenues generated through the use of facilities on the Gallatin campus, Highland Crest, Cookeville and Livingston.
- R.1.6.I Explore the implementation of Summer Camps.

Objective R.2. Implement strategies to improve operational efficiencies.

Initiatives:

- R.2.1 Full implementation of electronic signatures by 2017.
- R.2.2 Implementation of frontend scanning of transcripts by 2016.
- R.2.3 Improve workflow in the Records Office through the automation of change of major for students (students can change their major themselves).
- R.2.4 Implement interactive map online and digital sign way finding maps.
- R.2.5 Implement key and access control upgrades.
- R.2.6 Expand use of cloud storage and platforms for digital storage.
- R.2.7 Expand use of electronic workflow.
- R.2.8 Explore adoption of curricula tracking software.
- R.2.9 Implement two-year schedule of classes to assist with projections of number of adjunct faculty required and to facilitate more efficient use of classrooms.

- R.2.10 IT and maintenance work order system.
- R.2.11 Replace and update HVAC systems.
- R.2.12 Plan and implement a targeted marketing strategy with emphasis on marketing by location (Gallatin, Highland Crest, Cookeville Higher Education Center, and Livingston).
- R.2.13 Maintain all facilities and grounds in an efficient manner including the expansion of physical facilities on campus(es). Includes capital outlay and capital maintenance projects such as lighting upgrades, sidewalks, lot resurfacing, etc.

Objective R.3. Completion of Humanities Building and Backfill use of space.

Initiatives:

- R.3.1 Finalize the Humanities Building and offer classes beginning Fall 2016.
- R.3.2 Continue fund raising efforts in support of Humanities Building construction costs.
- R.3.3 Develop Backfill Plan for space that will become available as a result of relocation of personnel and classrooms to the Humanities Building. Include timelines and projected dates of completion.

Objective R.4. Increase the number of workforce development hours.

Initiatives:

- R.4.1 Identify business and industry training needs as a result of strengthened partnerships.
- R.4.2 Develop and deliver training.

Objective R.5. Meet or exceed the expected performance standards for the composite financial index and ratios as defined in TBR policy.

Initiatives:

- R.5.1 Include four ratios: Return on Net Assets; Net Operating Revenues; Primary Reserves; and Viability.

Objective R.6. Fully implement the Instructional Cost Index.

Initiatives:

- R.6.1 TBR currently developing the instructional cost index.
- R.6.2 Upon completion of development fully implement.

Objective R.7. Construction of Mechatronics wing on the Warf Building and Warf Building renovations.

Initiatives:

- R.7.1 Design and construct the mechatronics wing. Include timelines and projected dates of completion.
- R.7.2 Offer classes in the mechatronics wing beginning Fall 2018.
- R.7.3 Develop and implement fund raising efforts in support of Mechatronics construction costs.