

TSU | 2015



TRANSFORMING TENNESSEE STATE UNIVERSITY

2010-2015 Strategic Plan Goals and Expectations

EXECUTIVE OVERVIEW





To accomplish great things, we must not only act, but also dream; not only plan, but also believe.

-- Anatole France,
Nobel Laureate

Tennessee State University (TSU), a Historically Black College/University (HBCU) and an 1890 land-grant institution, is Nashville's only urban and comprehensive public University, as well as middle Tennessee's first public Carnegie Doctoral/Research institution. TSU offers 7 doctoral programs, 24 Master's, and 42 Bachelor's degrees in numerous disciplines. Its location in the state capital, a major hub for healthcare, music, banking, publishing, and transportation industries, offers unparalleled research and service opportunities to students, scholars, and business partners from around the globe. Nearly 430 full-time faculty and approximately 200 part-time faculty serve a student population of over 8500 drawn from 42 states and 45 countries. More than 70% of the student population is African American, while 22% is white. A number of Latino, Asian, and international students are also present at the University.

TSU's unique characteristics differentiate it from other institutions throughout the state and inform the three central pillars of its mission statement: to foster scholarly inquiry and research, life-long learning, and a commitment to service. These central pillars of the mission statement are also inextricably linked to the University's motto: Think, Work, Serve. For many decades, the unique characteristics, the mission statement, and the motto have shaped the way the University projects itself to its many constituencies of students, alumni, staff, and the community. More importantly, they have shaped the University's planning goals and strategic direction.

Tennessee State University

Mission Statement

Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, lifelong learning, and a commitment to service.

Vision Statement

Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society.

Core Values

Tennessee State University maintains the following core values:

- Excellence
- Learning
- Accountability
- Integrity
- Shared governance
- Diversity
- Service

Shared goals, common themes, and core expectations

Three major planning documents drive the University's planning goals and strategic direction. These documents include the Academic Master Plan 2008-2028: Envisioning the Future through the Lens of our Heritage; 2010-2015 Strategic Plan: Transforming Tennessee State University and the Tennessee Board of Regents 2010-2015 Strategic Plan: Charting the Course. Each plan was developed by a cross-section of internal and external stakeholders through transparent processes and identifies goals and strategies to continuously improve the University's quality and effectiveness.

Another document, TSU's 2010 Institutional Assessment and Improvement Plan permits the University an opportunity to systematically monitor and track institutional performance on our planning goals, to use the results of assessment to make continuous improvements in institutional quality, in particular, improvements in student learning and in the environment that supports student learning, and to document its planning and evaluation activities in *Compliance Assist!*, the University's online reporting tool.

A major force of accountability which has strengthened our planning

processes and goals is the Complete College Tennessee Act of 2010 which requires state colleges and universities to demonstrate improvements in retention and graduation rates, and ties higher education funding to such outcomes-based improvements.

Our institutional planning documents demonstrate a convergence of interrelationships, shared goals, common themes, and core expectations between the University and its governing entities, and among its various plans. These interrelationships, shared goals, common themes, and core expectations together focus on five key performance indicators: Access and diversity; Academic quality and student success; Business-friendly practices; Revenue generation/research/resourcefulness; and Engagement. Campus units are expected to develop action plans that focus on these five key performance indicators over the next five years--2010-2015--by aligning their core business functions and expected outcomes in student learning with institutional mission and planning goals, in ways that permit TSU to continue to advance overall institutional quality and strengthen its fiscal health. The core expectations in each of the key performance indicators are briefly outlined.



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Access and Diversity

The University supports a concept of diversity that leverages the diverse characteristics of both our student body and our employees and results in continuous growth and development for the University.

To attain fiscal growth under current resource constraints, our access and diversity goal focuses on meeting our enrollment goal of 10,000 students by 2015 (adjusted downwards from 12,000 students following University Strategic Planning Council discussions and analysis of enrollment trend data). Given our current enrollment average of about 8,684 students (Fall 2010 to Spring 2011 enrollment figures), this will require an additional enrollment growth of 1316 new students over the next five years, at roughly 264 new students per annum. Thus, our access and diversity goal focuses on increasing the participation of underserved population groups in the educational experience at Tennessee State University and increasing access through our online distance education programs. TSU plans to focus its efforts on enrollment planning and growth across all population groups and across all academic programs at the university. In this regard, emphasis will be placed on

growth in the following: transfer students and our student sub-population groups of adults (25 years +), Health professions, STEM (Science, Technology, Engineering, and Math) programs, Low-income (based on number of students receiving Pell grants), and African Americans, as well as identifiable groups of students under the state's performance funding formula. Included also are sub-population groups identified under THEC Funding Formula: Low income; Academically disadvantaged students; and Students in STEM, or other targeted fields such as Health professionals and Teaching. Key planning goal question: How will your unit help meet the University's access and diversity goal? Using FY 2010 data as our baseline indicator and our TBR Access and Diversity Plan, the University will provide an annual campus report card that highlights campus progress on this key performance indicator as described.



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Academic Quality and Student Success

We have an ethical responsibility to provide the best learning environment for our students to graduate when we enroll them at TSU. - Portia Shields, President

Our academic quality and student success goal is a very strong measure of how well we are fulfilling our educational mission. The goal focuses on quality teaching and improvements in student learning demonstrated through ongoing assessment and documentation of program quality and student learning outcomes, and using assessment results to make improvements. It also focuses on improvements in our retention, progression, and graduation rates, as well as on the performance of our students' in national licensure examinations by developing and exposing students to and involving them in effective educational practices throughout the University. Consistent with the state of Tennessee's new formula funding for higher education, student progression is measured by the number/percentage of students accumulating 24 credit hours, 48 credit hours, and 72 credit hours as students make progress toward matriculation at the University. Retention is measured by the University's overall retention rate and will be enhanced through the implementation of a variety of systematic and ongoing intervention strategies to arrest attrition. In this regard, focus will also be on TSU's retention rates for identifiable groups of students, including transfer students and our student

sub-population groups of Adults (25 years +), Health professions, STEM programs, Low income (based on number of students receiving Pell grants), and African Americans, as well as those identified under performance funding. The ones for formula funding are low-income, academically disadvantaged students, and students in STEM or other targeted fields- health professionals and teaching. Focus will also be placed on making significant improvements on the University's six-year graduation rate of 37%. TBR institutions are expected to increase graduation rate by 4.1% annually beginning in 2010/2011. Key planning goal question: How will your unit improve academic quality and student success goal to enhance overall progression, retention, and graduation rates at the University? Develop and implement a plan that includes examination and improvement in existing policies, current processes, and practices to support student success in your unit. Using FY 2010 data as our baseline indicator, the University will provide an annual campus report card that highlights campus progress on this key performance indicator as described.

Business-Friendly Practices

Our business-friendly practices' goal focuses on improvements in the quality of performance regarding the University's core business and educational functions through ongoing assessment and documentation of performance outcomes on such things as user/customer perceptions of our services, and using assessment results to make improvements. "User" is defined as students, employees, and external constituencies. Therefore this goal, which requires continuous in-service training at every level, focuses on satisfaction with the University's business-friendly practices by five key constituency groups: students, alumni, employers, employees and external customers. TSU will improve/increase professional development opportunities for non-instructional staff to improve efficiencies in performance of core business functions. As part of the state of Tennessee Performance Funding, all Tennessee Board of Regents institutions are required to implement periodic satisfaction projects as follows: the National Survey of Student Engagement (NSSE) in Year 1 (2010-2011) and again in Year 4 (2013-2014); an Alumni Satisfaction Survey in Year 2 (2011-2012); an Employer Satisfaction Survey in Year 3 (2012-2013). A comprehensive satisfaction studies report is due to THEC in 2015 demonstrating how TSU used the results of these surveys to improve services/programs to students, employers and alumni.

Our Student Satisfaction surveys measure the quality of the students' learning experience at the University through a variety of ways. For our planning goal over this five-year planning cycle, we will focus on the experiences of our students (primarily first-year and senior students) as reported in five key areas in the annual National Survey of Student Engagement (NSSE). These areas are: Level of Academic Challenge (LAC); Active and Collaborative Learning (ACL); Student-Faculty Interaction (SFI); Enriching Educational Experiences (EEE); and Supportive Campus Environment (SCE). Survey results point to areas where the University is performing well, and areas where improvements are needed, and the results also permit TSU to compare its performance with peer institutions. Key planning goal question:

How will your unit improve the student experience in your program? Review NSSE survey, develop and implement plan.

Over the next five years, our Alumni Satisfaction Survey will assess the opinions of recent alumni in compliance with the requirements of the 2010-2015 Tennessee Higher Education Commission (THEC) Performance Funding cycle. Our survey will explore students' perceptions of the programs and services provided by TSU and the departments of their last undergraduate matriculation at the University. Using a set of common questions in the surveys, we seek to uncover quantitative evidence regarding the satisfaction of our alumni in three defined areas as follows: Alumni Outcomes, Student Engagement/Competencies, and Alumni Giving. Results of the alumni satisfaction survey will be used to evaluate and improve institutional policies, services, and programs at the University. Key planning goal question: How will your unit improve alumni satisfaction? To compile baseline data, Academic colleges will develop pilot survey/tests instruments and administer the instrument to a sample population of alumni in 2010-2011. Actual surveys will be sent to the sampled alumni population in February-March 2012. Analysis and results will be reported in 2011-2012 Performance Funding Report. Using FY 2010 data as our baseline indicator, the University will provide an annual campus report card that highlights campus progress on this key performance indicator as described. Employer Satisfaction Survey will assess the opinions of employers regarding TSU students and graduates. An Employer Satisfaction proposal is required by THEC by March 1, 2012, as part of performance funding, and implementation of proposal is expected in 2012-2013. Employee climate study will assess the opinion of employees regarding the campus environment for improving employee engagement with overall institutional quality. An annual customer relations survey will explore the perceptions of TSU's external customers regarding the services provided to them by the university.

Revenue Generation/Research/Resourcefulness

We seek opportunities to grow resources, to reduce operational costs and to strengthen our revenue base to support our mission of fostering scholarly inquiry and research, life-long learning , and a commitment to service.

Our revenue generation, research, and resourcefulness goal addresses three core components: revenue generated from sources other than student fees/ tuition and state appropriations (includes external research dollars and revenues from third-party grants, and contracts); revenues from alumni giving and private donors; and a resourcefulness and efficiency plan designed to generate cost savings and improve efficiencies from existing campus operations. Tennessee Board of Regents (TBR) requires each institution to develop an “Economy and Efficiency plan” which will address fiscal constraints through multiple approaches such as the prudent management of resources, development of other sources of support, and the pursuit of entrepreneurial initiatives. The plan will also describe the institution’s strategies for standardizing processes, reducing duplication, or any other means of increasing efficiency and reducing costs, including developing and adopting best practices, pursuing collaboration among institutions to achieve savings through

elimination of unnecessary duplication and removing obstacles to competitiveness. The plan also will include review of campus policies, processes, procedures, and practices that impede external funding opportunities. The due date for the submission of the Economy and Efficiency Plan to TBR is September 30, 2011. Several specific objectives and strategies for resourcefulness and improving efficiencies are discussed in TSU’s 2010-2015 Strategic Plan: Transforming Tennessee State University. These include campus re-engineering through program prioritization and reorganization, and revenue generation through fundraising, research and sponsored programs, extended education and non-credit programs, public-private partnerships, and tuition. Using FY 2010 data as our baseline indicator, the University will provide an annual campus report card that highlights campus progress on this key performance indicator as described.

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Engagement



Our engagement goal highlights the University's commitment to its service mission through its engagement in community service, land-grant activities, and international education.

This goal focuses on increasing external funding for community engagement; enhancing community partnerships; increasing the number of students and the number of hours of student engagement in community work; increasing the number of courses offered as well as the number of campus units involved in community service. It also focuses on the quality of the student experience in service learning by developing and assessing and documenting student learning outcomes related to community engagement, and using assessment results to make improvements. Because of its land-grant status, TSU engagement goal also focuses on increasing the number of extension contacts

throughout the state of Tennessee, and assessment, documentation, and annual reporting of the university's land-grant responsibility and its economic impact in the region. Finally, this goal focuses on increasing opportunities for the number of TSU students to study abroad, as well as increasing our international student enrollment to enhance campus opportunities for international learning and engagement. Using FY 2010 data as our baseline indicator, the University will provide an annual campus report card that highlights campus progress on this key performance indicator as described.

SUSTAINED FOCUS

Sustained focus and growth in the five areas of our shared goals, common themes, and core expectations will require telling the TSU story, reestablishing and reaffirming the University's significant impact in Nashville, Tennessee, and the nation. It will also require re-energizing TSU's core constituencies by telling the University's story and ushering in a new century in its history. Furthermore, this focus will strengthen our mission of fostering scholarly inquiry and research, our commitment to life-long learning, and service, improve overall institutional quality at the University, set Tennessee State University as a campus of choice for students, and lay a solid foundation for our fiscal health as a major regional University. Central administration will work with campus units to develop and implement action plans towards meeting the shared goals, common themes, and core expectations outlined in this document.

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EXECUTIVE OVERVIEW

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