Performance Funding Annual Report
2007-2008

Points Awarded: 95 out of 100

Summary of Points Awarded

STANDARD ONE - Student Learning Environment and Outcomes		Possible Points	Points Awarded
Standard 1.A:	Student Learning - General Education	15	15
Standard 1.B:	Student Learning - Major Field Assessment	10	10
Standard 1.C.1:	Accreditation - Academic Programs	5	5
Standard 1.C.2:	Undergraduate Program Review	5	5
STANDARD TWO - Student Satisfaction			
Standard 2.A:	Employer Survey	10	10
STANDARD THREE - Student Persistence			
Standard 3.A:	Retention and Persistence	5	3
Standard 3.B:	Student Success	5	4
Standard 3.C:	Student Persistence Planning Initiative	5	4
STANDARD FOUR - State Master Plan Priorities			
Standard 4.A:	Institutional Strategic Planning	5	5
Standard 4.B:	State Strategic Planning	10	10
Standard 4.C:	Job Placement	10	10
STANDARD FOUR - Assessment Outcomes			
Standard 5.A:	Assessment Pilot	5	5
Standard 5.B:	Assessment Implementation	10	9

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 1.A: Student Learning - General Education

Roane State Community College

Points Recommended:		**15**
Test Type:	**MAPP**	
Graduates Tested: All or Sample?	**All**	
Total Eligible Graduates:	**619**	
No. Graduates Tested:	**632**	
Percent Tested:	**102%**	

2005-10 Cycle Data Trends					
Mean Score	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**
Institution	**442.9**	**442.6**	**441.4**		
National	**440.8**	**440.6**	**440.5**		
Diff (I-N)	2.1	2.0	0.9		
% Institution to National Average	**100%**	**100%**	**100%**		

Institutional Comments (Optional):

A copy of institutional scores is provided.

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 1.B: Student Learning - Major Field Assessment

				Roane State Community College						

Points Recommended: 10

	Major Code	Major Name	Degree	Test Year	Test Code	No. Grads	No. Tested	No. Passed	% Tested	Inst. Score	Comp. Score	% Inst to Comparison Score
1	31.51.0602.00	DENTAL HYGIENE TECHNOLOGY*	2.3.AAS	Annually	42	12	11	11	92%	83.1	75.0	100%
2	31.51.0806.00	PHYSICAL THERAPY ASSISTANT*	2.3.AAS	Annually	34	18	18	18	100%	679.7	640.4	100%
3	31.51.0907.00	RADIOLOGIC TECHNOLOGY*	2.3.AAS	Annually	36	34	34	34	100%	88.4	86.4	100%
4	31.51.1601.00	NURSING *	2.3.AAS	Annually	29	121	121	111	100%	91.7	75.0	100%
5	31.51.1801.00	OPTICIANRY*	2.3.AAS	Annually	62	13	13	13	100%	81.5	70.0	100%
6	31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	2005-2006	37	3	3		100%	104.7	90.2	100%
7	27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2007-2008	1	11	11		100%	66.1	70.0	94%
8	32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	2007-2008	1	17	17		100%	70.0	70.0	100%
9	32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	2007-2008	1	15	15		100%	70.0	63.5	100%
10	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2009-2010	TBD							
11	14.22.0302.00	LEGAL ASSISTING	2.3.AAS	2009-2010	1							
						244	243		100%	204.9	189.4	100%

* Licensure programs are required to be tested annually.

Associate Programs Exempt from Major Field Assessment

	Major Code	Major Name	Degree	Exemption
1	15.23.1101.00	TECHNICAL COMMUNICATIONS	2.3.AAS	07
2	27.44.0201.00	SOCIAL SERVICES	2.3.AAS	07
3	31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	07
4	16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS	07
5	31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	07
6	32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	07
7	28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	07
8	31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	07
9	31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	07
10	16.24.0101.01	GENERAL EDUCATION	2.3.AA, AS	10
11	13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	10

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Exemption Codes
01 - New Program
04 -- Phase out
07 - Low producing
10 - Interdisciplinary or Multidisciplinary
```

Institutional Comments (Optional):

Dental Hygiene Program: All eleven graduates who took the National Board of Dental Hygiene examination passed on the first attempt (100%) . A passing score of 75 or greater is required to pass this exam. A score report is included.

Radiological Technology Program: Thirty-four graduates took the American Registry of Radiologic Technologists examination; all graduates passed on the first attempt (100%). Roane State graduates for this cohort had a mean score of 88.4 exceeding the state of Tennessee mean score of 86.4. A score report is included.

Nursing Program: One hundred and twenty-one graduates took the National Council Licensure Examination (NCLEX) for registered nurses; 111 passed on the first attempt (pass rate = 91.74%). A passing score of 75 or greater is required to pass this exam. A score report in included.

Opticianry Program: Fifteen graduates took the National Opticianry Competency Examination (NOCE) and all passed on the first attempt. Roane State graduates for this cohort had a mean score of 81.53. A passing score of 70 is required on the exam. Graduates' scores are included.

Physical Therapy : All eighteen graduates who took the Federation of State Boards of Physical Therapy examination passed on the first attempt (100%). The national first-time pass rate is 80.63%. A score report is included.

Criminal Justice: Eleven gradates took the criminal justice exit exam; 4 scored greater than 70 on the exam. A copy of scores is included.

Business Management: Seventeen graduates took the business management exit exam; 7 scored greater than 70 on the exam. A copy of the scores is included.

Contemporary Management: Fifteen graduates took the contemporary management exit exam; 3 scored greater than 70 on the exam. A copy of the scores is included.

Roane State Community College
Licensure Programs: Pass Rates
Performance Funding 2005-10 Cycle

Major Code	Major Name	Degree	Test Year	Test Code	2005-06	2006-07	2007-08	2008-09	2009-10
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY*	2.3.AAS	Annually	42	100%	92%	100%		
31.51.0806.00	PHYSICAL THERAPY ASSISTANT*	2.3.AAS	Annually	34	86%	94%	100%		
31.51.0907.00	RADIOLOGIC TECHNOLOGY*	2.3.AAS	Annually	36	100%	97%	100%		
31.51.1601.00	NURSING *	2.3.AAS	Annually	29	94%	96%	90%		
31.51.1801.00	OPTICIANRY*	2.3.AAS	Annually	62	93%	100%	100%		

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 1.C.1:   Accreditation - Academic Programs

Roane State Community College	
Number of Accreditable Programs:	14
Number of Accredited Programs:	14
Percent Accredited:	100%
Points Recommended:	5

	Roane State Community College							
	2000 CIP	**Program**	**Degree Level**	**Accrediting Agency**	**Accredited?**	**Accreditation Cycle - Begin Date**	**Accreditation Cycle - End Date**	**Next Site Visit**
1	14.22.0302.00	LEGAL ASSISTING	2.3.AAS	ABA	Yes	2005	2012	2012
2	31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	ADA	Yes	2008	See note below	
3	31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	CAHIIM	Yes	2001	On-going	
4	31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	AOTA	Yes	2007	2014	2013-14
5	31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	APTA	Yes	2001	2010	2009
6	31.51.0904.00	EMT/PARAMEDIC	2.2.C1	CAAHEP	Yes	2006	2011	2011
7	31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	JCERT	Yes	2006	2014	Fall 2013
8	31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	CAAHEP	Yes	2001	2011	2011
9	31.51.1601.00	NURSING	2.3.AAS	NLNAC	Yes	2007	2015	2015
10	31.51.1801.00	OPTICIANRY	2.3.AAS	COA	Yes	2003	2009	2009
11	31.51.3501.00	SOMATIC THERAPY	2.1.C1	COMTA	Yes	2005	2010	2010
12	32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	ACBSP	Yes	2004	2014	2014
13	32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	ACBSP	Yes	2004	2014	2014
14	31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	CAAHEP	Yes	2007	2010	2010
15	31.51.0805.00	PHARMACY TECHNICIAN	2.2C1	ASHP		Completed self-study in 2007-08 with site visit expected 2008-09		

Please submit copies of accreditation letters and summary material with the template. Additionally, please provide updated information for all data in RED font on the template.

Institutional Comments (Optional):

Health Information Technology (listed above as Medical Records Technology) : Formerly the Commission on Accreditation of Allied Health Education Programs (CAAHEP) was the accrediting body under AHIMA for this program. As of March 1, 2005, the newly formed Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) is the accrediting body for this program. CAHIIM determined that the thresholds/requirements were met and outcomes achieved. The program remains accredited and is in good standing. Documentation is included.

Pharmacy Technician Program: Application for accreditation of the pharmacy technical program has been made to the American Society of Health-System Pharmacists. A site visit is expected this upcoming academic year 2008-09. Documentation is included.

Dental Hygiene Technology Program: The Commission on Dental Accreditation considered the November 2007 progress report and reaffirmed the program accreditation with reporting requirements. Documentation is included.

Nursing: The National League for Nursing Accrediting Commission considered the self study and site visitors' report in July 2007 and reaffirmed accreditation through 2015. Documentation is included.

Polysomonography Technology: The Commission on Accreditation of Allied Health Education Programs (CAAHEP) awarded initial accreditation to the Polysomongraphic Technologist program in May 2007. The initial accreditation status will continue through May 31, 2010.

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 1.C.2:   Undergraduate Program Review

Roane State Community College

Points Recommended: **5**

	CIP Code	Major Field Name	Degree	Year Reviewed	Evaluation Type *	Total No. Standards	"NA" Standards	# Stand. Met	% Met
1	31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2005-2006	AA	20		**20**	100%
2	16.24.0101.01	GENERAL EDUCATION	2.3.AA, AS	2006-2007	AA	20	1	**19**	100%
3	28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1 & 2.3 AAS	2006-2007	AA	20	**0**	**20**	100%
4	27.43.0107.00	POLICE MANAGEMENT (C1)	2.1.C1	2007-2008	PR	25	**3**	**22**	100%
5	27.43.0107.00	CRIMINAL JUSTICE (AAS)	2.3 AAS	2007-2008	PR	25	**3**	**22**	100%
6	27.43.9999.00	HOMELAND SECURITY	2.1.C1	2007-2008	PR	25	**3**	**22**	100%
7	32.52.0401.00	OFFICE INFORMATION TECH	2.2C1	2007-2008	PR	25	**3**	**21**	95%
8	13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	2008-2009	PR				n/a
9	16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS	2008-2009	AA				n/a
10	31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	2008-2009	PR				n/a
11	31.51.0999.01	DIAGNOSIS & PROCEDURAL CODING	2.1.C1	2008-2009	PR				n/a
12	12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2009-2010	PR				n/a
13	08.13.0101.00	TEACHING	2.3.AAS	Scheduled for review when program becomes mature					
14	06.11.0801.00	WEB TECHNOLOGY (RODP)	2.3AAS	Scheduled for review when program becomes mature					
15	06.11.0801.00	WEB PAGE AUTHORING (RODP)	2.2C1	Scheduled for review when program becomes mature					
						160	**13**	**146**	**99%**

* Evaluation Type: Academic Audit (AA) or Program Review (PR)

Please submit copies of the peer review documentation, summary material and reviewers' vitas with the template.

Institutional Comments (Optional):

Police Management, Criminal Justice & Homeland Security: Each of these programs were reviewed and all met the standards as indicated above. Homeland security was not scheduled for review until it reached maturation; however, the program reviewer, Dr. Norman Spain, included it in his review and provided a program review sheet for this program also. All of the academic standards were met for these programs. A copy of the summary sheets and narrative reports is included.

Office Information Technology: The program underwent program review and met the standards as indicated above. All of the academic standards were met for this program except for criteria 4.1 (number of faculty) A copy of the summary sheet and narrative report is included.

Roane State Community College

Did institution conduct Employer Satisfaction Project as approved and provided report of results? Format of comprehensive report should contain the following: Introduction; Problem Statement; Methodology (sample definition, data collection methods, and all associated information needed to calculate response rate); Findings and Conclusion (including implementation and/or action plan that may result from findings). Report should not exceed 10 pages, excluding appendices. Report should include the survey instrument or focus group/interview protocol.	Y
Please submit electronic file of the Employer Satisfaction Project report to Bettie.Teasley@state.tn.us. A copy of the report should also be included in the bound 2007-08 performance funding report.	

Points Recommended:	10

Institutional Comments (Optional):

A comprehensive Employer Assessment Report is included for review.

THEC Staff Evaluation
No specific action plan was included for improving outcomes or improving the survey

Roane State Community College - Employer Assessment Plan
Measuring Academic Quality: An Employer's Perspective
Implementation: Academic Year 2007-2008

Background

Standard Two of the Performance Funding Program requires institutions to administer enrolled student and alumni surveys in alternating years of the cycle. In addition to these student surveys, the current Performance Funding cycle, spanning five-years (2005-2010), introduced a new component requiring institutions to assess the needs and/or opinions of regional employers of recent alumni. Many of RSCC's health science programs currently assess employers' opinions of graduates to satisfy accreditation requirements, and other career programs also engage in ongoing employer assessment activities for program improvement. However, the Performance Funding program's mid-cycle employer assessment requirement provides for an opportunity to assess employer's opinion/perceptions using a common set of college indicators. In developing the employer assessment for the Performance Funding program, Roane State has designed a plan that will measure core competencies across disciplines in order to arrive at institution-wide results.

General Overview

Roane State's proposed employer assessment is a comprehensive plan developed collaboratively with faculty program directors and academic deans and facilitated by the Office of Institutional Effectiveness and Research. The proposed plan will be implemented and completed during the academic year 2007-08, to satisfy Standard 2 of the Performance Funding evaluation and assessment program. In addition to satisfying the requirements for this standard, the employer evaluation plan will aid accreditable programs in their self-study processes and should inform and facilitate improvement for programmatic or curricular planning, policy, and practice in all academic programs.

A mixed method employer assessment plan has been developed that includes 1) a graduate employer survey assessment and 2) a health care workforce assessment. The results of the health care workforce assessment (in-depth, semi-structured interviews) will be used to respond to any new health science academic programming or curricular needs. The proposed employer assessment plan is inclusive of all Roane State Community College (RSCC) A.A.S. and certificate programs.

The goal of this plan is to assess skills and/or knowledge appropriate to specific academic programs, while concurrently assessing a common set of indicators across all A.A.S. and certificate programs through the lens of an employer perspective. Currently, many of Roane State's career degree programs are assessing their unique goals, outcomes, and criteria for accreditation requirements. In addition, as an institution, common learning outcomes indicators are assessed from both enrolled students and alumni. This is an opportunity to assess regional employer opinions on a college-wide basis. Therefore, the proposed plan will assess employer opinions/perceptions using a set of college-wide constructs to measure core competencies. In addition to the common college-wide assessment indicators proposed in this plan, a number of the program-specific employer survey instruments developed for use in various academic programs, will be used concurrently. The faculty of each program and/or the program director is responsible for the development and administration of program-specific employer survey instruments. However, the Office of Institutional Effectiveness and Research will serve as the

central clearinghouse for this employer assessment and provide oversight for assessing the college-wide indicators for academic year 2007-2008.

It is our intent to examine previously collected data and compare the results of this employer assessment to previous assessment results. When similar assessment activities are used over a long period of time, the results can help faculty link student performance more directly to curricular change. In developing our college-wide employer survey instrument, we have selected similar indicators to those that are measured via Performance Funding, i.e., the Community College Survey of Student Engagement and the Alumni Surveys. Since we already have some longitudinal measures of "soft skills" from the enrolled student and alumni perspective, assessing student skills via employers' opinions will provide for some triangulation of the data.

Objectives of the project

The specific objectives of this assessment are:
(1) To design and conduct an institutional assessment targeted toward regional employers of all recent A.A.S and certificate program graduates in order to measure a set of college-wide general education indicators and identify areas of weakness and/or improvement opportunities.
(2) To examine regional employers' opinions/perceptions about Roane State Community College's recent graduates in order to identify if requisite knowledge, skill and behaviors are being added and to ensure productive employment.
(3) To accurately describe the employer population of recent Roane State Community College's graduates.
(4) To assess regional employers' satisfaction with Roane State Community College's graduates.
(5) To provide academic deans, program directors, faculty and administrators with useful information to plan necessary adjustments to improve curriculum and/or programs.

Research Questions

(1) Are RSCC students gaining sufficient knowledge and skills in order to perform the functions in their specific field of study as measured by the employer survey?
(2) Are RSCC's students attaining requisite core general education intellectual skills, knowledge and creative capabilities to ensure productive employment?
(3) What general college-wide competencies should graduates demonstrate as measured by the employer survey?

Assessment Methods Section

This section provides descriptions of assessment administration, faculty involvement/efficacy, subject selection, instrumentation, data collection processes, and statistical analyses.

Summary:

Structure/Administration – The assessment plan includes a calendar of employer assessment activities for academic year 2007-08. See Figure 1.0. The Office of Institutional Effectiveness and Research collaborated with faculty to develop an effective plan and will implement a comprehensive feedback loop, so that information is shared with all constituents and used for institutional improvement. The Vice President and Director of Institutional Effectiveness and Research will work with all faculty and administration to ensure that assessment activities are planned accordingly and executed efficiently and appropriately.

Faculty Involvement/Efficacy – College faculty were involved in the development of this plan and will assist with data collection and reviewing results to suggest curricular or programmatic changes to improve student performance. Academic deans and program directors were consulted institution-wide for the conceptualization and scope of this plan. The information garnered through this assessment will be used to plan and implement institutional improvement, such as improvements to academic program curriculum as deemed appropriate by the faculty.

The probability of success is enhanced by three factors. First, the plan was developed by those most intimately knowledgeable of the students, curriculum, and the needs and standards of their respective disciplines. Second, the departmental faculty have a direct stake in the plans that will produce improvement. Third, institutional resources will be committed to foster the success of this effort.

Methods

The following methods will be employed in this assessment: 1) graduate employer survey and 2) health care in-depth semi-structured interviews. Because Roane State is distinctive regionally and nationally for the diversity and quality of its programs in the field of health care, this assessment will inform future health science program planning and development. The health care workforce interviews will be targeted toward regional hospital human resource managers, executive-level patient care managers and any other key constituents identified by each health service organization. Health care workforce key constituents could include: Directors of Nursing, Directors of Education, administrative personnel and others. The graduate employer survey will be directed to all regional employers of our recent alumni. See Table 1.0 for an overview of assessment methods. The graduate employer survey will be sent to employers of recent A.A.S and certificate graduates for academic year 2006-07 (defined as summer 2006, fall 2006 and spring 2007 graduates).

Table 1.0 – Assessment Methods

Methods	Implementation	Population	Distribution of Results	Use of Results	Oversight
Graduate Employer Survey	Academic Year 2007-08	Employers of RSCC graduates	Faculty & Administration	Faculty and administration to determine whether degree and certificate programs need curricular or programmatic modification	Office of Institutional Effectiveness and Research (OIER)
In-depth interviews with regional health service organizations (hospitals)	Academic Year 2007-08	Regional Hospital Human Resource Managers and other key hospital personnel in RSCC service area	Faculty & Administration	Same as above plus - Department of Education Title III Planning (grant) and Development (proposal)	OIER

A mixed-method approach was selected for this assessment. The use of both qualitative and quantitative methods complement each other and yield a richer data set (Creswell, 1994).

There are five distinct purposes for selecting a mixed method assessment approach: triangulation, complementarity, development, initiation, and expansion (Worthen, Sanders, Fitzpatrick, 1997). Lastly, it reduces the likelihood of misinterpretation and generally allows for further clarification of meaning. Therefore, mixed methods will be used for this assessment including: 1) graduate employer surveys and 2) health care workforce in-depth, semi-structured interviews to inquire about the perceptions/opinions of employers of recent alumni.

Surveys are conducted at a single point, but changes over time are not measured unless one is using a longitudinal research design. A survey can provide a numeric description of a sample in a given target population and enables one to generalize to the study population. Cause and effect relations cannot be determined but the interrelatedness of variables at a particular time can be examined (Gilmore & Campbell, 1996; Creswell, 1994). Surveys when combined with in-depth interviews provide a more complex and meaningful description and elucidation of the research questions or constructs under investigation. Lastly, the use of both methods provides for a more overall in-depth investigation and triangulation of the data. Mixed methods can serve to address a wide range of research questions in relation to students and employers and can serve as a fundamental step in acquisition of objective data to define important curricular, programmatic and institutional problems, set priorities, and establish a baseline for assessment or evaluation.

Selection of Sample/Population

The study population for this assessment will be regional employers in Roane State Community College's service area. The service area is identified by an eight-county service area in east Tennessee, which consists of Roane, Anderson, Campbell, Cumberland, Scott, Loudon, Morgan, and Fentress counties and expands to include Knox and Blount counties for the delivery of health sciences.

- ### *Graduate Employer Survey Method*
A graduate employer mail survey will be employed in this assessment. The graduate employer survey has been designed to use a self-administered cross-sectional approach and it is intended to assess regional employers' perceptions/opinions of Roane State Community College's recent alumni. A self-designed survey was developed in collaboration with the academic program directors, deans, and the Office of Institutional Effectiveness and Research. The survey development consisted of two stages.

In stage one, existing performance funding instruments (alumni/CCSSE and the employer instrument used in 2002-03) as well as other survey instruments were evaluated for usefulness and the aforementioned faculty were consulted to determine appropriate and desirable components to assess employers' opinions/perceptions. The constituents reviewed the proposed instruments and offered recommendations for improvement. See Appendix A for a draft copy of the graduate employer survey. The survey will inquire extensively about the employer's perception and opinions of student's preparation and attainment of knowledge and skills and demonstration of behaviors at RSCC. In addition, employers will be asked to make recommendations for program, curricular and or policy improvements.

- ### *Graduate Employer Survey Data Collection Procedures*
The Office of Institutional Effectiveness and Research will work collaboratively with the Placement Office to determine student employer contact information for recent alumni (academic year 2006-07/ summer 2006 through spring 2007). Gaps in student employer information will be identified, and for these students, an additional step will be taken to determine contact information. Graduates who have not reported a employer information for placement purposes will be sent a letter and a form requesting employer contact information.

Each student will be sent an introduction letter, employer contact form, and a pre-addressed return envelope. The letter will apprise students of the purpose of this assessment and request each student to send back the form informing the college of their employment status and appropriate employer contact information respectively.

Each employer identified will be sent a graduate employer survey along with an introductory letter, and self-addressed postage paid return envelope. The introduction letter sent to employers will describe the purpose of the survey and explain the informed consent (confidential and voluntary nature). A targeted response rate of at least 40 percent is desired for this survey. Graduate employer survey will employ the use of the Dillman data collection method and procedures to maximize response rates. A reminder card will be sent to employers two weeks after initial mailing. A second employer survey will be sent in a final mailing one week after the reminder card has been sent. Identification numbers will be used for tracking purposes and aggregation of program responses. Throughout the data collection process, a master list will be maintained to monitor incoming surveys to ensure proper tracking of respondents and to ensure proper sample representation.

- ### *Graduate Employer Survey Data Analysis*
Survey data will be pre-coded as needed and entered into Microsoft Excel 2000 version and then imported into the Statistical Package for the Social Sciences (SPSS) version 11.0 for Windows to complete statistical analyses. The text of survey items with open-ended responses will be entered into Microsoft Word. The data will be verified for correctness. Descriptive statistics will be computed. Measures of central tendency will be computed and univariate plots will be obtained for variables. These data will be examined for skewness and kurtosis to assess the degree of variability. Descriptive statistics will be computed for the data related to the assessment objectives and questions and inferential statistics as deemed appropriate.

- ### *Health Care Workforce In-Depth Interviews Method*
In-depth, semi-structured interviews will be conducted with human resource managers and other key constituents at regional hospitals/medical centers in the RSCC service area for this assessment. The purpose of these interviews is to gather information on the hospital personnel's perceptions about the overall health care workforce; specifically, higher education, training and/or professional development needs within our regional service area. These data will be examined to determine how the college can better assist the participants in meeting future regional health workforce needs. Because Roane State is distinctive regionally and nationally for the diversity and quality of its programs in the field of health care, this assessment is critical to inform future health science program planning and development.

- ### *Health Care Workforce In-Depth Interviews Data Collection Procedures*
Prospective human resource managers at each hospital within our service will be identified and contacted to schedule in-depth interviews regarding health care workforce issues, using a semi-structured interview guide (See Appendix B). Each interviewee will be apprised of the confidential nature of the interviews. An analog cassette recorder and a microphone will be used to tape the health service organization in-depth interviews. The interview audiotapes will be transcribed and submitted to content analysis according to qualitative methodology. The interviews will be transcribed verbatim and a systematic content analysis of the transcripts will be completed to identify common emerging themes as well as differences.

- ***Health Care Workforce In-Depth Interviews Data Analysis***

Verbatim transcription will be completed and subjected to inductive, abductive (Shank, 2002) and deductive analyses to identify patterns. The transcript will be read multiple times prior to any assignment of codes. The interview field notes and interview transcript will be examined for content, patterns, and overall impressions. Thematic coding will be completed through the use of the verbatim transcript to assign codes, categories and themes inductively rather than imposing pre-determined classifications on the data. Non-numerical Unstructured Data with Indexing Searching and Theorizing (NUD*IST N6) qualitative data analysis software will be used to augment the analyses. Codes and categories will be sorted, compared, and contrasted until saturation, that is, until analysis produced no new codes or categories. Overall expressions of both the process and content of the interviews will be presented in the findings.

The graduate employer survey and in-depth interviews with key health care constituents are designed to gain valuable insight and information relative to the needs of those organizations or individuals who employ graduates of RSCC.

Delimitations

The following delimitations were established as a framework for this assessment. This study will assess the needs of participants surveyed via the graduate employer survey and in-depth interviews of regional employers in RSCC's service area in academic year 2007-2008. This assessment is not intended to prove causality; rather, it will attempt to assess the current perceptions/opinions of regional employers.

Limitations

The following are limitations of this study. This study will only examine a sample of regional employers in our service area. Since it is impossible to reach every employer of every graduate, it will not be representative of all regional employers. The sample may not be representative of all employers and a limited number of college-wide indicators will only be assessed via regional employers. The information provided via the survey and in-depth interviews will be self-reported by employers; therefore, entirely subjective. However, measures will be taken to increase validity.

Implementation/Reporting of Results

The employer assessment activities will be implemented and completed over the course of the academic year 2007-08. See Figure 1.0 for Gantt management/timeline chart. An institutional annual employer assessment and/or evaluation report will be generated and submitted to TBR/THEC for review. Findings will be shared with faculty, administration and staff. Specifically, academic deans and program director will receive a copy of college-wide results and of survey results specific to their program. We will request from each program a response and/or action plan if needed with explanation (e.g., recommendations for change in program or curriculum process). Assessment data will only be used for evaluative judgments as the faculty see fit after review of findings.

The following Gantt 2007-2008 management/timeline chart provides a chronological view of activities for this assessment.

Months…… (2007-2008)	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
Tasks	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Task 1	➜➜	➜➜										
Task 2			➜➜	➜➜								
Task 3					➜➜	➜➜						
Task 4							➜➜	➜➜	➜➜			
Task 5								➜➜				
Task 6								➜➜				
Task 7									➜➜			
Task 8									➜➜			
Task 9										➜➜		
Task 10											➜➜	➜➜

Figure 1.0 Assessment Management/Timeline

Task Key:

Task 1: Finalize assessment plans with academic divisions	
Task 2: Complete in-depth interviews w/ health service organizations	Task 6: Graduate employer survey reminder cards
Task 3: Complete qualitative data analysis/report writing	Task 7: Graduate employer survey mailing 2
Task 4: Graduate Employer Survey Implementation	Task 8: Survey Data entry
Task 5: Graduate Employer Survey Mailing 1	Task 9: Survey Analyses
	Task 10: Report Writing/Present Findings to Administration

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Appendices

Appendix A – Graduate Employer Survey

Appendix B – Health Care Workforce
In-depth Interview Guide

ROANE STATE COMMUNITY COLLEGE

2007-2008 Performance Funding Report

Employer Assessment
STANDARD 2.A

Employer Assessment Report

STANDARD 2.A - ROANE STATE COMMUNITY COLLEGE

EMPLOYER ASSESSMENT

This self study, conducted in coordination with the Tennessee Higher Education Commission's (THEC) annual program of assessment and evaluation, was designed and implemented to help us improve the quality of instruction and services provided to students. Roane State Community College (RSCC) implemented a mixed method employer assessment to fulfill the requirements of Standard 2.A of the Performance Funding program. However, Roane State recognizes that employer input is valuable and integral to planning educational improvements. The assessment consisted of: 1) an employer survey of graduate workplace readiness inclusive of all RSCC A.A.S. and certificate programs, and 2) a health care workforce assessment to gauge area workforce and training needs in Roane State's mission distinctive health science program areas. The survey instrument was designed to provide information on employers' perceptions about the overall quality and satisfaction with Roane State graduates. In-depth semi-structured interviews with regional health service organization employers and a regional employer survey were conducted to glean feedback on areas of competence.

Objectives of the project
The specific objectives of this assessment are:
 (1) To design and conduct an institutional assessment targeted toward regional employers of all recent A.A.S and certificate program graduates in order to measure a set of college-wide competencies or value-added indicators and identify areas of weakness and/or improvement opportunities.
 (2) To examine regional employers' opinions/perceptions about Roane State Community College's recent graduates in order to identify if requisite knowledge, skill and behaviors are being added and to ensure productive employment.
 (3) To assess regional employers' satisfaction with Roane State Community College's graduates.
 (4) To provide academic deans, program directors, faculty and administrators with useful information to plan necessary adjustments to improve curriculum and/or programs.

Research Questions
 (1) Are RSCC students gaining sufficient knowledge and skills in order to perform the functions in their specific field of study as measured by the employer survey?
 (2) Are RSCC's students attaining requisite core general education intellectual skills, knowledge and creative capabilities to ensure productive employment?
 (3) What general college-wide competencies should graduates demonstrate as measured by the employer survey?

<center>**Methods**</center>

Part I: Employer Survey of RSCC Graduates (2006-2007)

The survey instrument used for this assessment was developed to assess employer opinions/perceptions regarding workplace preparedness of Roane State graduates based upon a number of competencies, including those indicators of value-added skills and knowledge assessed in both the THEC Alumni and CCSSE surveys, in order to consider these measures through the lens of an employer perspective. We asked employers to reflect on an average or "composite" of our graduates, rather than the strengths and/or weaknesses of one individual graduate who was employed at the organizations. Employers were also asked to compare Roane State graduates' performance with that of other graduates of comparable academic-level and work experience.

__Data Collection methods.__ An employer mail survey was conducted. The graduate employer survey was designed by the Office of Institutional Effectiveness & Research to use a self-administered, cross-sectional approach and was intended to assess regional employers' perceptions/opinions of Roane State Community College's recent alumni. Existing performance funding instruments (alumni/CCSSE and the employer instrument used in 2002-03) as well as other survey instruments were evaluated for usefulness. See Appendix 2.A.1 for a copy of the survey instrument. The survey inquired extensively about employers' perception and opinions of students' preparation and attainment of knowledge and skills and demonstration of competency achievement. In addition, employers were asked to make recommendations for program, curricular and or policy improvements.

Each employer was sent a survey along with an introductory letter, and self-addressed postage-paid return envelope. The letter sent to employers described the purpose of the survey and explained the informed consent (confidential and voluntary nature). A targeted response rate of at least 40 percent was desired for this survey. The Dillman data collection method and procedures were used to maximize the response rate. The initial survey was sent followed by a reminder card that was sent to non-respondents two weeks after the initial survey mailing. A second employer survey was sent in a final mailing one week after the reminder card was sent. Identification numbers were used for tracking purposes and aggregation of program responses. Throughout the data collection process, a master list was maintained to monitor incoming surveys, to ensure proper tracking of respondents.

__Sample.__ To develop a sample of employers for the survey, the college's Placement Coordinator, Ms. Kim Harris, provided employer information that was received on surveys of Roane State graduates six months post graduation. Employer information was provided for graduates of for the following semesters: spring 06, summer 06, fall 06, spring 07, summer 07 and fall 07. The sample of employers was sent to the academic deans, program directors and

faculty for review to determine any gaps in student employer contact information. Faculty provided names and contact information for a few additional employers for inclusion in the sample.

Data analysis. Survey data were pre-coded as needed and entered into Microsoft Excel 2007 version and then imported into the Statistical Package for the Social Sciences (SPSS) version 16.0 for Windows to complete statistical analyses. Descriptive statistics were computed. Measures of central tendency were computed and univariate plots were obtained for variables. These data were examined for skewness and kurtosis to assess the degree of variability. Descriptive statistics were computed for the data related to the assessment objectives and questions.

Survey Findings

A total of 289 surveys were sent to employers across the college's east Tennessee service area. A total of 90 completed surveys were returned, yielding a response rate of 31.1%. Respondents represented the following employment categories:

- Industry 3.3%
- Private Business 12.2%
- Government Agency 20.0%
- School 3.3%
- Hospital 27.8%
- Other Health Service Organizations 14.4%
- Other 7.8%

A wide array of both employer types and positions responded to the survey representing a broad range of academic program areas. The largest proportion of respondents represented either hospitals or health services organizations due to the large number of graduates in allied health science and nursing.

When asked to rate their overall satisfaction with the Roane State graduates they employ, 83.4% of respondents stated they were "satisfied" or "very satisfied." Of the respondents, 91.1% indicated they would hire future Roane State graduates. When asked to rate Roane State graduates' work preparedness, based upon their work experience in the respondents' place of employment, employers rated 86.7% as "adequate" or above (adequate, 38.9%, more than adequate 35.6%, and outstanding 12.2%). Roane State graduates were compared to other graduates with comparable academic-level and work experience, employers rated 88.9% of graduates as average or above; approximately 70% were good or excellent when compared to other graduates.

In order to probe perceptions/opinions of employers more specifically, the survey listed a wide range of skills and competencies, including those used in the CCSSE and THEC Alumni surveys, in several general workplace related values such as time management, work ethic, and honesty/integrity. In order to more clearly assess gaps between expectations and competency levels, employers were asked not only to rate their level of agreement with the graduates' competence relative to these measures but also to indicate the importance they placed upon these measures in their workplace. The gap analysis made possible through the assessment of both competence and importance can be a very useful tool in planning most effectively for areas of improvement highlighted by the survey results.

Employers ranked 1) "work ethic," 2) "work effectively with others", 3) "honesty/integrity," 4) "speak clearly and effectively", and 5) "listen effectively" as the top five areas of competency for employment" (in that order). In terms of respondents' highest level of agreement in terms of employees' competence, "work ethic" was ranked seventh, "work effectively with others" was third, "honesty/integrity" was ranked number one, "speaking clearly and effectively' was fifth, with "listening effectively" ranked ninth in terms of perceived competence. Two other areas were within the top 5 among employers in terms of high reported competence; "understanding written information" and "seek help when needed". There was a relatively close match between expectations and perceptions in the area of competence. This was noteworthy finding.

There were some obvious gaps in importance versus level of reported competence in the following areas: time management skills, decision making skills, critical thinking skills and to a smaller degree listening effectively. While employers ranked time management eighth in importance, it was only ranked 19[th] in level of competence. The SACS, QEP (Southern Association of Colleges & Schools, Quality Enhancement Plan) Development Team is currently making plans to assess students' time management skills and implement methods to improve these skills. Critical thinking, a difficult skill to achieve, was ranked 10[th] in importance and sixteenth in competence. The General Education and Assessment Committee is currently working to define a college-wide definition of critical thinking and to develop plans to improve critical thinking learning outcomes in targeted general education courses. Decision-making skills was ranked ninth in terms of importance, it was ranked 15[th] in competence. The college's QEP Development Team has begun efforts to address student learning outcomes through the identification of a QEP topic, known college-wide by its acronym SAILS (Students Achieving Enhanced Learning Strategies), some of the identified outcomes should result in improved time management skills, critical thinking, decision making, and other notable student learning outcomes. Learning new skills and knowledge was ranked 11[th] in terms of importance, it was ranked 6[th] in terms of competence, indicating students are competent in learning necessary new skills and knowledge required in the workplace. This was a positive and notable outcome.

There were much narrower gaps in most of the other indicators, indicating a relatively close alignment between employer expectations and graduates' competence. Tables 1.0 & 2.0 contained within this report rank the 23 skills/competencies by perceived employer importance (See Table 1.0) and by level of agreement with competence in each area (See Table 2.0).

The open-ended survey responses revealed several common themes that emerged from the aggregate responses. Employers emphasized the importance in the following areas:

- Oral & written communication skills;
- Team work skills;
- Critical thinking skills;
- Professionalism (respect, customer-service oriented, etc.); and
- Realistic expectations.

The open-ended comments augmented the closed-ended survey responses. However, professionalism and realistic workplace expectations were not specifically probed. These items simply emerged from the written comments as items for consideration in better preparing our graduates for the workforce.

The aggregate results of the employer survey will be shared with faculty during the fall 2008 semester. Among the findings of these responses are:

- Importance of the "soft skills" (work ethic, honesty/integrity, etc.);
- Importance of oral and written communication skills in all employment fields;
- Importance of problem-solving and critical thinking for ongoing learning on the job; and
- Importance of professionalism, time management and realistic expectations for the workplace.

These findings will reinforce institutional efforts to enhance students' awareness of their learning styles and to develop strategies to improve learning across-the-curriculum. For example, the aforementioned QEP SAILS project will provide a venue for initiatives designed to improve communication skills, critical thinking and time management. Employer insights regarding the need for improved communication skills, realistic expectations, professionalism and others will be reported to encourage faculty adoption of more teaching methods and assignments across all academic disciplines to positively affect these outcomes.

Table 1.0 Employer Survey: Employee Competency Measures by Importance

Score	Rank of Importance	Competency Area	Score	Competence Agreement Rank
1.01	1	Work ethic	1.93	7
1.01	2	Work effectively with others	1.80	3
1.03	3	Honest/Integrity	1.67	1
1.03	4	Speak clearly & effectively	1.87	5
1.04	5	Listen effectively	1.98	9
1.05	6	Understand written information	1.71	2
1.11	7	Seek help when needed	1.86	4
1.12	8	Time management skills	2.20	19
1.12	9	Decision-making skills	2.12	15
1.13	10	Think critically	2.12	16
1.13	11	Learn new skills/knowledge	1.88	6
1.14	12	Adaptability/flexibility	2.04	13
1.14	13	Self motivation	2.12	17
1.16	14	Work independently	2.00	11
1.16	15	Define & solve problems	2.15	18
1.18	16	Self-confidence in job performance	2.04	12
1.18	17	Write clearly & effectively	2.06	14
1.25	18	Use computer technology	1.96	8
1.29	19	Use technical information	1.98	9
1.32	20	Plan and carry out work projects	2.33	21
1.45	21	Lead or guide others	2.46	22
1.53	22	Understanding graphic information	2.23	20
1.68	23	Solve numerical problems	2.72	23

Table 2.0. Employer Survey: Employee Competency Measures Ranked by Level of Agreement

Score	Competence Agreement Rank	Skill/Value Area	Score	Rank of Importance
1.67	1	Honest/Integrity	1.03	3
1.71	2	Understand written information	1.05	6
1.80	3	Work effectively with others	1.01	2
1.86	4	Seek help when needed	1.11	7
1.87	5	Speak clearly & effectively	1.03	4
1.88	6	Learn new skills/knowledge	1.13	11
1.93	7	Work ethic	1.01	1
1.96	8	Use computer technology	1.25	18
1.98	9	Listen effectively	1.04	5
1.98	9	Use technical information	1.29	19
2.00	11	Work independently	1.16	14
2.04	13	Adaptability/flexibility	1.14	12
2.04	12	Self-confidence in job performance	1.18	16
2.06	14	Write clearly & effectively	1.18	17
2.12	15	Decision-making skills	1.12	9
2.12	16	Think critically	1.13	10
2.12	17	Self motivation	1.14	13
2.15	18	Define & solve problems	1.16	15
2.20	19	Time management skills	1.12	8
2.23	20	Understanding graphic information	1.53	22
2.33	21	Plan and carry out work projects	1.32	20
2.46	22	Lead or guide others	1.45	21
2.72	23	Solve numerical problems	1.68	23

Part 2: Healthcare Workforce Assessment

Because health science programs constitute such a significant proportion of Roane State's career programming, the college decided to include a health care workforce assessment to glean valuable feedback from the health service organizations for strategic/program planning and/or policy development. Employer feedback regarding workforce and training needs in the healthcare fields, was obtained through in-depth semi-structured interviews with human

resource managers, senior administrators, directors of nursing, and/or education directors involved in hiring or administration at hospitals within the service area. Interviews were audio-taped and transcribed verbatim for analysis of emerging themes and trends. Interviews were conducted by Dr. Mike Laman, Roane State's Dean of Allied Health Sciences, and by Institutional Research Director, Dr. Kristi Roberson-Scott. The service area hospitals included in this qualitative research project included:

- Blount Memorial Hospital;
- Children's Hospital;
- Covenant Health System (multiple participating hospitals);
- Cumberland County Medical Center;
- Fentress County Hospital;
- Methodist Medical Center of Oak Ridge;
- Oneida Medical Center/Scott County Hospital;
- Roane County Medical Center; and
- UT Medical Center.

Health Care Workforce In-Depth Interviews Method. In-depth, semi-structured interviews were conducted with human resource managers and other key constituents at hospitals/medical centers in the college's service area. The purpose of these interviews was to gather information on the hospital personnel's perceptions about the overall health care workforce; specifically, higher education, training and/or professional development needs within our regional service area. These data were examined to determine how the college can better assist the participants in meeting future regional health workforce needs. Because Roane State is distinctive regionally and nationally for the diversity and quality of its programs in the field of health care, this assessment is critical to inform future health science program planning and development.

Data Collection Procedures & Analysis. Prospective human resource managers and other key personnel at each hospital within our service were identified and contacted to schedule in-depth interviews regarding health care workforce issues, using a semi-structured interview guide (see Appendix 2.A.2 for a copy of the interview protocol). Each interviewee was informed of the confidential nature of the interviews. An analog cassette recorder and a microphone were used to tape the interviews. The interview audiotapes were transcribed and submitted to content analysis according to qualitative methodology. The interviews were transcribed verbatim and a systematic content analysis of the transcripts was completed to identify common emerging themes as well as differences.

Findings

Participants were asked what assessment activities, if any, are used to assess the healthcare labor market. Most hospitals representatives reported a reactive rather than a proactive approach to projecting workforce needs. Most cited the primary method employed was reliance on program managers to apprise human resources of staffing needs. Secondary to this, a few participants indicated that the following informed hospital staffing needs: internal historical staffing/personnel data, Tennessee Hospital Association surveys, recruitment team meetings, and Bureau of Labor Statistics data. No systematic system of annual or biannual assessment of the healthcare workforce labor market seemed apparent at the hospitals included in this study.

Overall, the positions that interviewees cited as most difficult to fill overall were those in rehabilitation (physical therapists & occupational therapists- not at the assistant level), specialty nursing areas and some entry-level nursing, specialty radiologic technology areas, medical technologists & medical lab technologist and surgical technologists. Only some hospitals noted a shortage of pharmacists, clinical dieticians, ward clerks or nursing unit secretaries, and a number of hospitals with round-the-clock heart catheterization labs/centers indicated difficulty in filling cardiac vascular technologist (CVT) positions. To a lesser degree, hospitals in the outlying counties of the service area cited shortages of respiratory therapists and medical coding personnel. Because of the in-depth method of this assessment, interviewee perceptions and insights behind these general trends were able to be gathered.

Shortages in rehabilitation appeared to be related to the competitive nature of this position. Many physical and occupational therapists are working in private practice rather than in hospital-based positions, as private practice appears to be more lucrative for this profession. Shortages reported in imaging positions, for example, appeared to be the result of rapid changes in technology and the growth of specialty areas in ultrasound, MRI, nuclear medicine, mammography, etc. Most of the CVTS employed by the regional health service organization were reported to be either nurses or radiologic technologists who received cross-training to work in this specialty area.

The need for surgical technologists across the region emerged as a common theme both in small rural hospitals and larger metropolitan hospitals. There is only one program at the Knoxville Tennessee Technology Center within the region, with maximum program capacity of approximately 12 graduates annually. This leaves a large gap between supply and demand. In addition, as a result of this feedback, a number of follow-up meetings between Roane State and area hospital administrators have taken place to explore the possibility of offering a surgical technology program to discuss future training partnerships to increase the pool of surgical technologists.

The nursing shortage cited by the majority of interviewees was revealed to be a more complex phenomenon. The rural areas appear to be having the most difficulty filling nursing position at all different levels. Whereas, the nursing shortage, in the Knoxville metropolitan area, on closer examination, appears to be related to difficulty filling positions in advanced specialty areas (e.g., medical surgical, intensive care, neonatal intensive care, etc.) requiring a more "experienced" nurse. One of the larger hospital systems cited, "we have far more RN applications than available positions at the entry-level and we have **no** difficulty filling those positions". The problem was noted that hospitals do not want to take on too many new RN graduates; extensive training is needed with new RN graduates to equip them with the knowledge and skills needed to be successful. In addition, a number of hospital managers indicated that their difficulty was not in recruiting and hiring entry-level nurses, rather, in hiring and retaining experienced nurses and finding nurses to fill weekend and evening shifts. With growing competition from ambulatory surgery centers, physicians' offices, and other 8:00 a.m. – 5:00 p.m. healthcare facilities, the hospitals are being competitively pressured from the standpoint of wages as well as working conditions.
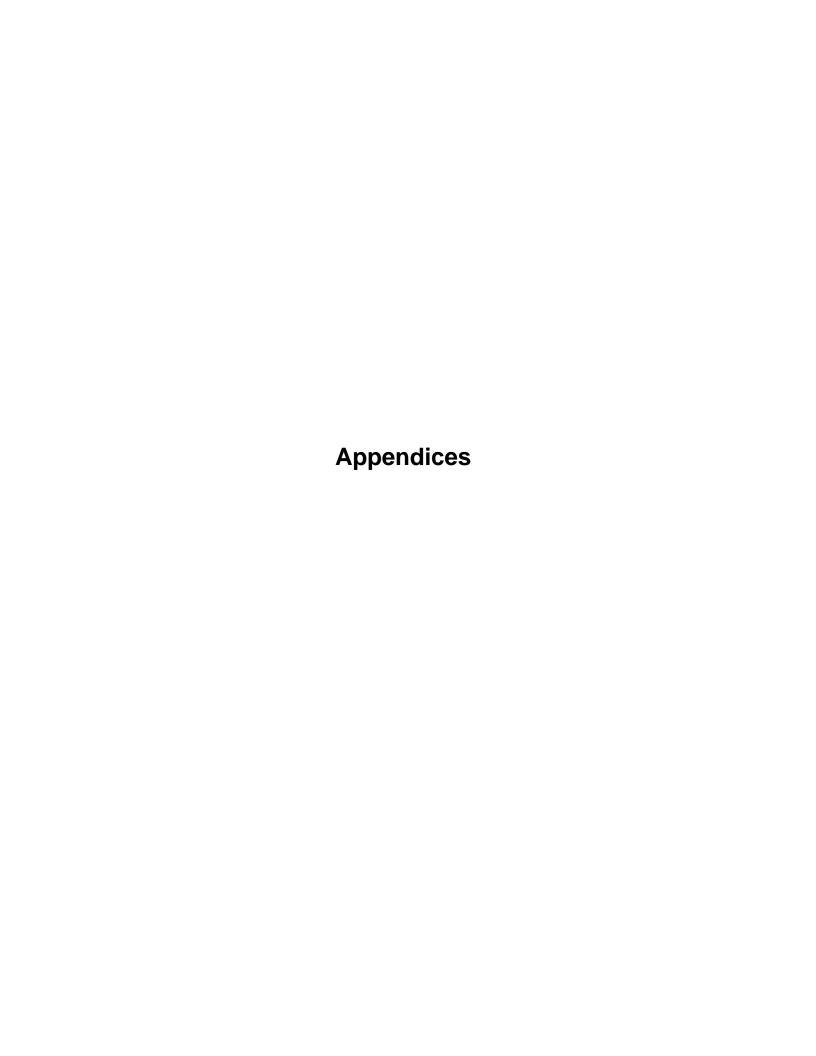
In general, all interviewees acknowledged that many healthcare positions are demanding, physically and emotionally, and must be staffed in a hospital setting on a 24/7 schedule. To counter recent downward trends in interest in employment in the field of health care in general, some hospitals are outreaching to middle schools and secondary schools to attract more young students to pursue careers in the health care professions. Roane State has been involved in this type of recruitment effort for a number of years, and as a result of discussions generated through this interview process, a number of opportunities to work together will continue to be explored.

With respect to continuing education for their current employees, the interviews revealed that smaller, rural hospitals have the most need for the assistance of Roane State's training resources. Several administrators from smaller hospitals in the service area discussed the need for employee training in such areas as advanced EKG or cardiac arrhythmia training, ACLS, PALS, and leadership development for new managers. Larger hospitals have fully staffed education departments and online professional development resources readily available to their staff members. These findings will be shared with the Centers for Training and Development in Roane State's continuing allied health science education division and may result in the delivery of a number of training programs tailored to the professional development needs of the healthcare clients.

Conclusions: Common Themes

Discussions with hospital interviewees regarding skills and values required for employees to be successful and effective in healthcare professions reinforced the data obtained from the employer survey described in Part I above. The most important skills and values cited were honesty and integrity, a solid work ethic, "people skills or soft skills," teamwork skills, and communication skills (both oral and written), professionalism and realistic employment expectations. The interviews with healthcare administrators also revealed the need for employees to exhibit leadership and administrative skills. This was a point that was mentioned a several times in open-ended responses on the employer survey as well.

Roane State career program directors have a history of sponsoring and strongly supporting participation by their students in student professional society activities and initiatives. The qualitative data gathered through these two assessments indicates that such co-curricular learning experiences, and others that provide students with leadership opportunities, are a valuable part of pre-professional training. In that pre-professional training students should be availed to employer expectations, allowing students to align with the employers' desired espoused values with those expressed as a graduate in the workplace. The findings from these two employer assessments call attention to the continued importance of employers' desire for graduate's competence in the "soft skills," critical thinking, as well as oral and written communication skills, and will assist with the development of strategies designed to strengthen the curriculum to improve student learning outcomes and remedy perceived deficiencies.

Appendices

Roane State
COMMUNITY COLLEGE

Employer Survey
2008 Spring

In this questionnaire, you are asked to respond regarding your experience with Roane State graduates. We would like your responses to reflect an average or "composite" of our graduates, rather than the strengths and/or weaknesses of one individual graduate who is employed at your organization. Please compare our graduates' performance with that of other graduates of comparable academic-level and work experience. Thank you for taking the time to complete this survey. Please return this survey by simply mailing it in the self-addressed envelope. Postage has been paid by Roane State.

Section 1: Please use the following scales in rating the items below. On the **LEFT**, please indicate how **important** the following items are for employment by circling the corresponding number. On the **RIGHT**, please indicate your level of **agreement** with the items (areas of competence and behaviors) below relative to Roane State graduates by circling the corresponding number.

Level of Importance			Areas of Competence/Behaviors	Level of Agreement						
Important	Somewhat Important	Not Important	Roane State Graduates…	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable
1	2	3	Speak clearly and effectively	1	2	3	4	5	6	N/A
1	2	3	Write clearly and effectively	1	2	3	4	5	6	N/A
1	2	3	Listen effectively	1	2	3	4	5	6	N/A
1	2	3	Think critically	1	2	3	4	5	6	N/A
1	2	3	Define and solve problems	1	2	3	4	5	6	N/A
1	2	3	Solve numerical problems	1	2	3	4	5	6	N/A
1	2	3	Use technical information	1	2	3	4	5	6	N/A
1	2	3	Use computer technology	1	2	3	4	5	6	N/A
1	2	3	Understand written information	1	2	3	4	5	6	N/A
1	2	3	Understand graphic information	1	2	3	4	5	6	N/A
1	2	3	Lead or guide others	1	2	3	4	5	6	N/A
1	2	3	Work effectively with others	1	2	3	4	5	6	N/A
1	2	3	Work independently	1	2	3	4	5	6	N/A
1	2	3	Seek help when needed	1	2	3	4	5	6	N/A
1	2	3	Plan and carry out work projects	1	2	3	4	5	6	N/A
1	2	3	Learn new skills/knowledge	1	2	3	4	5	6	N/A
1	2	3	Self-confidence in job performance	1	2	3	4	5	6	N/A
1	2	3	Time management skills	1	2	3	4	5	6	N/A
1	2	3	Decision-making skills	1	2	3	4	5	6	N/A
1	2	3	Adaptability/flexibility	1	2	3	4	5	6	N/A
1	2	3	Self-motivation	1	2	3	4	5	6	N/A
1	2	3	Honesty/integrity	1	2	3	4	5	6	N/A
1	2	3	Work ethic	1	2	3	4	5	6	N/A

Section 2:

1. What other areas of competence or behaviors, beyond those listed in Section 1, are critical for employment with your organization?
_____
_____

2. How can Roane State educate and/or train future employees for better performance in your organization?
_____
_____

3. Based on your experience with hiring Roane State graduates how would you rate their preparedness for work in your organization?
     1 Inadequate
     2 Barely adequate
     3 Adequate
     4 More than adequate
     5 Outstanding

4. How would you rate Roane State graduates to other graduates with comparable academic-level and work experiences?
     1 Poor
     2 Fair
     3 Average
     4 Good
     5 Excellent

5. Would you hire future Roane State graduates?
     1 No
     2 Yes

6. Overall, how satisfied are you with Roane State graduates you employ?
     1 Very dissatisfied
     2 Dissatisfied
     3 Somewhat satisfied
     4 Satisfied
     5 Very Satisfied

7. What type of employer do you represent?
     1 Industry
     2 Private business
     3 Government agency
     4 School
     5 Hospital
     6 Other health service organization; Please specify: _____
     7 Other; Please specify: _____

8. What profession do you represent, e.g., nursing, business administration, etc.?
_____

9. What is your title? _____

Additional Comments: _____
_____
_____
_____

ROANE STATE COMMUNITY COLLEGE
Employer Assessment- Interview Protocol Spring 2008

Time	Questions	Objective
5 Minutes	1. Personal interviews – simple introductions and purpose of interview	Introduction
10 Minutes	2. What if any activities do you engage in to assess the healthcare labor market? In other words how do you …. ► Determine supply/demand; ► Determine areas of shortage; ► Forecast future need? ► To what extent do you think your current activities/resources are able to help you fully understand the health care workforce needs?	Determine utilization of assessment activities Assess availability of health care workforce resources
8 Minutes	3. What information is systematically collected to assess healthcare workforce needs? ► What primary and/or secondary data is being collected? ► Who collects this information?	Determine the extent of assessment efforts and who is involved
8 Minutes	4. In your role and experience as a human resource manager….. ► What healthcare positions are you having the most difficulty filling? ► Why do you think you are having such difficulty filling these position(s)?	Examine areas of health care shortage
8 Minutes	5. What healthcare positions are the easiest to fill and why do you think this is the case? ► Why do you think you are having such an easy time filling these position(s)?	Determine areas of health care market saturation
10 Minutes	6. Specifically, what type of demand have you seen for : Cardiovascular Technologists? Medical Laboratory Technologists? Ultrasound Technologists? Rad Tech Other ► Where have these employees received their training? ► Do you think there aren't enough Techs in these fields to meet the current regional demand? ► Who would you recommend we talk with about this?	Determine demand and interest level of other health Sciences program & determine a point of contact (if possible)
8 Minutes	7. Are there other new or emerging technologies or procedures that you foresee will precipitate the need for new or additional training?	Determine new demands for technologists
10 Minutes	8. Thinking about the training and/ or education that required outside assistance in the last year…(not including conference attendance) What training and/or education needs does your organization have that cannot be met through internal resources? ► If, any in what areas? To what extent?	Assess unmet training, or educational needs

8 Minutes	9. To what extent are you aware of Roane State's educational/ training oppporutnies?
	
	    ► Degree programs
	    ► Continuing education/training
		Assess awareness of health science degree offerings and continuing ed.

5 Minutes	10. How can we better provide education opportunities for your employees?	Assess RSCC outreach opportunities

5 Minutes	11. Do you see any value in a regional Health Workforce Advisory Council?
	
	    Example Council Goals:
	    ► 1) Maintain current regional info. related to educational/programs healthcare workforce
	    ► 2) Produce an annual report which indicated the major health workforce priorities for the coming year
	    ► 3) Building regional consensus on responses to critical health workforce issues
	    ► 4) Create an annual agenda which indicated the annual major health workforce priorities
		Assess willingness of cooperative effort

5 Minutes	12. Is there anything else you would like to discuss, add or comment on related to the issues we have discussed?	Conclusions

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 3.A: Retention and Persistence

	Roane State Community College			
Number	**Indicator**	**Benchmark - Internal or External**	**Attain - RSCC**	**Percent Attained**
1	Proportion of 2006 cohort who returned to any Tennessee public institution (institutional comparison)*.	62.8%	63.1%	100%
2	Proportion of 2005 cohort who returned to any Tennessee public institution (external comparison - NCCBP)	47.1%	44.7%	95%
3	Proportion of 2001 cohort who graduated from any Tennessee public institution within six years (institutional comparison)*	35.0%	37.3%	100%
4	Proportion of 2003 cohort who graduated from any Tennessee public institution within three years (external comparison - NCCBP)	20.4%	15.4%	75%

	Average Attainment:	**93%**

Total Points Recommended:	**3**

Notes:

*Benchmark institutional comparison is based on a three year rolling average.
 The 3 year rolling average for the retention indicator is based on 2003, 2004, and 2005 cohorts.
 The 3 year rolling average for the persistence to graduation indicator is based on 1998, 1999 and 2000 cohorts.

Benchmark external comparison is based on peer institutions that participated in the 2007 National Community College Benchmark Project (NCCBP). Peer institutions include public, single-campus institutions with enrollment of 4000-7000 students.
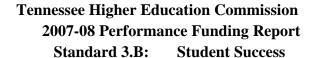
Provide copy of export files from the NCCBP Peer Reports as supporting documentation.

Institutional Comments (Optional):

Updated NCCBP data is included for external benchmarks as indicated above.

	2005-06 Performance Funding Results			
Number	**Indicator**	**Benchmark - Internal or External**	**Attain - RSCC**	**Percent Attained**
1	Proportion of 2005 cohort who returned to any Tennessee public institution (institutional comparison)*.	64.6%	61.8%	96%
2	Proportion of 2004 cohort who returned to any Tennessee public institution (external comparison - NCCBP)	47.8%	44.0%	92%
3	Proportion of 2000 cohort who graduated from any Tennessee public institution within six years (institutional comparison)*	30.5%	39.0%	100%
4	Proportion of 2002 cohort who graduated from any Tennessee public institution within three years (external comparison - NCCBP)	19.9%	14.1%	71%

	Average Attainment:	**90%**

Roane State Community College

Number	Indicator	Benchmark - Peers	Attain - RSCC	Percent Attained
1	Completion of college-level courses	84.0%	84.6%	100%
2	Completion of English Composition I course	78.7%	77.3%	98%
3	Completion of College Algebra (MID-CYCLE CHANGE)	71.5%	68.2%	95%
4	Cumulative first-year grade point average at transfer institution	2.93	3.14	100%

	Average attainment:	**98%**

Total Points Recommended:	**4**

Source: *National Community College Benchmark Project (2006 Report)*

Provide copy of export files from the NCCBP Peer Reports as supporting documentation.

Institutional Comments (Optional):

Peers for Roane State Community College (2007 NCCBP)

NorthWest Arkansas Community College (AR)	Broome Community College (NY)
Estrella Mountain Community College (AZ)	Corning Community College (NY)
South Mountain Community College (AZ)	Niagara County Community College (NY)
Hawkeye Community College (IA)	Orange County Community College (NY)
Northwestern Michigan College (MI)	Schenectady County Community College (NY)
Rochester Community and Technical (MN)	Luzerne County Community College (PA)
Metropolitan Community College - Maple Woods (MO)	Westmorland County Community College (PA)
Ashville-Buncombe Technical Community College (NC)	Columbia State Community College (TN)
Raritan Valley Community College (NJ)	Northeast State Tech Community College (TN)
Eastern New Mexico University-Roswell (NM)	Walters State Community College (TN)
San Juan College (NM)	Highline Community College (WA)

2006-07 Performance Funding Results				
Number	Indicator	Benchmark - Peers	Attain - RSCC	Percent Attained
1	Completion of college-level courses	84.3%	84.6%	100%
2	Completion of English Composition I course	80.8%	78.5%	97%
3	Completion of D/R course and subsequent completion of Math college-level course	77.4%	74.2%	96%
4	Cumulative first-year grade point average at transfer institution	2.90	3.11	100%

	Average attainment:	**98%**

Total Points Recommended:	**4**

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 3.C: Student Persistence Planning Initiative

	Roane State Community College			

Goal No.	2005-10 Student Persistence Goals	Benchmark	Attain	Percent Attained
1	By the end of the cycle (2009-10), at least 50% (6) of Developmental Writing teachers will include a research project to prepare students for the requirements of the Composition I research paper.	2	2	100%
2	By the end of the cycle (2009-10), the percentage of students who are successful (earning a course grade of A, B or C) in Composition I in a repeated attempt will inccrease by 10% (56.2% to 66.2%).	59.5%	56.5%	95%
3	By the end of the cycle (2009-10), mean scores on the College Algebra comprehensive post-test exam will increase to at least 71.	69.5	69.1	99%

			Average Attainment:	**98%**

Total Points Recommended:	**4**

Institutional Comments (Optional):

Goal 1: Two developmental writing teachers (Dr. Myra Peavyhouse & Ms. Brenda Malone) included a research project to prepare students for the requirements of the Composition I research paper. Both teachers required the students to conduct investigative library research on a topic of their choice. They were required to interpret research materials in order to show that the skills had been mastered to complete a research paper.

Goal 2: The goal was to increase the percentage of successful attempts for English Composition I to 59.5%. For this past year, 56.5% (96) out of 170 repeated attempts successfully completed the course, earning an A, B or C .
 This goal was not met.

Goal 3: The college algebra comprehensive post-test exam (40 sections/605 students fall 2007 & spring 2008 semesters) had a mean score of 69.1. See supporting documentation for scores.

This form is used to submit student persistence planning goals for review by governing board and Commission staff. These goals should state the institution's aspirations to improve the problem areas related to the areas of focus selected from the Student Success indicator (National Community College Benchmark project). Institutions are required to submit three goals. A separate form is needed for each goal submitted.

Institution: __Roane State Community College__

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Improved student preparation for Composition I research skills   **Goal No.:** 3.C.1

Please check the Student Success Indicator that is directly related to the objective.

❑ Completion of college-level courses	❑ Completion of R/D and Writing college-level course
☑ Completion of English Composition I	❑ GPA at transfer institution
❑ Completion of English Composition II	❑ Achievement of educational objectives by graduates
❑ Completion of College Algebra	❑ Achievement of educational objectives by leavers
❑ Completion of R/D and Math college-level course	

Goal from Student Persistence Report:

Students completing Developmental Writing will improve their ability to conduct the research required in Composition I as a predictor of successful completion of Composition I.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

By the end of the cycle, at least 50% of Developmental Writing teachers will include a research project to prepare students for the requirements of the Composition I research paper. (RSCC students with no developmental writing requirements meet the NCCBP median for successful completion; students requiring developmental writing prior to Comp I are 5% below the NCCBP peer median.)

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Annual Benchmarks for Objective:

Baseline:	Currently one veteran teacher includes a research project in DSP Writing and has seen subsequent success in Comp I. (There are a total of 12 Developmental Writing teachers.)
Year 1: 2007-08	At least 2 DSPW0800 teachers will include a research project.
Year 2: 2008-09	At least 4 DSPW0800 teachers will include a research project.
Year 3: 2009-10	At least 6 DSPW0800 teachers will include a research project.

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
2006-07
Student Persistence Goal Submission Form
Community Colleges Only

This form is used to submit student persistence planning goals for review by governing board and Commission staff. These goals should state the institution's aspirations to improve the problem areas related to the areas of focus selected from the Student Success indicator (National Community College Benchmark project). Institutions are required to submit three goals. A separate form is needed for each goal submitted.

Institution: _____ **Roane State Community College** _____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Decrease the percentage of failed attempts for English   **Goal No.:**   3.C.2
Composition I

Please check the Student Success Indicator that is directly related to the objective.

❑ Completion of college-level courses	❑ Completion of R/D and Writing college-level course
☒ Completion of English Composition I	❑ GPA at transfer institution
❑ Completion of English Composition II	❑ Achievement of educational objectives by graduates
❑ Completion of College Algebra	❑ Achievement of educational objectives by leavers
❑ Completion of R/D and Math college-level course	

Goal from Student Persistence Report: By the end of the cycle, the percentage of students repeating English Composition I who are unsuccessful (earning D or F) will decrease.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

By the end of the cycle (2009-10), the percentage of students who are unsuccessful (earning a course grade of D or F) in Composition I in a repeated attempt will decrease by 10%.

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Annual Benchmarks for Objective:

Baseline:	Percentage of students unsuccessful in a repeated attempt for Composition I is 43.8% (2006-07 summer 06, fall 06 & spring 07))
Year 1: 2007-08	Percentage of students will decrease to 40..5%
Year 2: 2008-09	Percentage of students will decrease to 37.2%
Year 3: 2009-10	Percentage of students will decrease to 33.8%

RSCC Student Persistence Goals 2006-07 Revised 9-17-07 (December 15, 2008)

This form is used to submit student persistence planning goals for review by governing board and Commission staff. These goals should state the institution's aspirations to improve the problem areas related to the areas of focus selected from the Student Success indicator (National Community College Benchmark project).   Institutions are required to submit three goals. A separate form is needed for each goal submitted.

Institution: __Roane State Community College__

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Improved comprehensive College Algebra exam scores   **Goal No.:**   3.C.3

Please check the Student Success Indicator that is directly related to the objective.

❑ Completion of college-level courses	❑ Completion of R/D and Writing college-level course
❑ Completion of English Composition I	❑ GPA at transfer institution
❑ Completion of English Composition II	❑ Achievement of educational objectives by graduates
❑ Completion of College Algebra	❑ Achievement of educational objectives by leavers
☑ Completion of R/D and Math college-level course	

Goal from Student Persistence Report:

Mean scores on the College Algebra comprehensive post-test exam will improve, serving as a predictor of successful completion of College Algebra after completing developmental math.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

By the end of the cycle (2009-2010), mean scores on the College Algebra comprehensive post-test exam will increase to at least 71.

.

Annual Benchmarks for Objective:

Baseline:	The cumulative semester course post-test score average from fall 2003 – spring 2007 is 68.49.
Year 1: 2007-08	The mean post-test score will meet or exceed 69.50
Year 2: 2008-09	The mean post-test score will meet or exceed 70
Year 3: 2009-10	The mean post-test score will meet or exceed 71

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 4.A: Institutional Strategic Planning

	Roane State Community College			

Goal No.	2005-10 Institutional Strategic Planning Goals	Benchmark	Attain	Percent Attained
1	By the end of the cycle, 30 academic/academic support disciplines or programs will use (SPOL) Strategic Planning Online to document planning, assessment measures, and improvement activities.	18	23	100%
2	Increase by at least 1 per year the number of campus activities designed to enhance student awareness of and exposure to cultural diversity and social issues	5	11	100%
3	By the end of the cycle, 15 courses will integrate an international component into the curriculum	2	6	100%

	Average Attainment:	100%

Total Points Recommended:	5

Institutional Comments (Optional):

Goal 1: Twenty-three academic/academic support disciplines or programs utilized (SPOL) Strategic Planning Online to document planning and assessment measurs to demonstrate improvement activities. Supporting documentation is included and/or evidence of utilization can be accessed at http://rsccstrategicplanningonline.com

Goal 2: The college offered 11 new activities designed to enhance student awareness and exposure to cultural diversity and social issues. Supporting documentation is included.

Goal 3: Thirteen courses total and *six new courses* integrated an international component this past academic year. Supporting documentation is included.

Goal Name: *Model best practice for planning and institutional effectiveness*

Objective: *By the end of the cycle,* 30 *academic/academic support disciplines or programs will* demonstrate mature utilization of SPOL *(Strategic Planning Online) to document planning, assessment measures, and* use of assessment for improvement. *(RSCC is partnering with Indian River Community College and 9 other college/universities through a FIPSE grant to pilot the use of SPOL.*

Benchmark: 2007-2008	*Eighteen academic programs, disciplines, or support services will use SPOL to document planning, assessment measures, and improvement activities.*

Progress Toward Goal: *Attained 23*

As of June 30, 2008, the following academic/academic support disciplines have documented development of objectives, assessment of achievement, and use of assessment results:

1. Art
2. Business Technologies
3. Counseling/Career Services
4. Criminal Justice
5. Distance Learning/Advising
6. Dramatics
7. Developmental English/Study Skills
8. Economics
9. Education
10. English
11. Foreign Language
12. Geology
13. Library Services
14. Medical Transcription
15. Music
16. Nursing
17. Paralegal Studies
18. Pharmacy Tech
19. Physical Therapy
20. Psychology
21. Radiologic Technology
22. Speech
23. Testing Center

Note: Evidence of SPOL utilization can be accessed at http://rscc.strategicplanningonline.com

Roane State Community College
Standard 4.A.2 Strategic Planning
Goal Name: *Increase Student Access to Diversity*

Objective: *Demonstrate leadership in promoting positive racial relations and enhanced awareness of social issues and cultural diversity through development and implementation of annual plan of activities to benefit campus and community.*

Benchmark: 2007-08	*RSCC will increase by at least one per year the number of campus activities designed to enhance student awareness of and exposure to cultural diversity and social issues. Conduct* *five* *campus/social awareness activities during 2007-08.*

Progress Toward Goal: *Attained 11*
The following student campus activities were conducted this past academic year:
1. Constitution Day Observance, September 17, 2007
   - Guest speaker, Dr. John Vile; topic, Portrayal of Founding Father James Madison
2. International Education Conference, October 5-6, 2008
3. One Single Garment of Destiny: A Journey Home the Long Way Around, October 18, 2008
   - Guest speaker, Dr. Stephen Boyd, Chair of the Department of Religion, Wake Forest University
4. GULAG: History of a Camp (educational program regarding Soviet Union's (Russia) Forced labor camps
   - Exhibit, joint presentation of the Gulag Museum at Perm-36, Russia & the Midwest Institute Consortium of community colleges of Kalamazoo Valley Community College.
5. Multicultural Day Forum:
   - Screening of Crouching Tiger Hidden Dragon Critically-acclaimed film about the Chinese culture and philosophy (example: Confucian beliefs)
6. Thomas Jefferson Institute, Mexico City, Mexico exchange students speakers forum, October 19-29, 2007
7. Climate Change: The Energy-Carbon –Water Nexus History of Anderson County, March, 20 2008
   - Dr. Gary K. Jacobs, Director, Environmental Sciences Division, Oak Ridge National Laboratory
8. Drug Prevention & Awareness Concert, Red Ribbon Week,
   - *Standards,* nationally recognized a cappella band, delivered a message of drug prevention and awareness, October 21, 2007
9. Project Go Green, Spring 2008 Semester
   - Recycling initiative implemented at the Oak Ridge Branch Campus
10. A Dead Issue: White Supremacy in Modern America , February 27, 2007,
    - Dr. Don Windham, Cultural White Supremacy
    - Dean Beverly Bonner, A Career in Academia as a Black Female
    - Dr. Ron Sternfels, Escaping Nazism
    - Ms. Janet Neely, The Ku Klux Klan
11. First International Speakers Forum- Eurasia: Four Vignettes
    - Dr. Max Melnikov, Ukraine, Living in Turbulent Times: Soviet to Post-Soviet Transition
    - Dr. Hsiang-Te Kung, China, Emerging China
    - Dr. Sastri Munukulta, India, My Experience with Academic in the USA
    - Dr. Farouk Umar, Iraq, Developments in the Middle East and Iraq

Roane State Community College
Standard 4.A.3
Strategic Planning

Goal Name: Demonstrate Educational Leadership by Promoting Global Awareness

Objective: Leadership Goal- As the higher education center of choice for its service area, RSCC will demonstrate patterns of evidence attesting to its leadership in promoting and communicating the value and benefits of higher education to the economic development and quality of life for the citizens of its communities.

Benchmark: 2007-08	*By the end of the cycle, 15 courses will integrate an international component into the curriculum. International component added to <u>two</u> courses for this year.*

Progress Toward Goal: *<u>Attained 13 total- 6 new additions (courses 1-6 below) this past year</u>*
The following 11 courses have integrated an international component.
1. **History 1020/2020:** Students taking this courses experience a living student Euro History Tour of London, Normandy, and Paris, May 7-21, 2008
2. **Social Science 221:** Students taking this courses experience the Haitian culture through lectures, presentations and research, and immersion in Haitian culture and an outreach trip to Haiti, March 1-10, 2008
3. **American Literature II:** Students taking this courses learn about "American Writers in Paris: 1865-Present" through lectures, presentation and a student Trip to France, May 7-21
4. **International Visions Seminar IV:** Students taking this course experiences a ten-day tour of Paris and London focusing on contemporary and historically significant artwork, May 6-16, 2008
5. **International Studies - SSC 261:** Students taking this course visit the cities of Seville, Cordoba, Granada & ancient Roman sites with immersion with Spanish families
6. **EDU 231/232 Field Experience:** Students taking this course visit Mexico city an investigate the duties, responsibilities and requirements of the teaching profession
7. **Applied Economics - MGT 206**: Students review international trade concepts.
8. **Entrepreneurship - BUS 278**: Students learn effective international business strategies.
9. **Management & Supervision - BUS 281**: Students learn global human resource management and the internationalization of business.
10. **Introduction to Business - BUS 101**: Students are introduced to global business and international trade concepts.
11. **School Health – HEA 241:** Students study issues related to disease incidence in the United States compared to lesser developed nations. Global public health issues throughout the history of the US and worldwide are also reviewed.
12. **Environmental Science – BIOL 2015**: Students analyze resource utilization in developed nations compared to lesser developed nations. Sustainability issues regarding resources, standard of living, waste, pollution generation and economics are examined for countries throughout the world. Worldwide biomes and ecosystems are examined. Man's effect on the global environment including: acid rain, global warming, and ecosystem loss are also reviewed.
13. **Astronomy -1010 & 1020:** Students learn an international perspective on astronomical history, research and constellations.

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: Institutional Strategic Planning

This form is used to submit institutional strategic planning goals and supporting measurable objectives for review by governing board and Commission staff as measures of performance. These goals should state the institution's aspirations to improve the quality of its academic programs and services and directly support its mission. Institutions are required to submit a minimum of two and maximum of four specific goals related to their institutional strategic plans and declare at least two measurable objectives for each goal. A separate form is needed for each goal submitted.

Institution: Roane State Community College

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Model best practice for planning and institutional effectiveness   **Goal No.:**   4.A.1

Goal from Institutional Strategic Plan:

Roane State Community College will demonstrate its use of benchmarking and best practice to manage resources, its pursuit of alternative sources of institutional support, and its establishment of collaborative and entrepreneurial partnerships and improvement initiatives.

500 students over the cycle.)

By the end of the cycle, ~~20~~ 30 academic/academic support disciplines or programs will use SPOL (Strategic Planning Online) to document planning, assessment measures, and improvement activities. (RSCC is partnering with Indian River Community College and 9 other college/universities through a FIPSE grant to pilot the use of SPOL.)

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Annual Benchmarks for Objective:

Baseline:	New initiative; all users will be new.
Year 1: 2005-06	Four academic programs, disciplines, or support services will use SPOL.
Year 2: 2006-07	Eight academic programs, disciplines, or support services will use SPOL.
Year 3: 2007-08	~~Twelve~~ 18 academic programs, disciplines, or support services will use SPOL.
Year 4: 2008-09	~~Sixteen~~ 24 academic programs, disciplines, or support services will use SPOL.
Year 5: 2009-10	~~Twenty~~ 30 academic programs, disciplines, or support services will use SPOL.

Rationale for selecting goal and objective(s). Because the partnership with IRCC will result in significant cost savings to RSCC, this is one of the college's Resourcefulness goals. However, adoption of this award-winning online planning and institutional effectiveness system will help the college "define, monitor, improve, and communicate the quality of its programs and services" also linking it to the RSCC/TBR Quality goal.

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution	Date
Houston Davis	3/3/06
Governing Board	Date
Betty Dandridge Johnson	3/3/06 Revised during 2005-06 review process
Commission Staff	Date

RSCC Institutional Goals Approved 3-3-06 Revised 9-17-07 (December 15, 2008)

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: Institutional Strategic Planning

This form is used to submit institutional strategic planning goals and supporting measurable objectives for review by governing board and Commission staff as measures of performance. These goals should state the institution's aspirations to improve the quality of its academic programs and services and directly support its mission. Institutions are required to submit a minimum of two and maximum of four specific goals related to their institutional strategic plans and declare at least two measurable objectives for each goal. A separate form is needed for each goal submitted.

Institution: ____Roane State Community College_____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase student access to diversity   **Goal No.:**   4.A.2

Goal from Institutional Strategic Plan:

Demonstrate leadership in promoting positive racial relations and enhanced awareness of social issues and cultural diversity through development and implementation of annual plan of activities to benefit campus and community.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

RSCC will increase by at least one per year the number of campus activities designed to enhance student awareness of and exposure to cultural diversity and social issues.

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Annual Benchmarks for Objective:

Baseline:	College conducts annual Multicultural Day, Black History event (2)
Year 1: 2005-06	RSCC will conduct three campus social awareness events/activities
Year 2: 2006-07	RSCC will conduct four campus social awareness events/activities
Year 3: 2007-08	RSCC will conduct five campus social awareness events/activities
Year 4: 2008-09	RSCC will conduct six campus social awareness events/activities
Year 5: 2009-10	RSCC will conduct seven campus social awareness events/activities

Rationale for selecting goal and objective(s). CCSSE results indicated need to improve student exposure to a greater diversity of people and ideas.

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution	Date
Houston Davis	3/3/06
Governing Board	Date
Betty Dandridge Johnson	3/3/06
Commission Staff	Date

RSCC Institutional Goals Approved 3-3-06 Revised 9-17-07 (December 15, 2008)

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: Institutional Strategic Planning

This form is used to submit institutional strategic planning goals and supporting measurable objectives for review by governing board and Commission staff as measures of performance. These goals should state the institution's aspirations to improve the quality of its academic programs and services and directly support its mission. Institutions are required to submit a minimum of two and maximum of four specific goals related to their institutional strategic plans and declare at least two measurable objectives for each goal. A separate form is needed for each goal submitted.

Institution: Roane State Community College

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Demonstrate educational leadership by promoting global awareness   **Goal No.:**   4.A.3

Goal from Institutional Strategic Plan:

Leadership Goal: As the higher education center of choice for its service area, RSCC will demonstrate patterns of evidence attesting to its leadership in promoting and communicating the value and benefits of higher education to the economic development and quality of life for the citizens of its communities.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

By the end of the cycle, 15 courses will integrate an international component into the curriculum.

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Annual Benchmarks for Objective:

Baseline:	Global concepts are integrated into (5) courses in Literature, Humanities, Geography, & Philosophy.
Year 1: 2005-06	International component added to two courses.
Year 2: 2006-07	International component added to two courses.
Year 3: 2007-08	International component added to two courses.
Year 4: 2008-09	International component added to two courses.
Year 5: 2009-10	International component added to two courses.

Rationale for selecting goal and objective(s).   Globalizing the curriculum will expose students to international concepts and concerns enhancing their citizenship in an increasing interdependent global community.

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution	Date
Houston Davis	3/3/06
Governing Board	Date
Betty Dandridge Johnson	3/3/06
Commission Staff	Date

RSCC Institutional Goals Approved 3-3-06 Revised 9-17-07 (December 15, 2008)

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 4.B: State Strategic Planning

<td colspan="5" align="center">**Roane State Community College**</td>

State Partnership	2005-10 State Strategic Planning Goals	Benchmark	Attain	Percent Attained
Access	Enrollment of students from Morgan & Fentress counties will increase by 22 students to 450 over the cycle	440	461	100%
Student Preparation	Through Perkins Grant activities with the LEA's in the Roane State service area, develop 19 programs of study leading to an AAS degree (NEW MID-CYCLE GOAL)	15	18	100%
Affordability	Increase the number of need-based institutional scholarships by 15 over the cycle	88	89	100%
Educational Excellence	Gifts to RSCC Foundation over the five-year cycle will total $5,500,000.	$1,100,000	$1,101,747	100%

Average Attainment: 100%

Total Points Recommended: 10

Institutional Comments (Optional):

Goal 1- Access: The benchmark for 2007-2008 was to increase enrollment from these counties to meet or exceed the benchmark of 440. Enrollment reached 461. Based on our enrollment synopsis report submitted to TBR/THEC the number should be 461 rather than 463. Documentation is included.

Goal 2- Student Preparation: Nineteen programs of study leading to an AAS degree were developed this past year with the local education agencies (LEAs) in the Roane State service area. A matrix documenting the programs of study within the LEAS is included.

Goal 3- Affordability: The institution met our benchmark and increased the number of need-based scholarships by 5 this past academic year. Documentation of the scholarships and the associated dollar amounts are included.

Goal 4 - Educational Excellence: The Roane State Foundation had a total of $1,104, 746.78 million in gifts to the college for this past fiscal year. Documentation is included.

Roane State Community College
Standard 4.B.1
Strategic Planning

Goal Name: Increase Participation in Morgan & Fentress Counties

Objective: Enrollment of students from Morgan and Fentress counties will increase by 22 students to 450 over the cycle.

Benchmark: 2007-08	*Average enrollment from these counties for the 3-yr. period from 2002-2004 is 428. Enrollment from these counties will meet or exceed the baseline (428)*
Progress Toward Goal: <u>**Attained-**</u> Enrollment for these counties was 463 for this past academic year surpassing this year's benchmark of 440.	

Goal Name: *Increase Students in Dual Enrollment*

*Objective***:** Revised: Reached 301 unduplicated students in fall 2007.

New goal: Increase the number of students enrolled in dual-enrollment courses by 102 students over the course of the cycle and develop 19 programs of study leading to an AAS degree with the LEA's in the Roane State Service area.

Benchmark: 2007-08	*Will develop one program of study per local education agency (LEA) as required by Perkins Grant (11). Will exceed the requirement by 4 additional program bring the total benchmark for this 2007-08 academic year to 15.*
Progress Toward Goal: <u>*Attained*</u>- Eighteen programs of study leading to an AAS degree were developed this past year with the local education agencies (LEAs) in the Roane State service area. See matrix that follows.	

Roane State Community College
Standard 4.B.3
Strategic Planning

Goal Name: *Increase Need-Based Scholarships*

*Objective***:** *Increase the number of need-based institutional scholarships by 15 over the course of the cycle.*

Benchmark: 2007-08	*In 2004-2005, 79 need-based scholarships were awarded.* <u>*Add 3 need-based scholarships*</u> *during academic year 2007-2008 to bring the cumulative total to 89.*

Progress Toward Goal: <u>***Attained 5***</u>

    The Roane State Foundation established the following 4 new need-based scholarships:

1. Kingston Rotary Club Scholarship – Annual Award Amount = $1,000.00
2. Ruby Luckey Scholarship Endowment for Returning Students – Annual Award Amount to be determined approximation based on earnings = $500.00
3. Roxie McClendon Honorary Scholarship – Annual Award Amount = $500.00
4. Pilot Club of Oak Ridge Scholarship – Annual Award Amount to be determined approximation = $1,000
5. Jason Williams Memorial Scholarship – Annual Award Amount = $500.00

Roane State Community College
Standard 4.B.4
Strategic Planning

Goal Name: *Increase Private Giving*

Objective: *Gifts to the Roane State Foundation over the five-year cycle will total $5,500,000. (Annual benchmarks are based on a three-year rolling average of $1.1 million to account for fluctuations among yearly gifts and variations in institutional giving priorities.)*

Benchmark: 2007-08	*The five year total of gifts to the RSCC Foundation from June 2001- June 2005 was $5,079.372. Gifts to the RSCC Foundation will meet $1.1 million 3-yr. rolling average.*
Progress Toward Goal: <u>*Attained*</u> Roane State Foundation had a total of $1,104,746.78 million in gifts to the college for this past fiscal year.	

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: State Strategic Planning

This form is used to submit state strategic planning goals for review by governing board and Commission staff. Institutions are required to submit a minimum of four and maximum of eight measurable objectives supporting at lest one goal from each of the four priority areas: (1) Access, (2) Student Preparation, (3) Affordability, and (4) Educational Excellence. A separate form is needed for each goal submitted.

Institution: ___Roane State Community College_____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase participation in Morgan & Fentress counties_____ **Goal No.:** 4.B.1___

Please check the State Master Plan goal that is directly related to the objective.

PARTNERSHIPS FOR ACCESS	PARTNERSHIPS FOR STUDENT PREPARATION
☒ Increase rate and participation for specific population and/or geographical area enrolled in higher education ❑ Increase number of African American and Hispanic students enrolled in higher education.	❑ Increase the number of students in dual-enrollment programs. ❑ Enhance academic success and student engagement of freshmen by creating and/or expanding first-year studies programs, learning communities, and academic support initiatives.
PARTNERSHIPS FOR AFFORDABILITY ❑ Promote affordability via an increased institutional focus on need-based financial aid. ❑ Create partnerships that expand and diversify institutional revenues through a combination of state, student, federal and private revenue streams.	**PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE** ❑ Re-invigorate the centers and chairs of excellence so that they enhance institutional and state priorities. ❑ Increase extramural research and development funding through partnerships.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

Enrollment of students from Morgan and Fentress counties will increase by 22 students to 450 over the cycle.

.

Annual Benchmarks for Objective:

Baseline:	Average enrollment from these counties for the 3-yr. period from 2002-2004 is 428
Year 1: 2005-06	Enrollment from these counties will meet or exceed the baseline (428)
Year 2: 2006-07	Enrollment from these counties will increase to 433
Year 3: 2007-08	Enrollment from these counties will increase to 440
Year 4: 2008-09	Enrollment from these counties will increase to 445
Year 5: 2009-10	Enrollment from these counties will increase to 450

Rationale for selecting objective.

Morgan and Fentress counties are among the most underserved in the RSCC service area and among the highest on the Educational Needs Index (ENI).

Rationale for selecting objective. While RSCC's growth in dual enrollment was due to students enrolling in general education core courses, the focus of the new Perkins program is on workforce development. This requirement presents a whole new set of challenges for Roane State as we work with area schools to develop programs of study sequences that include dual credit/enrollment career/technical courses. The end result will be more students enrolled in dual credit/enrollment programs but the focus of the goal will be on the curricular strategy. This modification is consistent with the overall goal of "partnerships for student preparation" as our faculty and staff work collaboratively with service area high schools to establish the new dual enrollment courses.

<div align="center">

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal Submission Form: State Strategic Planning Goals

</div>

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

_____   _____

Institution   Date

_____   _____

Governing Board   Date

_____   _____

Commission Staff   Date

Revised State Goal Submission Form 12-7-07 (December 15, 2008)

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: State Strategic Planning
Revisions Only

This form is used to submit revision to the state strategic planning goals for review by governing board and Commission staff. .

Institution: _____Roane State Community College_____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase students in dual enrollment   **Goal No.:**   4.B.2

Please check the State Master Plan goal that is directly related to the objective.

PARTNERSHIPS FOR ACCESS	PARTNERSHIPS FOR STUDENT PREPARATION
❑ Increase rate and participation for specific population and/or geographical area enrolled in higher education ❑ Increase number of African American and Hispanic students enrolled in higher education.	X Increase the number of students in dual-enrollment programs. ❑ Enhance academic success and student engagement of freshmen by creating and/or expanding first-year studies programs, learning communities, and academic support initiatives.
PARTNERSHIPS FOR AFFORDABILITY	**PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE**
❑ Promote affordability via an increased institutional focus on need-based financial aid. ❑ Create partnerships that expand and diversify institutional revenues through a combination of state, student, federal and private revenue streams.	❑ Re-invigorate the centers and chairs of excellence so that they enhance institutional and state priorities. ❑ Increase extramural research and development funding through partnerships.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

Original: Increase the number of students enrolled in dual-enrollment courses by 102 students over the course of the cycle. *Revision: Increase the number of students enrolled in dual-enrollment courses by 102 students over the course of the cycle and develop 19 programs of study leading to an AAS degree with the LEA's in the Roane State service area.*

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Annual Benchmarks for Objective:

Baseline:		
Year 1: 2005-06	**Projected: 150**	**Actual: 181**
Year 2: 2006-07	**Projected: 175**	**Actual: 263**
Year 3: 2007-08	**Projected: Increase students in dual-enrollment courses to 185 in fall 2007.**	**Actual: 301** **Revised: Develop one program of study per LEA (11) as required by Perkins Grant and exceed requirement by 4 additional programs (15 total).**
Year 4: 2008-09	**Projected: Increase students in dual-enrollment courses to 195 in fall 2008.**	**Revised: Develop two additional programs of study bringing total to 17.**
Year 5: 2009-10	**Projected: Increase students in dual-enrollment courses to 205 in fall 2009.**	**Revised: Develop two additional programs of study bringing total to 19.**

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal Submission Form: State Strategic Planning Goals

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution	Date

Governing Board	Date

Commission Staff	Date

Goal Submission Form.doc (December 15, 2008)

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: State Strategic Planning

This form is used to submit state strategic planning goals for review by governing board and Commission staff. Institutions are required to submit a minimum of four and maximum of eight measurable objectives supporting at lest one goal from each of the four priority areas: (1) Access, (2) Student Preparation, (3) Affordability, and (4) Educational Excellence. A separate form is needed for each goal submitted.

Institution: ____Roane State Community College_____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase need-based scholarships   **Goal No.:** 4.B.3

Please check the State Master Plan goal that is directly related to the objective.

PARTNERSHIPS FOR ACCESS	PARTNERSHIPS FOR STUDENT PREPARATION
❑ Increase rate and participation for specific population and/or geographical area enrolled in higher education ❑ Increase number of African American and Hispanic students enrolled in higher education.	❑ Increase the number of students in dual-enrollment programs. ❑ Enhance academic success and student engagement of freshmen by creating and/or expanding first-year studies programs, learning communities, and academic support initiatives.
PARTNERSHIPS FOR AFFORDABILITY	**PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE**
☒ Promote affordability via an increased institutional focus on need-based financial aid. ❑ Create partnerships that expand and diversify institutional revenues through a combination of state, student, federal and private revenue streams.	❑ Re-invigorate the centers and chairs of excellence so that they enhance institutional and state priorities. ❑ Increase extramural research and development funding through partnerships.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

Increase the number of need-based institutional scholarships by 15 over the course of the cycle.

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Annual Benchmarks for Objective:

Baseline:	79 need-based scholarships were awarded in 2004-05
Year 1: 2005-06	Add 3 need-based scholarships
Year 2: 2006-07	Add 3 need-based scholarships
Year 3: 2007-08	Add 3 need-based scholarships
Year 4: 2008-09	Add 3 need-based scholarships
Year 5: 2009-10	Add 3 need-based scholarships

Rationale for selecting objective.

To increase access for financially needy students and to reduce their necessity of acquiring debt through loans.

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal Submission Form: State Strategic Planning Goals

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution	Date

Governing Board	Date

Commission Staff	Date

Goal Submission Form.doc (December 15, 2008)

Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal/Objective Submission Form: State Strategic Planning

This form is used to submit state strategic planning goals for review by governing board and Commission staff. Institutions are required to submit a minimum of four and maximum of eight measurable objectives supporting at lest one goal from each of the four priority areas: (1) Access, (2) Student Preparation, (3) Affordability, and (4) Educational Excellence. A separate form is needed for each goal submitted.

Institution: _____Roane State Community College_____

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase private giving   **Goal No.:** 4.B.4

Please check the State Master Plan goal that is directly related to the objective.

PARTNERSHIPS FOR ACCESS	PARTNERSHIPS FOR STUDENT PREPARATION
❑ Increase rate and participation for specific population and/or geographical area enrolled in higher education ❑ Increase number of African American and Hispanic students enrolled in higher education.	❑ Increase the number of students in dual-enrollment programs. ❑ Enhance academic success and student engagement of freshmen by creating and/or expanding first-year studies programs, learning communities, and academic support initiatives.
PARTNERSHIPS FOR AFFORDABILITY	**PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE**
❑ Promote affordability via an increased institutional focus on need-based financial aid. ❑ Create partnerships that expand and diversify institutional revenues through a combination of state, student, federal and private revenue streams.	❑ Re-invigorate the centers and chairs of excellence so that they enhance institutional and state priorities. ☒ Increase extramural research and development funding through partnerships.

Measurable Objective: Please state in measurable terms (e.g., Enrollment of transfer students will increase by 500 students over the cycle.)

Gifts to the Roane State Foundation over the five-year cycle will total $5,500,000. (Annual benchmarks are based on a three-year rolling average of $1.1 million to account for fluctuations among yearly gifts and variations in institutional giving priorities.)
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Annual Benchmarks for Objective:

Baseline:	The five year total of gifts to the RSCC Foundation from June 2001- June 2005 was $5,079.372.
Year 1: 2005-06	Gifts to the RSCC Foundation will meet $1.1 million 3-yr. rolling average.
Year 2: 2006-07	Gifts to the RSCC Foundation will meet $1.1 million 3-yr. rolling average.
Year 3: 2007-08	Gifts to the RSCC Foundation will meet $1.1 million 3-yr. rolling average.
Year 4: 2008-09	Gifts to the RSCC Foundation will meet $1.1 million 3-yr. rolling average.
Year 5: 2009-10	Total gifts to the RSCC Foundation, including 2009-010, will be $5,500,000.

Rationale for selecting objective.

The Roane State Foundation has historically been a rich source of funding and community support for college facilities, initiatives, and student scholarships.

**Tennessee Higher Education Commission
2005-10 Performance Funding Cycle
Goal Submission Form: State Strategic Planning Goals**

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal and supporting objective(s) to be approved for measurement under the performance funding program.

Approvals:

Institution   Date

Governing Board   Date

Commission Staff   Date

Goal Submission Form.doc (December 15, 2008)

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 4.C: Job Placement

Roane State Community College	Points Recommended:	10

Total Number Programs:	33
Total Placeable	436
Total Placed	432
Placement Rate	99%

2000 CIP	Major Name	Degree	2006 Grads	Non-Respondents	Grads Adjustment	EXEMPTIONS					Total Placeable	Total Placed	Percent Placed
						Educ	Medical	Family	Military	Volunteer			
06.11.0801.00	WEB TECHNOLOGY (RODP)	2.3AAS	0		0						0		n/a
06.11.0801.00	WEB PAGE AUTHORING (RODP)	2.2C1	0		0						0		n/a
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	2		2						2	2	100%
08.13.0101.00	TEACHING	2.3.AAS	0		0						0		n/a
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	9		9	1					8	8	100%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	53	10	43	6					37	37	100%
14.22.0302.00	LEGAL ASSISTING	2.3.AAS	15		15	1					14	14	100%
15.23.1101.00	TECHNICAL COMMUNICATIONS	2.3.AAS	0		0						0		n/a
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	3		3						3	3	100%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	27	2	25			1			24	22	92%
27.43.9999.00	HOMELAND SECURITY	2.1.C1	3		3	1					2	2	100%
27.44.0201.00	SOCIAL SERVICES	2.3.AAS	0		0						0		n/a
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	11	1	10	2	1				7	7	100%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	4		4						4	4	100%
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	12		12						12	12	100%
31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	12		12						12	12	100%
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	16	1	15						15	15	100%
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	15		15						15	15	100%
31.51.0805.00	PHARMACY TECHNICIAN	2.2C1	7		7	2					5	5	100%
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	18		18	1					17	17	100%
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	18		18						18	18	100%
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	34		34	2	2				30	30	100%
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	11		11						11	11	100%
31.51.0999.01	DIAGNOSIS & PROCEDURAL CODING	2.1.C1	0		0						0		n/a
31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	13	3	10	1					9	9	100%
31.51.1601.00	NURSING	2.3.AAS	122	4	118						118	118	100%
31.51.1801.00	OPTICIANRY	2.3.AAS	13		13						13	13	100%
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	6		6	3					3	3	100%
31.51.3501.00	SOMATIC THERAPY	2.1.C1	15		15	3					12	12	100%
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	18	2	16	2					14	13	93%
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	30	2	28						28	28	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	3		3	2					1	0	0%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	3		3	1					2	2	100%

Total	493	25	468	28	3	1	0	0	436	432	99%

Percentage of Non-Respndents	5%

Red font indicates program has been terminated during the 2005-10 cycle.

Green font indicates program approved during the 2005-10 cycle.

Note: Please report all non-respondents by program. The 2006 graduates will be adjusted to reflect the removal of non-respondents. Maximum of non-respondents is limited to 5% for all programs.

Institutional Comments (Optional):

Tennessee Higher Education Commission
2007-08 Performance Funding Report
Standard 5.A: Assessment Pilot

Roane State Community College	
Did institution provide a report provide evidence of usage of the Kansas Cost Study for institutional planning and improvement? Report format should include the following sections: introduction, problem statement, summary of findings, interpretation of findings, and recommendations/conclusions. Report should not exceed 10 pages, including narrative and appendices.	Y
Please provide an electronic copy of the Assessment Pilot report.	

Points Recommended:	5

Institutional Comments (Optional):

A copy of the report is included in the appendix.

Roane continues to provide evidence of usage of the Kansas Cost Study data in ensuring "curricular needs of students at all teaching centers are being met in a manner that is educationally sound, fiscally responsible, and accountable to the overall strategic mission and goals of the institution."

ROANE STATE COMMUNITY COLLEGE

2007-2008 Performance Funding Report

Kansas Cost Study Report

Introduction:

The Kansas Cost Study provides norm-referenced data related to instructional costs and productivity for two-year institutions to evaluate and use for decision-making to ensure and improve instructional quality. In preparation for reporting to the Higher Education Commission through Standard 5.A of Performance Funding, Roane State academic administrators annually work together to analyze trend data contained in the Kansas Cost Study. This annual analysis provides the college the ongoing opportunity to evaluate its rationale and methodology with respect to faculty allocation in the context of institutional mission priorities.

Central to Roane State's mission is the goal of "bringing the highest standards of educational quality within the reach of students wherever they live and work." To this end, since the late 1980's, Roane State has made a significant commitment to serve students in the six outlying counties of its 100-mile diameter service area, since making education more easily accessible to residents of these counties was determined to be a critical factor in increasing their educational attainment. With generous support from leaders in these communities, Roane State now has (in addition to the main campus in Roane County and the Oak Ridge Branch Campus) staffed teaching centers in Cumberland, Campbell, Scott, Loudon, Fentress, and Morgan counties (as well as Knoxville for the delivery of health technologies).

In addition to delivering postsecondary education through traditional classes at these satellite locations, Roane State has been a pioneer in the delivery of two-way interactive instruction and currently has eleven interactive distance education classrooms broadcasting to eight of the college's nine campus locations. The college has also significantly expanded the development and delivery of Web courses, from 13 in fall 2000 to 70 in fall 2007.

As a result of this commitment to multifaceted delivery of instruction, Roane State currently has the highest percentage off-campus headcount enrollment of any two-year institution in the state, as noted in the 2008 THEC Off-Campus Location Report, with 66.7% of its students enrolled at a location other than the main campus in Roane County. Roane State's mission to maximize accessibility to higher education throughout its primary eight-county service area continues to inform its approach to faculty allocation as noted in previous 5.A reports and as the following narrative will demonstrate.

Problem Statement:

In developing its central problem statement for the Kansas Cost Study assessment at the beginning of the 2005-2010 Performance Funding cycle, Roane State looked to the data provided by the Education Needs Index (ENI) as a means of characterizing the educational needs of its primary service area counties. The latest data provided by the Index designates Campbell, Cumberland, Fentress, Morgan, and Scott counties as "most critical" in terms of educational need and Anderson, Loudon, and Roane counties as "critical." According to the February 2008 county profile reports currently available on the THEC website, the postsecondary degree attainment of the adult population of all these counties remains below the percentage degree attainment of TN residents.

Thus, for Roane State the ongoing challenge remains how to serve the educational needs of its most critical outlying counties in light of the demonstrably significant needs of its other communities. The above referenced county profile reports indicate that the college is exerting a strong community impact, as the TN public institution with the largest percentage of residents enrolled in every county of its service area. In order to expand upon the positive impact of its community presence, Roane State must continue to increase participation in all counties, with particular attention to those with the lowest educational attainment. As noted in the 2008 THEC Off-Campus Location Report, off-campus centers represent "a larger presence in the community. The continuing administrative staffing and degree-granting components allow centers to serve a more comprehensive purpose and fulfill an array of educational needs in a county." This multi-faceted mission certainly is evident at Roane State's satellite campus locations, where community groups routinely access the College's facilities for meetings, professional development workshops, educational opportunities for K-12 students, and other events

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and activities. For residents of the satellite campus communities, Roane State Community College <u>is</u> their local facility.

Compounding this challenge of meeting the educational needs and expectations of the off-campus centers is the ongoing need to balance the benefits of extending access with the associated costs, maintaining fiscal responsibility and mission commitment to the teaching and learning needs of all students. Thus, with respect to the allocation of faculty resources, the central problem statement remains: How does the institution ensure that the curricular needs of students at all teaching centers are being met in a manner that is educationally sound, fiscally reasonable, and accountable to the overall strategic mission and goals of the institution?

This problem statement continues to be a significant, mission-critical question for the college, especially in light of upcoming preparations for the 2010-2015 strategic planning cycle. The growing influence of online instruction as evidenced by trends identified through the Kansas Cost Study data in the previous two years has led the College to initiate discussions toward the development of a distance learning strategic plan. Dual studies enrollment has also been noted to be an increasingly significant factor in the data analysis.   Continuing to study faculty instructional costs and productivity in relation to the central problem statement and these emerging trends will provide Roane State with an additional year of data to inform its strategic planning efforts. To this end, Kansas Cost Study data on the following indicators were analyzed:

- Percentage undergraduate SCH taught by full-time faculty
- FTE students taught by FTE instructional faculty by discipline
- SCH by FTE faculty as a percentage of national norm by discipline
- Instructional costs per SCH by discipline

Based upon the protocol recommended by the *ad hoc* Committee on the TBR System use of the Delaware/Kansas cost models, Roane State studied data on the four indicators from the perspective of the following questions:

- What significant changes can be detected over the last three years?
- How does this three-year profile compare to that of institutional peers?
- What factors have contributed to changes at your institution; to your current profile?
- Are you satisfied with the current profile or if not, how do you plan to alter it?
- Does the current profile represent an allocation of faculty resources that meets mission-driven instructional needs of the institution?

Also, where available, institutional data for an additional year were compared to Tennessee peers (all community colleges) and non-Tennessee peers (5,000-9,999 enrollment) in order to gain additional insight to assist in the interpretation of peer comparisons.

Summary and Interpretation of Findings:

In order to facilitate analysis of internal trends for the reporting periods from 2004-2005 through 2006-2007 as well as peer comparisons, data for each of the four indicators has been consolidated into the following tables (see appendices 1-4):

- Table 1-2 Percentage SCH taught by full-time faculty (Appendix 1)
- Table 2-2 FTE Student per FTE Faculty (Appendix 2)
- Table 2-1 SCH by FTE Faculty as a percentage of national norm (Appendix 3)
- Table 3-2 Instructional Costs per SCH (Appendix 4)

Reference to these data tables will be made throughout the following report of findings.

Indicator 1: Percentage undergraduate SCH taught by full-time faculty:

While there are few significant changes over the three-year period in percentage of SCH taught by full-time faculty, as indicated in Table 1-2 (Appendix 1), the college's academic deans studied this data to determine explanations for fluctuations noted. Their analysis includes the following factors:

- Occupational Therapy data reflects extraordinary circumstances with respect to hiring and retention of a full-time program director. Currently, both program director and program fieldwork coordinator are full-time positions.

- Discrepancies in data for Dental Hygiene coincide with the medical leave and subsequent return of the program director.

- The college's Computer Science Technology program intentionally maintains a qualified pool of adjuncts in order to use faculty with knowledge of the most current changes in the field.

- In order to meet the enrollment growth in the Criminal Justice program, adjunct instructors have been hired to teach additional class sections. However, the program director only receives 3 credit hours release time and, therefore, teaches more classes than his peers at other institutions.

- The addition of online Education courses, developed and taught by full-time faculty is reflected in the 05-06 increase. Additionally, EDU full-time faculty usually carry overloads due to their responsibility for the practicum course which is required of all education students.

- Decreases in full-time percentages in History (05-06) are due to an increase in web and dual credit offerings taught by adjuncts.

- The increase in full-time percentage for Psychology is due to the hiring of a new full-time faculty member to teach primarily at the Scott County campus.

- The 04-05 downturn in Art Studies coincides with the post-retirement status of the program director. A full-time director was hired the following year. Art courses were staffed by 1.5FT faculty in fall 2005; all other classes were taught by adjuncts who are local area artists.

- In English and Literature, additional adjuncts were used to accommodate release time provided to three full-time faculty members for their service on institutional projects.

Roane State is fortunate to have a faculty roster that includes many long-time, highly qualified, full-time teachers. As compared to national and state peers, this is evident in disciplines such as Biology, Dental Hygiene, Engineering, English, Foreign Language, Math, Nursing, and Social Sciences (see Appendix 1). As these long-time faculty members approach retirement, a number of them are opting to continue to serve the institution through post-retirement appointments, a factor that is not readily observable in the data.

As previously cited in the 2006-2007 report, other disciplines reflect notable exceptions as compared to national and state peers. These exceptions continue to be evident based upon updated comparison data. Early Childhood Education classes are primarily taught by adjunct faculty with program coordination (and instruction) by the college's TECTA coordinator who holds professional rather than faculty status. The large number of individual performance classes taught by adjunct faculty in the Music department continues to result in a lower percentage of full-time faculty as compared to peers. Roane State's Paralegal Studies Program has only one full-time faculty member. Chris Whaley, founding program director, also serves as Dean of the Social and Behavioral Sciences division. Under his continuing direction, the program utilizes qualified area professionals who teach in the program as adjunct faculty.

Roane State has long attributed the success of its students to their access to excellent full-time faculty, and the college's current strategic plan contains an objective "to increase the number of full-time faculty for new and existing programs." Depending upon the market competition in specific

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programs and the growth of dual studies enrollments, this may become a future challenge as Roane State experiences the upcoming wave of retirements of full-time faculty that is also facing many two-year institutions established in the 1970's. On the basis of the current year's analysis of comparative data on percentage of full-time faculty, the College is satisfied with the current profile.

Indicator 2: FTE Student per FTE Faculty Instructional Faculty by Discipline:

The deans' analysis of notable changes in Table 2-2 (Appendix 2) includes the following factors:

- Curriculum changes resulting in students taking more contact hours are reflected in the increases noted for Occupational Therapy and Physical Therapy.

- Increases in program demand, including high interest in the college's new Homeland Security Certificate, are reflected in Criminal Justice increases.

- Low numbers in Early Childhood Education reflect the fact that the majority of Roane State students who successfully complete the TECTA program switch to the Education program in order to train for a career in K-12 rather than jobs in child care facilities.

- Comparatively larger biology classes are due to demand from Nursing and Allied Health students and labs with 24 students each.

- The Paralegal Studies program director is the only full-time faculty member assigned to the program. Although the professional credentials and experience of the program's adjunct faculty have ensured a high quality of instruction, the program director is increasingly concerned that his responsibilities as dean of Social Sciences are preventing him from devoting sufficient time for program marketing and recruitment. As of summer term, 2008, some institutional reorganization has resulted in the allocation of an additional full-time faculty member with teaching responsibilities in the Paralegal Studies program.

- Increases in History and Psychology are explained by general education transfer requirements developed as part of the TN Board of Regents "Defining Our Future" initiative. Not only are six credit hours of history required for all transfer students, but all Elementary Education students take the U.S. History sequence. Out of the six required hours of social science, most Roane State transfer students take at least one psychology course. These courses are also in demand as dual studies options. However, growth is somewhat hampered by the need to accommodate much of the demand with adjunct faculty.

- Composition I and II classes are capped at 25 students; increases in literature courses are the result of intentional streamlining of sections.

- Increases in Foreign Language reflect increased demand for RODP and web sections of Spanish developed and taught by a Roane State faculty member. Live sections are generally small, especially if they conflict on the schedule with science courses required for Nursing and Allied Health programs.

- Despite continuing low enrollment in individualized instruction in performance classes, there has been an increase in enrollment in the Music Appreciation course, especially with the addition of web delivery.

A comparison to peers finds that a number of disciplines, particularly in the area of general education and transfer programs, continue to indicate comparatively lower FTE student to FTE faculty ratios.

The primary contributing factor to a profile of comparatively lower enrollment classes remains the college's commitment to provide instruction at its satellite campus centers. To maximize efficiency and provide effective allocation of faculty resources at these satellite campuses, Roane State uses two-way interactive audio-video classrooms that permit an instructor to physically meet a class at one

location while broadcasting live to additional classrooms at off-campus centers. This system allows as few as 2-3 students per broadcast site to enroll in courses that would never be permitted to meet as stand-alone traditional classes.

In many cases, however, the interactive option is not possible and academic deans allow traditional classes with smaller-than-normal enrollment to meet at the satellite centers. Since the mid-1990's, the Vice President for Academic Services, the academic deans, and the satellite campus directors have worked together to develop course rotation schedules that will maximize efficiency of faculty resources yet meet the curricular needs of students. Geology courses that utilize mobile lab materials, for example, are scheduled on a rotating basis between the Scott and Campbell county centers, and private funds enabled to College to build a multi-use wet-lab at the Scott County center.

Last year's comparative analysis of Kansas Cost Study data on FTE student per FTE faculty substantiated the effect of ongoing growth in Web classes. This growth has occurred has a result of student demand which has increased exponentially over the course of the reporting period and up to the present. Enrollment in these classes, however, has been capped at 20 students to avoid overload payment for full-time faculty members teaching these classes. After analyzing this aspect of the Kansas Study results, more adjunct faculty have been trained and/or mentored so they can teach Web classes. In addition, in order to increase budget efficiencies in light of the current economic downturn, the Vice President of Academic Services has raised web section enrollment to 25 effective fall semester 2008.

Data reporting FTE student per FTE faculty also reflects an increase in the number of typically smaller dual enrollment classes scheduled in collaboration with service area high schools.   However, the growth in dual enrollment due to the availability of Lottery Scholarship funds as well as additional private scholarships designated for dual studies students in a number of Roane State's service area counties will likely counteract the development of a trend toward low student-to-faculty-ratio based upon this factor.

Indicator 3: SCH by FTE faculty as a percentage of national norm by discipline:

Table 3-1 (Appendix 3), "SCH by FTE faculty as a percentage of national norm by discipline," confirms many of the interpretive analyses of the data cited in Table 2.2 above.   Art and Music are significantly low as a percentage of national norm after factoring for seminar and individual performance classes. Paralegal Studies, which uses interactive instruction extensively to offer classes to small cohorts of students across the college's service area also features enrollment by many part-time students. In addition, course sequencing required for ABA approval has led to some enrollment decline, as students have lost some flexibility in scheduling classes. History, Psychology, and Social Science disciplines at Roane State include a number of Web classes to meet student needs for scheduling flexibility as well as smaller classes to accommodate curricular needs of students at satellite campuses. However, the increased demand for History, Psychology and Social Science classes noted in the previous indicator continues to reflect increased percentages over the 2004-2005 reporting year.

These data also demonstrate growth in programs such as Occupational Therapy and the robust nature of classes such as Biology which support the college's large Nursing Program. Other notable increases over the previous year are the result of the college's growing number and popularity of Web classes. These courses include Foreign Language, Philosophy, and English. While SCH by FTE faculty for Administrative and Secretarial Sciences is still significantly below national norm, the change to a flex lab format has given the program a continued boost in enrollment.

Indicator 4: Instructional Costs per SCH

Although not required by the Performance Funding reporting protocol for Standard 5.A, Roane State decided to continue to augment its analysis of the Kansas Cost Study data by reviewing data on

Instructional Costs per SCH (Table 3-2, Appendix 4). In general, the review of comparative instructional costs for the period from 2004-05 through 2006-07 did not reveal any unexplained circumstances.

As expected, a profile characterized by the use of a strong core group of long-time faculty at Associate Professor and Professor rank, by a mission-driven commitment to ensuring student access to classes at satellite campuses, and by policies to cap some class sizes to optimize student-faculty engagement results in comparatively higher instructional costs than those of peers in some disciplines. Additional adjunct faculty costs to accommodate the growth of dual studies classes (sometimes with low enrollment) and additional web sections also contributed to increased costs in some disciplines.

Recommendations/Conclusions:

With staffed teaching centers in each of its primary service area counties, an increasing number of online offerings, and a growing dual studies program, Roane State academic administrators must continually monitor the allocation of faculty resources for sound curricular decision making. The availability of the Kansas Cost Study data provides a valuable tool for analysis of internal trends and peer comparisons; however, these data must be carefully considered in relation to institutional mission and the college's need to respond to critical state priorities.

A 1998 policy paper, "Enhancing Faculty Productivity: A State Perspective," published by the Education Commission of the States, notes that community college faculty productivity lies "not just in how many students they teach but also in the extent to which their work offers students a quality learning experience, responds to changing demands for education and furthers state higher education goals…." The strategic plans of Roane State, the TN Board of Regents system, and the TN Higher Education Commission all include goals to increase access to postsecondary education as a means of raising the educational attainment of TN residents compared to national averages and increase the economic prosperity of the state. Roane State has sought to meet this goal throughout its service area through traditional and interactive instruction at its off-campus centers, the development of online course options, and close working relationships with area high schools for the delivery of dual studies classes.

This commitment has led to decisions regarding allocation of faculty that sometimes put the college out of proportion with respect to its peers as reflected in the attached summaries of Kansas Cost Study data. As noted previously, all of Roane State's service area counties are designated by the Education Needs Index as "critical" or "most critical" in the educational factor. A review of all non-Tennessee peer institutions participating in the current Kansas data collection, however, reveals that only three of the fifteen peer institutions are located in counties designated as "most critical" and four are designated as "critical." The remaining eight institutions are located in counties designated as "less critical" or "least critical." Thus, the Kansas Cost Study data should be analyzed carefully before drawing any conclusions that might lead to a change in direction with respect to institutional priorities based upon national peer comparisons. Through its annual analysis of faculty resource allocation summarized by the data tables attached as appendices to this report, Roane State Community College is satisfied that it can make the case that it is "effectively using its faculty as a resource with respect to peers to address the state's priorities and fulfill its distinctive mission."

While peer comparisons should be approached with caution, as a means of mapping internal institutional trends, the Kansas Cost Study data will be a valuable analytical tool for future decision-making as the College begins the 2010-2015 strategic planning period. Also, participation in the Kansas Cost Study and analysis of internal and peer data will serve as case-making evidence that Roane State has adequate faculty resources, as the College prepares for its reaffirmation of accreditation with the Commission on Colleges in 2009-10.

APPENDIX 1- (Table 1-2) Percentage SCH taught by full-time faculty

Academic Discipline	04-05 RSCC	04-05 NM*	04-05 TN Peers**	04-05 Non-TN***	05-06 RSCC	05-06 NM	05-06 TN Peers	05-06 Non-TN	06-07 RSCC	06-07 NM	06-07 TN Peers	06-07 Non-TN
Accounting, Bookkeeping	80	71	78	67	72	71	82	45	74	71	79	55
Criminal Justice	65	51	50	64	51	48	56	43	54	47	52	44
Administrative & Secretarial Services	79	69	65		91	70	74		74	72	71	60
Art – Art Studies	17	50	54	41	37	48	57	40	29	48	55	43
Biological Sciences – Life Sciences	86	66	73	67	81	67	73	68	78	68	77	58
Business Administration & Mgt.	75	62	73	58	63	65	74	52	55	64	70	51
Computer & Information Sciences	55	65	68	56	57	68	72	50	64	69	76	57
Dental Hygienist	48	82			100	89			100	94		
Developmental English – Reading	45	44	44	33	31	45	41	31	32	42	39	31
Developmental Math	69	49	65	36	61	53	63	39	60	47	61	37
Drama/Theatre Arts	See Speech				SPCH				SPCH			
Early Childhood Education	2	39			1	46			10	47	51	
Education, General	46	52	47		55	49	52	34	54	54	55	46
EMT Paramedic	Inc. in Health Professions 04-05				58	55			53	61		
Engineering Related Technologies	100	80			91	62			90	89	82	
English Language & Literature	75	58	66	52	62	56	65	47	63	57	66	45
Foreign Languages & Literature	64	43	58	46	55	55	61	52	56	48	58	
Geography	See Social Science				S/S				S/S			
HIT	78	73			82	48			80	48		
Health Prof/ (incl. Massage & Polysom)	46	40							52	47		
History	50	56	57		43	51	57	29	47	48	58	
Mathematics	88	70	84	65	78	70	85	69	83	71	85	67
Medical Radiologic Technology	100	84	91	83	96	88	93		96	89	94	
Music, General	18	47	42	50	18	40	41	26	15	45	46	
Nursing	100	87	91	86	100	86	81	84	100	89	92	84
Occupational Therapist Assistant	0	70			33	65			80	77		
Paralegal, Legal Assistant	28	52		58	29	39		42	27	41		
Pharmacy Technician - Assistant					100	62						
Philosophy and Religion	38	46	53		36	53	65		24	44	55	
Physical Sciences	73	63	73	51	79	64	70	63	66	68	72	54
Physical Therapist Assistant	89	83			86	92			100	82		
Political Science	See Social Science				S/S				S/S			
Psychology	45	55	62	56	55	52	61	50	54	48	52	49
Respiratory Care	100	99		90	100	92			100	99		
Social Sciences	63	68			81	80			72	50		
Sociology	See Social Science				S/S				S/S			
Speech & Rhetorical Studies	47	50	54		40	54	61	53	48	50	64	43

* National Means   ** TN Peers = All TN two-year colleges   *** Non-TN Peers = All non-TN participating institutions with enrollment 5,000 – 9,999

APPENDIX 2 - (Table 2-2) FTE Student per FTE Faculty

Academic Discipline	04-05 RSCC	04-05 NM*	04-05 TN Peers**	04-05 Non-TN Peers***	05-06 RSCC	05-06 NM	05-06 TN Peers	05-06 non-TN Peers	06-07 RSCC	06-07 NM	06-07 TN Peers	06-07 non-TN Peers
Accounting, Bookkeeping	17.2	18.7	18.74	19.28	17.9	18.1	18.11	17.81	17.9	16.6	17.4	19.6
Administration of Justice, Criminal Justice	20	20.9	21.29	20.78	24.4	20.3	20.73	22.71	23.1	18.3	18.6	28.1
Administrative & Secretarial Services	5	14	13.8		8.3	13.7	14.66		9.9	12.8	13.2	13.9
Anthropology	See Social Science				S/S				S/S			
Art –Art Studies, General	9.2	16.6	18.05	14.16	11.0	18.3	20.35	20.62	13.3	16.2	19.7	14.5
Biological Sciences – Life Sciences	24.7	23.1	25.43	18.78	26.2	25.9	25.98	29.50	25.8	23.4	26.9	22.8
Business Administration & Mgt, General	11.5	18.2	16.38	20.81	12.2	17.6	16.66	19.78	12.8	17.7	17.0	16.8
Computer & Information Sciences, Gen'l	13.2	15.5	17.13	15.73	16.1	15.9	16.67	17.26	16.7	14.4	15.3	16.2
Dental Hygienist	10.5	10.2			10.1	15.3			10.1	17.5		
Developmental English – Reading	16.9	17.7	19.58	16.52	17.3	18.1	19.6	19.61	16.0	16.2	18.9	17.2
Developmental Math	18.3	21.3	22.88	19.69	19.6	21.8	21.24	21.94	18.6	19.8	20.2	19.6
Drama – Theatre Arts	See Speech				SPCH				SPCH			
Early Childhood Education					10.9	16.0			11.4	14.1	14.3	
Education, General	17.2	19.3	19.76		20.2	17.8	18.33	17.03	16.5	17.9	16.4	16.5
EMT/Paramedic					18.1	14.8			17.8	15.3		
Engineering Related Technologies	7.5	11.1			7.7	10.3			7.2	10.2	11.6	
English Language and Literature	15.3	20.3	20.21	17.44	18.4	21.1	20.49	24.55	17.6	19.7	19.9	20.1
Foreign Languages and Literature	14.9	17.9	19.02	17.67	20.8	19.4	19.25	20.40	20.1	17.3	18.1	20.6
Geography	See Social Science				S/S				S/S			
Health Information – Medical Records	13.4	17.4				13.9	17.7		14.9	17.9		
Health Professions (Massage & Polysom)	14.6	18.8			See Pharm Tech				17.1	16.7		
History	14.8	24.7	24.93		22.0	24.7	25.88	23.97	20.3	23.6	24.2	
Mathematics	20.2	21.7	21.65	20.57	19.5	21.3	20.04	24.39	17.7	19.2	18.9	
Medical Radiologic Technology	32.8	20.7	26.87	21.95	28.8	20.1	27.60		27.9	20.4	26.3	
Music, General	8	16.1	17.63	17.13	11.4	18.1	18.9	18.95	10.2	15.3	18.2	
Nursing	27.1	17.9	26.03	13.93	22.9	20.4	26.67	17.0	20.7	17.4	36.6	17.6
Occupational Therapist Assistant	8.8	8.6			16.1	10.7			16.3	11.6		
Paralegal, Legal Assistant	9.3	16.5		18.59	8.4	19.2		24.14	7.4	16.4		
Pharmacy Technician Assistant					9.0	16.4						
Philosophy and Religion	8.7	25.4	25.71		16.4	24.1	23.99		17.9	22.6	21.4	
Physical Sciences	21.4	20	22.91	17.70	19.8	20.2	20.15	21.16	21.9	19.6	20.2	20.5
Physical Therapist Assistant	11	10.6			22.5	15.8			22.9	16.21		
Political Science	See Social Science				S/S				S/S			
Psychology	13	27	26.12	24.59	24.1	28.1	27.61	34.78	22.8	27.3	26.8	28.0
Respiratory Care	15.9	13		13.58	13.5	13.7			13.9	12.8		
Social Sciences	11.3	19.5			21.2	20.0			16.8	16.0		
Sociology	See Social Science				S/S				S/S			
Speech and Rhetorical Studies	21.4	21.2	20.95		23.8	21.5	21.66	22.10	22.2	19.5	20.3	18.9

* National Mean   ** TN Peers = All TN two-year colleges   *** Non-TN Peers = All non-TN participating institutions with enrollment 5,000 – 9,999

Health Professions: 2004-2005, includes Pharmacy Tech; 2006-2007, includes Massage Therapy and Polysomnography, (Pharm Tech: too few peers to report)

APPENDIX 3 - (Table 2-1) SCH by FTE faculty as a percentage of national norm by discipline

Academic Discipline	04-05 RSCC	04-05 NM	04-05 % of NM	05-06 RSCC	05-06 NM	05-06 % of NM	06-07 RSCC	06-07 % NM	06-07 % of NM
Accounting, Bookkeeping	258	281	92	269	271	99	269	249	108
Administration of Justice, Criminal Justice	300	314	96	366	305	120	347	275	126
Administrative & Secretarial Services	74	209	35	124	205	60	149	191	78
Anthropology			See S/S						
Art –Art Studies, General	137	249	55	165	274	60	199	242	82
Biological Sciences – Life Sciences	371	347	107	392	388	101	387	352	110
Business Administration & Mgt, General	172	273	63	183	264	69	192	265	72
Computer & Information Sciences, General	198	232	85	242	239	101	251	216	116
Dental Hygienist	157	152	103	152	229	66	152	263	58
Developmental English – Reading	254	265	96	259	271	96	240	242	99
Developmental Math	275	320	86	295	328	90	279	297	94
Drama – Theatre Arts, General			See SPH						
Early Childhood Education	262	275	95	164	240	68	172	212	81
Education, General	258	290	89	303	267	113	248	270	92
EMT/Paramedic				272	223	122	268	229	117
Engineering Related Technologies	113	167	68	116	154	75	108	152	71
English Language and Literature	229	304	75	276	317	87	264	295	89
Foreign Languages and Literature	223	268	83	312	291	107	301	259	116
Geography			See S/S						
Health Information – Medical Records	201	261	77	208	266	78	223	269	83
Health Professions (incl. Massage Therapy)	220	283	78	280	418	67	257	251	102
History	223	370	60	330	371	89	304	354	86
Mathematics	304	325	94	292	319	92	266	288	92
Medical Radiologic Technology	491	311	158	432	302	143	419	306	137
Music, General	121	241	50	171	272	63	152	230	66
Nursing	406	268	151	344	306	112	310	261	119
Occupational Therapist Assistant	131	128	102	241	160	151	245	174	141
Paralegal, Legal Assistant	140	247	57	125	288	43	111	247	45
Pharmacy Technician Assistant				135	247	55	273		
Philosophy and Religion	130	382	34	247	362	68	269	339	79
Physical Sciences	321	300	107	298	304	98	329	294	112
Physical Therapist Assistant	164	158	104	338	237	143	344	243	142
Political Science			See S/S						
Psychology	195	406	48	362	421	86	341	409	83
Respiratory Care	238	195	122	203	205	99	208	192	108
Social Sciences	170	292	58	319	299	107	252	240	105
Sociology			See S/S						
Speech and Rhetorical Studies	322	318	101	357	323	111	328	292	112

APPENDIX 4 - (Table 3-2) Instructional Costs per SCH

Academic Discipline	04-05 RSCC	04-05 NM*	04-05 TN Peers**	04-05 non-TN peers***	05-06 RSCC	05-06 NM	05-06 TN Peers	05-06 Non-TN Peers	06-07 RSCC	06-07 NM	06-07 TN Peers	06-07 non-TN Peers
Accounting, Bookkeeping	125	85	84	108	129	95	111	102	126	97	101	92
Administration of Justice, Criminal Justice	70	66	68	78	77	72	75	71	67	67	81	57
Administrative & Secretarial Services	102	113	83		169	118	103		131	117	107	99
Anthropology	See Social Science				See S/S				See S/S			
Art –Art Studies, General	50	68	61	77	46	68	64	81	56	78	66	91
Biological Sciences – Life Sciences	84	66	71	81	86	68	77	65	91	70	75	67
Business Administration & Mgt, General	103	76	85	103	116	87	91	92	102	86	89	87
Computer & Information Sciences, General	87	101	87	112	92	106	106	112	99	118	120	104
Dental Hygienist	299	334			317	361			319	320		
Developmental English – Reading	82	74	70	88	72	77	73	84	76	75	70	84
Developmental Math	76	60	68	66	89	70	80	72	90	65	76	60
Drama – Theatre Arts, General	See Speech				Speech				Speech			
Early Childhood Education	45	168			47	94			61	108	97	
Education, General	71	77	79		80	90	82	127	102	102	103	98
EMT/Paramedic					101	114			96	103		
Engineering Related Technologies	150	131			212	170			222	153	196	
English Language and Literature	76	66	65	76	83	69	70	74	97	73	71	70
Foreign Languages and Literature	67	67	59	82	70	70	68	81	74	68	64	
Geography	See Social Science				See S/S				See S/S			
Health Information – Medical Records	121	98			148	97			145	86		
History	56	50	49		56	51	54		62	53	55	
Mathematics	93	70	81	83	106	78	92	72	105	78	92	71
Medical Radiologic Technology	70	143	115	143	87	167	123		137	176	126	
Music, General	82	95	66	121	86	91	62		90	88	63	
Nursing	169	210	194	213	204	204	191	186	217	252	217	222
Occupational Therapist Assistant	291	245			168	252			179	251		
Paralegal, Legal Assistant	79	89		96	94	86		80	102	101		
Pharmacy Technician Assistant					398	146			Too few peers to report Pharm Tech			
Philosophy and Religion	44	55	61		37	52	59		38	55	56	
Physical Sciences	106	86	93	86	112	85	96	88	142	91	95	85
Physical Therapist Assistant	144	300			147	162			156	234		
Political Science	See Social Science				See S/S				See S/S			
Psychology	60	47	45	58	66	48	47	52	73	48	46	51
Respiratory Care	246	220		228	312	235			307	250		
Social Sciences	77	68			74	76			86	66		
Sociology	See Social Science				See S/S				See S/S			
Speech and Rhetorical Studies	47	53	50		52	64	63	81	59	66	66	64

*National Mean   ** TN Peers = All TN two-year colleges   *** Non-TN Peers = All non-TN participating institutions with enrollment 5,000 – 9,999

Roane State Community College

Provide title of Quality Enhancement Plan (QEP) or Student Learning Initiative (SLI):

An Evaluation of Institutional Processes in Support of a Quality Enhancement Plan (QEP)	
QEP or SLI?	QEP

STANDARD OVERVIEW

Standard 5B evaluates the maturity and effectiveness of an institution's assessment processes as they relate to one of two types of student learning quality initiatives: (1) an institution-defined Quality Enhancement Plan (QEP) in response to SACS reaffirmation processes or (2) an alternate student learning initiative (SLI) of comparable weight.

REPORTING REQUIREMENTS

   -- Make a case that benchmarks have been achieved using assessment protocols in support of a QEP/SLI are mature and effective in an essay not to exceed 10 double-spaced pages
   -- Address the essay to an audience of peer examiners.
   -- All claims in the narrative are supported by documented evidence.
   -- Encourage to use hyperlink to send the reader from the text to supportive data and evidence.
   -- Provide a "bibliography" of hyperlinked documents, data, evidence cited that follows the essay.

   -- Submit 6 CD copies of the report (for distribution to the peer readers) which captures all linked documentation

PEER SCORING AND POINT ALLOCATION

Reports will be assigned values based on a holistic evaluation conducted by trained peer readers applying these rubrics:
  9-10 points - Based on the evidence provided, the institution consistently does all of the following:
  7-8 points - Based on the evidence provided, the institution consistently does almost all of the following:
  5-6 points - Based on the evidence provided, the institution does most of the following:
  4 points - Based on the evidence provided, the institution does some of the following:
-- Provides a summary update of the evolution of the QEP or SLI
-- Makes a case that the institution has met annual benchmarks
-- Provides documentation for this claim by identifying patterns of evidence emerging

-- States annual benchmarks for the next year that are readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP/SLI

Points Recommended	**9**

Institutional Comments (Optional):

A copy of the report is included in the appendix.

Scoring Criteria

1. Provides a summary update of the evolution of the Quality Enhancement Plan (QEP) or Student Learning Initiative (SLI).
   - Strengths: The summary update clearly states the evolution of the QEP for the institution. The benchmarks for 2007-08 include data collection and analysis, faculty collaboration and dialogue, and use of assessment results to support the selection of a QEP topic. Appropriate input from all constituencies was obtained. The introduction was concise and precise. Since Roane State is very early in the QEP process, the inclusion of a timeline was very helpful. In the future, a link will probably be more effective.
   - Weaknesses: none noted

2. Makes a case that the institution has met annual benchmarks.
   - Strengths: Established benchmarks are met with the possible exception of the fifth, involving the narrowing of learning objectives and initiatives.
   - Weaknesses: It is not clear how much progress has been made on the fifth goal. However, that goal was to be continued in the summer of 2008 as well, so it seems to be part of an ongoing development.

3. Provides documentation for this claim by identifying patterns of evidence emerging
   - Strengths: There is extensive supporting evidence that demonstrates how data was collected from a variety of sources including faculty, students, and administration. It appears that all were kept well informed during the deliberations leading up to the choice of the topic. Roane State had demonstrated a determined effort to reach out to everyone that would be affected. The institution has already made several significant changes in curriculum (e.g., the new requirements for the EMT program) as a result of analyzing collected data in order to improve student learning. Monthly newsletters and the website also appear to be strong benefits to providing information to the faculty about what is taking place as the plan develops. In particular, many of the supporting documents reveal that extensive research and thought has been given to this process.

   - Weaknesses: It is unclear whether former students or local employers were contacted for input regarding the sorts of skills or themes that might be desirable or suitable for graduating students.

4. States annual benchmarks for the next year that a readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP or SLI.
   - Strengths: Benchmarks for 2008-09 are primarily designed to gain support of the SAILS QEP project. These benchmarks are well defined but still open to adaptation if needed in case of future changes. They include the basics of putting a coherent plan together as well as steps to ensure that the relevant groups remain involved in its evolution.
   - Weaknesses: Limited quantitative measurements seem possible. Most will require a simple "yes" or "no" as benchmark evaluation which may not be adequate.

ROANE STATE COMMUNITY COLLEGE

2007-2008 Performance Funding Report

ASSESSMENT IMPLEMENTATION
STANDARD 5.B

An Evaluation of Institutional
Assessment Processes
To Support the Development
Of a QEP

Introduction

Standard 5B for the 2005-2010 Performance Funding cycle asks institutions to demonstrate the comprehensive and effective use of assessment to support a Quality Enhancement Plan (QEP) for improving the degree and quality of student learning. The following report will outline Roane State Community College's position in the timeline of the QEP process; report progress on 2007-2008 benchmarks in support of the QEP, describing broad-based and targeted assessment activities leading to the identification of a QEP topic; establish benchmarks in support of the QEP for 2008-2009; and project the status of the QEP as a result of progress made in achieving the 2008-2009 benchmarks.

Summary Update of the Evolution of the QEP

As a member of the class of institutions scheduled for reaffirmation of accreditation in 2010, Roane State officially began the reaffirmation process with its Leadership Team Orientation in January 2008. Based upon the schedule for the new SACS process, the college's QEP will be due for submission to the Commission in late summer 2009.

In order to keep the QEP project at the forefront of institutional attention and to ensure sufficient time for extensive and substantive planning and development, the College established and widely publicized a timetable of activities and benchmarks that began eight months prior to the January 2008 orientation.

<div align="center">QEP Timetable</div>

- QEP Planning Team named – late spring 2007

- QEP Planning Team conducts preliminary research, develops methodology for selecting topic – summer 2007

- QEP topic selection process implemented – fall 2007

- QEP topic selected and QEP Development Team named – January 2008

  - RSCC Leadership Team participates in SACS COC Orientation Workshop

- QEP developed – January 2008 – June 2009

  - Spring/Summer 2008 – investigate best practices in key areas; draft 3-5 broad learning objectives, 4-6 project initiatives to achieve learning objectives; explore financial and human resource needs and viability; begin limited faculty development.

  o Fall 2008 – develop specific action plans and timetable to achieve learning objectives; develop QEP budget and assessment plan.

  o Spring/Summer 2009 – Publicize draft QEP for college-wide feedback and consensus; finalize QEP report; market QEP to students; propose QEP lead evaluator; submit QEP to COC

As noted in the timetable above, the major milestones in the evolution of Roane State's QEP during the course of the 2007-2008 academic year include the selection of a QEP topic and the development of a set of draft initiatives and strategies based upon a core set of student learning outcomes. As the QEP selection and development processes progressed, decision-making was guided by analysis of evidence that would maintain institutional focus on issues related to student learning and success.

As the following report of progress toward the accomplishment of 2007-2008 benchmarks will describe, the college utilized a comprehensive input and assessment process to select its QEP topic, known college-wide by its acronym, SAILS (Students Achieving Enhanced Learning Strategies). The QEP Planning Team developed a topic selection protocol that included multiple means of gathering feedback from students, faculty, staff, and program advisory board members and focused input on issues identified through a thorough review of student success data. Likewise, the initiatives and strategies drafted by the QEP Development Team are directly linked to performance indicators that will be measured against data available through trend, current, and planned assessments.

Progress on 2007-2008 Benchmarks in Support of the QEP

As outlined in Roane State's 2006-2007 5B Report, a number of benchmarks were set for 2007-2008 that would incorporate processes of data collection and analysis, faculty collaboration and dialogue, and use of assessment results to support the selection of a QEP topic and begin development of the comprehensive long-range plan for improving student learning outcomes. Following is a summary of progress toward achievement of those benchmarks:

1. **Select QEP topic:**

    The college established a faculty planning team to provide leadership for the QEP topic selection process. (Planning Team solicitation letter) This team, chaired by Sarah Thomason, Associate Professor of English, and Karen Brunner, Assistant Vice President for Institutional

Effectiveness and Research, was charged with developing a topic selection process that was grounded in institutional mission and priorities and informed by a data-driven picture of Roane State's students and their areas of greatest academic need. (Planning Team Memo) To this end, the team studied SACS requirements related to the QEP, reviewed the college strategic plan, and conducted a literature review of emerging topics. The team also studied a wide variety of student success data that would facilitate the development of a comprehensive, evidence-based profile of the students who would benefit the most from a focused learning outcomes initiative and help in the identification of what that focus should be. These data studies included the following:

- *Study of student success (defined as grades of A, B, C) in Composition I and first college-level math (primarily College Algebra).* Compared to peers on the National Community College Benchmark Project (NCCBP), Roane State students have consistently ranked below national and peer median percentages for success in these core academic courses. Institutional data on students enrolled in these courses during the period from 2004-2005 were analyzed based upon students' age and developmental requirements. (Student Success Indicator Data) (NCCBP 2006-2007Reports)

- *A study conducted by Biology faculty to identify predictors of student failure in Anatomy and Physiology I, a key gatekeeper course for students majoring in Nursing and Allied Health programs.* This assessment project, which resulted from the Biology faculty's Academic Audit, led to a new policy requiring completion of all developmental studies requirements as a pre-requisite to enrollment in Anatomy and Physiology. (AP Success Data)

- *Study of retention and persistence data for several cohorts of students, including first-time freshmen (factoring for developmental studies requirements) and students placed on academic probation.* (Academic Probation Data) (Retention and Developmental Course Data)

- *Study of value added outcomes for students using the services of the Learning Centers.* (Learning Center Survey Results) (Learning Center Letter Grades)

Other strategies that were implemented in order to gather input for the selection of a QEP topic included faculty forums at all campus locations, meetings with career program advisory boards, a student survey to solicit QEP topics and gather data on student perceptions about their own learning, and a faculty survey to solicit QEP topics and gather data about instructional methods and faculty perceptions about student motivation and engagement.

QEP Faculty Forums: During September 2007, QEP Planning Chair Sarah Thomason traveled to each RSCC campus to conduct focus group forums with 83 full-time and 17 adjunct faculty. Wide ranging discussion questions were designed to gather input about the skills and abilities students need to be successful, what faculty can do to enhance learning, faculty perceptions about professional development geared toward pedagogy, and specific suggestions for QEP topics. (QEP Faculty Update) (Faculty Focus Group Schedule) (Faculty Focus Group Presentation) To ensure confidentiality and encourage all attendees to participate when asked to vote on selected discussion questions, "clicker" response devices were used to gather and record responses. (Sample Session Clicker Results) (Faculty Focus Group Results)

Career program advisory board meetings: In preparation for their fall semester advisory board meetings, RSCC career program directors sent their board members a memorandum with several questions designed to solicit input toward the selection of a QEP topic. (Memo to Advisory Boards) Karen Brunner, Assistant Vice President for Institutional Effectiveness and Research and SACS Liaison Officer, led the discussion. Participating advisory boards included Business, Criminal Justice, Environmental Health Technology, Health Information Technology, Opticianry, Paralegal Studies, EMT/Paramedic, Pharmacy Technician, Polysomnography, Respiratory Therapy, Radiologic Technology, and Medical Transcription.

Student and Faculty Surveys: The QEP Planning Team developed two wide-ranging surveys designed to gather more detailed information than would be possible in a group discussion format. The student survey posed questions regarding students' perceptions of their learning strengths, weaknesses, and preferences and the kinds of learning support that they perceived to be most effective. They were also asked to propose specific topics for the college's

upcoming QEP. (QEP Survey Announcement) The survey was designed to gather data on gender

and age to determine if those factors influenced the responses. Over 830 students responded to

the survey that was available online through the college website and on Momentum. (Student

Survey Results) The faculty survey asked instructors about their teaching methods, about student

preparation, motivation, and engagement, and about factors that influence their own engagement

in the teaching/learning process. They were also asked to propose QEP topics. After piloting the

survey instrument with several faculty volunteers, 160 faculty members responded to the online

survey. (Pilot Faculty Survey Response) (Faculty Survey Results)

Based upon the feedback data gathered from the in-person and online college

"conversations" and assessment of student learning implications revealed by analysis of the

outcomes data cited above, the QEP Planning Team synthesized the information into five

potential QEP topics that emerged as the areas of most interest and concern. (QEP Topic

Information Message) A mini-white paper was distributed college-wide that aligned each of the

topics to themes and issues related to learning, provided a brief background and rationale for the

topic's selection for consideration, a list of potential teaching and learning activities that might be

implemented, and a list of potential learning outcomes and success indicators for each of the

suggested topics. (QEP Topic Mini-White Paper)

Finally, these five topics were put before the college community for a vote. (Coming Soon

– QEP Vote) (Before You Vote) The results of the online voting were put before the SACS

Leadership Team for a final selection. The Leadership Team, which has responsibility for

ultimate oversight of the compliance and QEP processes, considered the viability of potential

success indicators and assessment measures, the alignment with the college's mission, goals, and

objectives, and the feasibility of implementing each project from the aspect of human and

financial resources. Ultimately, however, the team weighted their decision toward the votes of

faculty and students. (Final QEP Voting Results) Although faculty were evenly split between the

SAILS project and the Life's Work project, the overwhelming number of student votes for a

project related to learning styles and strategies resulted in the selection of SAILS (Students

Achieving Improved Learning Strategies) as Roane State's QEP topic.

2. **Select QEP Chair and establish QEP Development Team:**

When Sarah Thomason agreed to serve as chair of the QEP Planning Team, it was

understood that this was short-term assignment since, depending upon the particular topic

selected, a faculty member from a different discipline might be more appropriate to lead the

development phase of the QEP. However, when the college selected a focus on improved student

learning strategies as the QEP topic, the Leadership Team was hopeful that Sarah would wish to

continue to lead the initiative, since her teaching specialties are English and developmental

reading/writing and she had recently been awarded the Sarah Ellen Benroth Outstanding Teacher

award by her peers. Roane State is pleased to report that Ms. Thomason agreed to serve as chair

of the QEP Development Team in December 2007 and began immediately to assemble a diverse

team of faculty and academic/student support personnel. Team membership continues to grow as

faculty become interested and engaged in the project. (QEP Development Team Leadership Message)

(SAILS Team Members)

3. **QEP Development Team to provide preliminary report to the college:**

The QEP Development Team began their work spring semester 2008 with an overview of

the task ahead, including the critical role of assessment in validating the student learning

outcomes that are the ultimate goal of a successful QEP. (SAILS Team Presentation) The team has

divided into sub-committees to conduct literature reviews and study best practices in the areas of

learning styles/strategies, learning communities, study skills courses, learning centers, and

distance learning instructional methods. (SAILS Sub-committees) The team has also continued to

study student learning assessment data such as a study brought to its attention by team member

Martin Young, a faculty member in the EMT/Paramedic program.   The study identified reading

deficiency as a strong predictor of failure in paramedic classes. Based upon the results of this

study, completion of developmental reading is now a pre-requisite to admission in the Paramedic

program for any student with reading deficiency Compass test results. (Compass Reading Results)

The team will continue to review trend data from annual assessments such as MAPP exam results, CCSSE results, and comparative rankings on the NCCBP as it formulates the assessment plan for the QEP.

As of the end of spring semester 2008, the college community has received progress reports on the QEP in the form of three newsletters outlining the initiatives and strategies drafted by the QEP Development Team. (Newsletter March 08) (Newsletter April 08) (Newsletter May 08) A more detailed document describing project goals, initiatives, strategies, and learning outcomes will be submitted to the Leadership Team for discussion and approval to determine those elements of the draft that will become the foundation for development of a five-year implementation and assessment plan. (Draft Initiatives 2008)

Two additional significant accomplishments of the QEP plan are the development of a learning styles assessment instrument by Roane State Learning Center writing specialist and QEP team member Mike Hill and the design of a form by team member Associate Professor of Mathematics Deborah Miles for faculty to share teaching and learning strategies with their colleagues.

The learning styles survey was developed after benchmarking different types of available assessment instruments. The Roane State survey, which will be piloted with incoming students at the August 2008 Freshman Experience event, is designed to be easily scored for institutional data gathering purposes yet provide students with immediate feedback on their predominant learning style. (Learning Styles Assessment) Students will also be given a tip sheet on study strategies they can use based upon their learning style preference. (Now That You Know Your Learning Style) The results of this preliminary learning style assessment should provide the QEP team valuable insight into potential trends in student learning style preferences that will help to shape QEP activities, including faculty development in teaching strategies.

The SAILS form for documentation of classroom teaching strategies will be available on the SAILS website to facilitate faculty sharing of ideas. (SAILS Form) The form, which includes a

full-circle assessment of the strategy's effectiveness, is designed to be a non-threatening, collegial method for sharing classroom activities across the curriculum – those that were successful and those that simply didn't work. (SAILS Form – Successful Strategy) (SAILS Form – Unsuccessful Strategy)

The SAILS website, currently under development, is substantially complete and will be up and running when faculty return for fall semester 2008. (SAILS Home)

4. **Utilize SPOL (Strategic Planning Online) to document progress in development of QEP:**

Because a dedicated SAILS website has greater potential for accessibility by the entire college community, a separate QEP planning unit has not been designated in SPOL. However, the Assistant Vice President for Institutional Effectiveness and Research, who has budget management responsibility for the SACS reaccreditation studies account, has fully documented all aspects of the QEP project in SPOL within the institutional effectiveness planning unit, including the establishment of assessment measures for progress, report of assessment results, and statement of the use of those results for 2008-2009. (SPOL report)

2008-2009 Benchmarks in Support of the SAILS QEP

In order to meet the goal of developing a viable, sustainable, and widely-endorsed implementation plan for the SAILS QEP, the following benchmarks have been set for the 2008-2009 academic year.

1. <u>Complete literature review and benchmarking of best practices:</u> Resources studied by the QEP Development Team subcommittees will be shared with the entire team to facilitate awareness of the potential co-applicability of ideas. A resource link will also be established on the SAILS website so that a library of available resources and research related to teaching and learning styles and strategies, learning communities, study skills courses, learning center support services, etc. is widely available to the college's internal and external constituencies. Several benchmarking activities are planned to build awareness of best practices in improving students' learning strategies and to guide the development of specific institutional initiatives. These include a three-

hour workshop for faculty titled "Increase Student Learning by Teaching Students HOW to Learn" presented by Dr. Saundra McGuire, director of the Center for Academic Success at LSU and recent recipient of the NSF Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. QEP Chair Sarah Thomason and Professor of English Diane Raines will also attend an On-Course professional development workshop designed to provide educators "learner-centered structures for helping students learn more deeply and innovative strategies for empowering students to become active, responsible learners who can thrive in a learner-centered environment."

2. Build consensus for foundational elements of the SAILS project: The SACS Leadership Team will evaluate the viability of initiatives and activities proposed in the draft SAILS plan from the perspective of institutional capacity to fund and provide human resource support for the plan. The approved plan outline will be vetted by the full QEP Development Team and distributed for college-wide feedback. The QEP team will also reach consensus on the key learning outcomes against which the project success indicators and assessment measures will be developed.

3. Establish baseline data to be used in the development of the QEP assessment plan. The QEP Development Team will identify the assessment elements required to appropriately evaluate achievement of the proposed student learning outcomes and gather baseline data against which to measure progress. Such baseline data will include but not be limited to such elements as entering students' learning style preferences, success rates in designated "gateway courses," Learning Center participation rates, scores on selected elements of the CCSSE survey, etc.

4. Develop implementation plan for the SAILS project: The SAILS Quality Enhancement Plan will be full developed to include the following:

   a. Action plan with timelines and description of infrastructure to implement the plan including designated roles and responsibilities

   b. Budget including specific resource allocation for the first two years of the plan

   c. Assessment plan including quantitative and qualitative measures to be used, timelines for administration, and processes for review and use of assessment results

5. <u>Develop plan to market the SAILS project to the college community</u>: The QEP Team will

   develop a plan to build awareness and commitment from faculty and staff for their applicable

   roles in the successful implementation of the SAILS project. Equally important will be the

   development and preliminary implementation of a campaign to market the SAILS project to

   students. The goal of this plan to raise awareness and build enthusiasm is to move students from

   an expressed desire for improved study strategies to an active interest in participation in planned

   learning communities, enhanced Learning Center services, etc.

6. <u>Select proposed QEP lead evaluator:</u> During the course of the SAILS project development, QEP

   leaders will have identified a number of individuals with expertise in the area of teaching and

   learning strategies who could provide valuable consultation as QEP lead evaluator. By the

   middle of spring semester 2009, the QEP Development team will submit the names of at least two

   individuals (in ranked order) to the SACS Leadership Team to recommend to Roane State's

   SACS Vice President liaison for consideration as lead evaluator.

Conclusion

During the course of the 2007-2008 academic year, the Roane State college community engaged

in a series of substantive discussions about student learning, informed by analysis of multiple sources of

assessment data, that guided the selection of a QEP topic that fits the college's mission and culture,

addresses an issue of widespread interest and concern, and has the potential to lead to positive changes in

students' knowledge and skills. The SAILS project will give students the tools to proactively manage

their learning challenges and give faculty the tools to more actively engage students in their studies.

The identification and analysis of baseline data on student learning styles, faculty teaching styles,

and student outcome data on critical educational success measures will help the QEP team establish

appropriate benchmarks of progress and achievement for the SAILS project. Through accomplishment of

the benchmarks set for the 2008-2009 period, the SAILS draft initiatives will be developed into a

comprehensive five-year implementation plan, ready for submission to the Commission on Colleges and

consultative review by a team of peer evaluators.

Roane State Community College
Standard 5.B Assessment Implementation

"Evaluation of Institutional Assessment Processes
To Support the Development of a QEP"

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