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I. Executive Summary

In the fall of 2008, The LeMoyne-Owen College (LOC) launched a Transformation Plan to guide the College into its next phase of evolution. Since then, LOC has executed most of its immediate priority strategies and has met or exceeded most of its performance scorecard metrics.

When LOC began planning in 2006, it faced significant challenges. These issues included probationary status with the Southern Association for Colleges and Schools, declining enrollment, decreasing revenue, management instability, and declining perceived value in the marketplace.

Five years later, LOC has achieved fiscal stability by increasing its enrollment by 85% and has revitalized its academic programs to better prepare students for the 21st century workplace. These outcomes were largely achieved through a new branding and marketing campaign, expanding recruitment staff, refocusing and strengthening academic departments, and launching an innovative academic strategy, the Center for Active Student Education (C.A.S.E.).

These achievements provide strong momentum. Yet, the College has further to go before it fully meets critical community needs. As discussed in its Transformation Plan 2008, Memphis and Shelby County has a critical need for effective “human capital” development, particularly among African-Americans.

- Though there has been progress in the last three years, African-American public school achievement is significantly lower than white students in our public schools (TN Dept. of Education)
- In Shelby County, 15.5% of African-Americans hold a Bachelor’s Degree or higher vs. 40.1% of white residents – a disparity that grew by 5 points from 2000 – 2010. (US Census)

The College can address these challenges by meeting students “where they are” with a unique learning environment to help them reach their potential.

This Transformation Plan Update 2011 puts forth strategic priorities that build on its recent successes to guide the College’s implementation over the next three years.
1. Maximize enrollment to reach full student capacity at current facilities
2. Boost graduation of students with 21st century competencies
3. Strengthen fund development through stakeholder engagement
4. Expand academic programs to best meet community needs
5. Build towards major future expansion of programs and facilities

The College will execute on these priorities with the following Priority Initiatives:
1. Competitive Faculty Compensation
2. Student Admissions for Graduation Success
3. The Center for Active Student Engagement
4. The Student Achievement Center
5. On-Campus Living
6. Campus Beautification
7. Industry-Academic Partnerships
8. Board and Volunteer Leadership Development
9. Succession Planning
10. Technology Enhancement
II. Institutional and Community Context

A. Background and Process Overview

In the fall of 2007, The LeMoyne-Owen College embarked on a journey in collaboration with community stakeholders to chart a course for the next stage of the College’s evolution. This resulting 2008 Transformation Plan was the culmination of an overall Strategic Transformation Process launched by board leadership in 2006.

At that point in time, the College faced significant challenges. With declining revenues, probationary accreditation status, decreasing public confidence, and the resignation of its president in 2006, the College was in need of a new strategic direction.

This new direction began with the launch of a Transformation Process in 2006. With invigorated board leadership, short-term financial relief from a large donor gift, and the stabilizing leadership of a seasoned interim president, the College was poised for its transformation. In the first part of 2007, adequate private and public funding was secured to provide a three-year financial foundation for reinventing the College. By mid-2008, over 125 internal and external stakeholders had worked together to launch the LOC 2008 Transformation Plan.

Since that time, the College has achieved a great deal, executing on most of its three-year milestones established in 2008 and meeting or exceeding most of its performance metrics (see pages 6 – 9). However, as the College enters its next cycle, there are tasks left undone and new opportunities to pursue.

In spring, 2011, College faculty and the Board of Trustees were reengaged to consider the College’s progress and chart the course for the next phase of plan implementation. External stakeholders involved in the 2007 process were also reengaged to provide their perspective and insights. This document provides the final strategic guidance from the Board of Trustees as a framework for implementation planning for the next three – five years.

B. External Stakeholder Input

External stakeholder input for this plan update was sought from ten civic and corporate leaders who had strongly participated in the 2007 – 2008 planning process. A few have remained active with the College during subsequent implementation years. There was a great deal of consistency among the interviewees, as follows:

- Nearly all stakeholders expressed a general sense that the college is now financially and managerially stable, though they could not cite specifics. Most also expressed overall support and feeling of good will towards the College and its work.
- Most stakeholders had had no continued engagement with the College, and were relatively unaware of the College’s current status or progress against specific plan goals.
These stakeholders perceived that they had had minimal communication or updates from the College.

- Perception of the College’s success was significantly higher among those who had remained engaged.
- Most stakeholders believe that visibility and leadership of College faculty and recent young alumni remains relatively low at the “community table”.
- Many believe that while the College has shown improvement in terms of foundation stability, they perceive that the College still lacks a true differentiator or exciting value proposition that distinguishes it from other higher education institutions.
- Some stakeholders had enthusiastic recommendations relating to potential new resources or programs.

C. Community Dynamics

As noted in the original Transformation Plan 2008, Memphis and Shelby County continue to have critical needs for effective “human capital” development. Without such human capital development, citizens suffer a lower quality of life and local industry is hindered. Statistics cited in the 2008 report remain relevant to today’s situation:

- From 2000 – 2005 local labor force decreased by 1.2%, vs. nation’s 4.7%
- Key labor-force component – 20 – 34 year olds – projected to grow at slower rate vs. nation
- Relatively low labor force participation rate of 73.5%
- Higher percentage of young adults not actively in workforce or education
- Critical unmet needs in key knowledge occupation areas
- 70,000 (17.9%) of employed citizens believe they are “underemployed”
- 111,544 (92%) of people not employed and 214,638 (55.8%) of working people interested in career advancement training

Compared to our peer communities, our local workforce is behind in educational attainment, critical twenty-first century competencies, and overall growth. In particular, our African-American population lags behind. The statistics are compelling:

- African-American academic achievement and graduation rates are significantly lower than other students in our public schools
- In Shelby County, 13% of African-Americans hold a Bachelor’s Degree or higher compared to 35% of white residents
- Among the 25 cities with the largest African American populations, Memphis is at the bottom 20% of overall African American employment in high-tech industries and occupations
- In 1997, minority-owned businesses captured only 1.5% of gross business receipts in Shelby County

And, as noted in the original plan, there several key local initiatives are underway to address these issues, including City of Choice, Memphis Fast Forward, and a new planning initiative spearheaded by the Brookings Institution. All of these initiatives provide guidance to community priorities that can be addressed by the College’s programs.
III. Transformation Plan Progress-to-Date: 2008-2011

A. LOC Performance Scorecard

The following Performance Scorecard was developed for the 2008 plan, with the exception of the student service learning metric added as of this report. As such, there are no projected targets for this metric. Instead, the actual measures from '08 – '09 are included in this Scorecard. Future iterations of this Scorecard will include projected measures for service learning.

<table>
<thead>
<tr>
<th>Measure</th>
<th>'07 – '08 (baseline)</th>
<th>Projected</th>
<th>Actual</th>
<th>'08 – '09</th>
<th>Projected</th>
<th>Actual</th>
<th>'09 – '10</th>
<th>Projected</th>
<th>Actual</th>
<th>'10 – '11</th>
<th>Projected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent Students*</td>
<td>584</td>
<td>650</td>
<td>664</td>
<td>725</td>
<td>918</td>
<td>825</td>
<td>1,056</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fund Development Revenue (minus contributions to endowment fund)</td>
<td>1 Million (projected $1.6 Million**)</td>
<td>1.8 Million (2.0 Million**)</td>
<td>1.1 Million (2.2 Million**)</td>
<td>1.5 Million (2.2 Million**)</td>
<td>1.2 Million (2.5 Million**)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. Yr/Yr Retention Rate</td>
<td>59%</td>
<td>61%</td>
<td>64%</td>
<td>64%</td>
<td>58%</td>
<td>67%</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Full Time Equivalent Students participating in service***</td>
<td>N/A (added in 2011)</td>
<td>N/A</td>
<td>To come</td>
<td>N/A</td>
<td>To Come</td>
<td>N/A</td>
<td>To Come</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohort graduation rate (six years, including transfer students)****</td>
<td>30%</td>
<td>31%</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>33%</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Employed or Attending Graduate School after their Graduation</td>
<td>83%</td>
<td>85%</td>
<td>86%</td>
<td>87%</td>
<td>86%</td>
<td>88%</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Calculated based on validated students through the end of the semester; this is a different format used by IPED and therefore should not be used to compare to other institutions.

**Original projections as of plan publishing. All targets were adjusted downward to reflect economic downturn.

***Estimate that includes students enrolled in service learning coursework and other forms of non-official service.

****Calculated including transfer and first year students; this is a different format used by IPED, which calculates six-year cohort graduation EXCLUDING transfer students, and therefore should not be used to compare to other institutions.

Scorecard Measurement provides the following three-year trends:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Change from '07 – '08 (baseline) to most recent measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent Student</td>
<td>81% increase (3 years)</td>
</tr>
<tr>
<td>Fund Development Revenue (minus contributions to endowment fund)</td>
<td>20% increase (two years)</td>
</tr>
<tr>
<td>Avg. Yr/Yr Retention Rate</td>
<td>1% point decrease (two years)</td>
</tr>
<tr>
<td>Cohort graduation rate (six years, including transfer students)</td>
<td>2% point increase (two years)</td>
</tr>
<tr>
<td>% of Employed or Attending Graduate School after their Graduation</td>
<td>3% point increase (two years)</td>
</tr>
</tbody>
</table>
While most of these trends are positive, some data point to needs for improvement:

- The year/year retention rate declined by 1% point in the two-year period since the launch of the plan. At the same time, enrollment increased by 81%. This indicates that while enrollment has been trending sharply up during the past three years, a greater percentage of these students may not be progressing from year to year. It is important to note that the College’s major student retention program, the Center for Active Student Learning, was launched with freshmen in the fall of 2009. It is unlikely that the impact of this program on overall institutional progression rate would be seen at this point in time. Further investigation into these data is merited to pinpoint the points of drop-off and guide allocation of resources.

- While fund development revenue has increased since the baseline, the College did not meet its fund development goals in the past two years. This is important to address as a very large one-time gift during 2009-10 has skewed the performance from the baseline year to the positive. However, because this was a one-time gift, the overall trend is deceptive.

B. Implementation Report Card

The College has largely executed its three-year implementation plan published in 2008 with high fidelity, with a few notable exceptions. It is notable that strategies which were not fully executed are those that directly impact negative outcomes performance discussed in the previous section.

**Strategy 1: Sound stewardship through high performing leadership and governance**

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Progress on ’08 – ’11 Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1.1 Strengthen board structure, roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>1.2 Strengthen mechanisms for monitoring and accountability</td>
<td></td>
</tr>
</tbody>
</table>

**Major Accomplishments:**
- President performance review process implemented
- Financial reporting implemented

**Areas for Improvement:**
- Board engagement in fund development

**Strategy 2: Distinctive, high quality academic programs greatly valued by students and the community**

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Progress on ’08 – ’11 Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>2.1 Establish the Center for Active Student Education</td>
<td>●</td>
</tr>
<tr>
<td>2.2 Establish the Center for Urban Education</td>
<td>●</td>
</tr>
<tr>
<td>2.3 Establish Center for Urban Leadership and Social Justice</td>
<td>●</td>
</tr>
<tr>
<td>2.4 Expand and develop Division of Science and Mathematical Services as a “beacon” program</td>
<td>●</td>
</tr>
</tbody>
</table>
2.5 Strengthen and focus Division of Business on specialized programs
2.6 Strengthen and focus Division of Fine Arts and Humanities
2.7 Strengthen Library

**Major Accomplishments:**
- Center for Active Student Education launched
- Center for Urban Education (CUE) established, accredited
- Center for Urban Leadership & Social Justice launched
- Scientific Education programs expanded
- Business Division strengthened – new Supply Chain Management/Logistics curriculum; accelerated programs; internships expanded; study abroad
- Div. Fine Arts strengthened – strengthened music program and initiated graphic arts program
- Library enhancement – info literacy program in development

**Areas for Improvement:**
- Additional resources for competitive salaries for terminal degree faculty in criminal justice and business programs
- Improved educational technology to advance C.A.S.E., other student assessment initiatives and library services.
- Expand relationships with STEM community stakeholders, including industry, healthcare services and bioscience initiatives.
- Improved academic facilities (long term goal)

**Strategy 3: Effective recruitment and retention of traditional and non-traditional students**

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Progress on ‘08 – ‘11 Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>3.1 Implement mass and targeted marketing campaign</td>
<td>⬤</td>
</tr>
<tr>
<td>3.2 Increase recruiting presence</td>
<td>⬤</td>
</tr>
<tr>
<td>3.3 Strengthen enrollment management process</td>
<td>⬤</td>
</tr>
<tr>
<td>3.4 Launch new Student Achievement Center</td>
<td>⬤</td>
</tr>
<tr>
<td>3.5 Expand on-campus student services and activities</td>
<td>⬤</td>
</tr>
<tr>
<td>3.6 Expand and improve student living centers</td>
<td>⬤</td>
</tr>
<tr>
<td>3.7 Implement short- and long-term campus beautification plan</td>
<td>⬤</td>
</tr>
</tbody>
</table>

**Major Accomplishments:**
- FTE DOUBLED from 586 (‘07 – ‘08 baseline) to 1050 (‘10 – ‘11)
- Aggressive student marketing campaign
- Increased recruitment activities and enrollment management staff
- Some increase in student activities/leadership
- Center for Student Success to be launched fall 2011
- Basic improvements made in student housing; Director of Resident Life hired (full time in ‘11 – ‘12)
The LeMoyne-Owen College Transformation Plan Update 2011
Transforming lives and communities through leadership, opportunity, and change

- Basic improvements in campus facilities and beautification; begin expansion of campus “footprint”

**Areas for Improvement:**
- Only very slight increase of yr/yr grade retention
- Partial resources for Center for Student Success
- Partial expansion of student activities
- New dorms not in place
- Many deferred maintenance and beautification needs

**Strategy 4: Stable, diversified revenue through sustained, comprehensive fund development**

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Progress on ’08 – ’11 Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>4.1 Build and enhance the fundraising infrastructure and capacity</td>
<td></td>
</tr>
<tr>
<td>4.2 Implement and sustain integrated fund development campaigns</td>
<td></td>
</tr>
<tr>
<td>4.3 Explore the development of a fund development foundation</td>
<td></td>
</tr>
<tr>
<td>4.4 Establish Booster Club</td>
<td></td>
</tr>
<tr>
<td>4.5 Establish coordinated grants acquisition and management</td>
<td></td>
</tr>
</tbody>
</table>

**Major Accomplishments:**
- New staff – major gifts, alumni relations
- Board committee chair secured
- Sweeney Hall restoration
- New media/communications channels
- Magician Club Sports Booster established
- Office of Sponsored Programs established
- Successful grants management of large foundation gift

**Areas for Improvement:**
- Annual fund goals not achieved
- Lack of board leadership/engagement
- No infrastructure for community leadership in fund development campaign activities
- Inconsistent or no communication with broader community stakeholders (marketing/branding)

**Strategy 5: Student-centered culture of quality, accountability and collaboration**

<table>
<thead>
<tr>
<th>Tactic</th>
<th>Progress on ’08 – ’11 Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>5.1 Implement balanced “scorecard”</td>
<td></td>
</tr>
<tr>
<td>5.2 Reinstatet and strengthen internal strategic planning</td>
<td></td>
</tr>
<tr>
<td>5.3 Develop and implement fiscal office processes</td>
<td></td>
</tr>
<tr>
<td>5.4 Develop and implement human resources processes</td>
<td></td>
</tr>
<tr>
<td>5.5 Develop and implement risk management processes</td>
<td></td>
</tr>
<tr>
<td>5.6 Implement framework for assessing productivity of academic</td>
<td></td>
</tr>
</tbody>
</table>
The LeMoyne-Owen College Transformation Plan Update 2011
Transforming lives and communities through leadership, opportunity, and change

<table>
<thead>
<tr>
<th>programs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7 Implement technology applications to support mission-critical functions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Major Accomplishments:**
- Institutional P&P manual completed
- Fiscal office expanded; P&P adopted
- Human Resources office support established; P&P manual near completion
- Curriculum and faculty review process established
- Some targeted technology upgrades achieved

**Areas for Improvement:**
- Inconsistent institutional reporting
- No movement on risk management assessment (lack of resources)
- Technology platforms under-utilized (lack of training and staff resources)

**Strategic Priorities – 2011 - 2016**

**A. Guiding Principles**

The Board of Trustees reaffirmed the College vision, mission and overarching goals established for the Transformation Plan 2008, as follows:

**Vision**
To be an exemplary historically black college providing an excellent liberal arts education that transforms urban students, institutions and communities.

**Mission**
LeMoyne-Owen College provides a transformative experience educating students for urban-focused leadership, scholarship, service, and professional careers

**Transformation Plan Goals**
1. Reestablish LOC’s role as a vital resource to meet community education and professional/career preparation needs
2. Ensure financial self-sustainability

Trustees also revisited the College’s core values and “value proposition” to the community. In short, Trustees articulated the College’s identity as an institution that provides students with unique experiences and transformational opportunities to reach their full potential.

This statement is supported by the characteristics identified in the 2008 Transformation Plan that forms the College’s unique identity, as follows:
- A small, supportive atmosphere with individualized faculty support
- Welcoming to students of all races, cultures, and religions
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Transforming lives and communities through leadership, opportunity, and change

- Intentional focus on preparing African-American students for success in diverse mainstream cultures
- Access and support for students at all levels of academic achievement
- Many opportunities for student and community leadership
- Access to, and a focus on, hands-on learning experiences in urban settings
- Exposure and connections to locally-based national and global employers
- Specialty academic programs with a focus on success in urban careers and leadership
- Highly diverse faculty in terms of ethnicity, nationality, and religion
- Flexible options for non-traditional students

Finally, Trustees developed guidance for balancing the College’s commitment to helping all students desiring an education with its strategic priority of increasing retention and graduation.

- As the College begins to turn its focus to retention and graduation, the issue of “selectivity” in admissions was vetted.
- Trustees decided that the College should not admit all students who apply, but rather apply selection criteria that embody its core values and identity.
  - Standardized measurements of intelligence (IQ) does not fully determine a student’s success in college. A balance of IQ and EQ (“Emotional Intelligence”, which assesses a range of social, emotional and psychological strengths) is a more effective predictor. Recommendations, history of leadership and social engagements, personal interview and essay composition are among the tools to measure EQ.
  - Trustees directed the Office of Admissions and Recruitment to draft a new process for prospective student evaluation and acceptance, one that evaluates prospective students based on quantitative and qualitative measures. The process may also utilize community volunteers to review student applications and/or to interview prospective students. Success depends on a competitive number of students graduating.

B. Strategic Priorities 2011 - 2016

Priority Objectives
1. Maximize enrollment to reach full student capacity at current facilities
2. Boost graduation of students with 21st century competencies
3. Strengthen fund development through stakeholder engagement
4. Expand academic programs to best meet community needs
5. Build towards major future expansion of programs and facilities

Priority Initiatives
The following initiatives build on the College’s current momentum and reflect its newly-established strategic priorities. These initiatives will be prioritized for allocation of new funding and other College resources.

1. Competitive Faculty Compensation: The quality of its Academy is the foundation of the College’s success. Currently, the College compensates its faculty significantly below national and local salary levels. It is necessary for the College to increase its compensation to attract
and retain high quality faculty, which is essential to maintaining a high quality learning environment. The estimated budget for achieving salary parity is $1.04 million/year.

2. **Student Admissions for Graduation Success**: The College is committed to helping all students who desire an education to reach their full potential. At the same time, the College is committed to the expectation that its students will earn a degree. The traditional metrics for College admission often exclude students who with personal qualities and life experiences that increase their potential for a successful academic experience and ability to earn a degree. The College will revamp its own recruitment and admission. *This initiative can be achieved with relatively few new funding sources.*

3. **The Center for Active Student Engagement (C.A.S.E.)**: This innovative program is designed to boost graduation of well-prepared students by building and assessing core learning competencies across all academic programs, as well as forge links between students and local industry. The program is completing a $617,000 foundation grant to launch C.A.S.E., and the College has allocated operating funds to sustain this program. Further aggressive seeking of grant support can even more fully enhance the Center, expanding capabilities such creative community engagement, additional internships, and more sophisticated technology for student portfolios.

4. **The Student Achievement Center**: Students often need social and other kinds of supports and resources to break through the barriers to retention and graduation. The College has recently invested in Success Coaches to work with students to meet their individual needs. The College will focus on enhancing these services by forging strong connections between Success Coaches and community resources, as well as improve the College’s “early warning system” to flag struggling students and connect them to the appropriate intervention.

5. **On-Campus Living**: The College is in the process of raising $2.5 million to build a new student living complex for 360 students. This is a key strategy for boosting student retention and graduation of students with high academic achievement and social competencies.

6. **Campus Beautification**: The College has steadily invested in incremental improvements such as building repairs, gymnasium improvements, signage and landscaping. There are multiple deferred facility needs, including requirements for library upgrades for national accreditation. The College will seek to invest $500,000 per year in on-going improvements.

7. **Industry-Academic Partnerships**: New academic programs should be driven by community needs, particularly where there is energy and focus on job development through plans such as City of Choice and the Shelby County Growth Alliance/MemphisED. The College will build stronger relationships with key industry groups and leaders in target industries such as logistics and biosciences to identify niche opportunities and industry sponsorships for new programs.

8. **Board and Volunteer Leadership Development**: The College will expand its leadership base by attracting new members to its Board of Trustees who are equipped to support the College
in its fund development activities. This may include developing a stand-alone LOC Foundation formed for the exclusive purpose of fund development.

9. **Succession Planning**: As an element of sound institutional planning, solid succession plans for leadership in all areas of the College must be in place. Nearly all current executives, including the President, are planning on retiring within the next one - years. This creates an urgent need to develop immediate succession plans for these key positions, as well as a succession planning structure that cultivates on-going leadership for maximum continuity. The College will focus on establishing these plans for all of its leadership positions, with a priority on positions with identified timelines for succession needs.

10. **Technology Enhancement**: Enhanced technology plays a part in many of the priority initiatives described previously, most notably for on-line admissions, student portfolio development, and electronic student tracking/advising. In addition, there is a global need for improved instructional technology in the classroom and on-line settings.

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1 Younger and Associates; *Greater Memphis Area Labor Force Study*, 2010

2 Ibid