

Tennessee Higher Education Commission
2020-25 Quality Assurance Funding
Summary of Points



The Quality Assurance Funding program seeks to incentivize meritorious performance, provide a means for assisting the process of student learning and encourage continuous improvement at public community colleges and universities. The 2020-25 Quality Assurance Funding cycle standards reflect current state priorities outlined in the 2015-25 Master Plan, guided by the Drive to 55, and continue to challenge institutions to promote the highest standards and strive for excellence.

Roane State Community College

| Quality Assurance Funding Standard | Maximum Points | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|------------------------------------|----------------|-----------|-----------|---------|---------|---------|
| 1. General Education Assessment | 10 | 10 | 10 | | | |
| 2. Major Field Assessment | 15 | 15 | 15 | | | |
| 3. Academic Programs | 25 | 20 | 22 | | | |
| <i>Specialty Accreditation</i> | 15 | 15 | 15 | | | |
| <i>Program Evaluation</i> | 10 | 5 | 7 | | | |
| 4. Institutional Satisfaction | | | 10 | | | |
| Quantitative | 10 | 10 | 7 | | | |
| Qualitative | | | 3 | | | |
| 5. Student Equity | 10 | 10 | 7 | | | |
| <i>Quantitative</i> | 6 | 6 | 3 | | | |
| <i>Qualitative</i> | 4 | 4 | 4 | | | |
| 6. Job Placement | 10 | 4 | 10 | | | |
| 7. Student Access and Success | 20 | 19 | 19 | | | |
| Total | 100 | 88 | 93 | | | |

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 1: General Education Assessment

The General Education standard is designed to provide incentives to institutions for improvements in the quality of undergraduate general education programs as measured by the performance of graduates on an approved standardized test of general education.

Roane State Community College

Assessment: ETS Proficiency Profile
Sampling Plan: All Graduates Tested
Total Eligible Graduates: 853
Total Graduates Tested: 801
Percent Graduates Tested: 94%
Graduates in Score Report: 790



Maximum Points: 10
Points Earned: 10

Year: 2021-22

| Year | Institutional Mean | National Mean | Difference | Percent Attained | Points |
|---------|--------------------|---------------|------------|------------------|--------|
| 2020-21 | 438.4 | 435.9 | 2.53 | 100% | 10 |
| 2021-22 | 438.01 | 436.3 | 1.71 | 100% | 10 |
| 2022-23 | | | | | |
| 2023-24 | | | | | |
| 2024-25 | | | | | |

Institutional Comments

Graduates that did not take the ETS Proficiency Profile this year. The following is a breakdown of exemption reasons:

Have a B.S./B.A. degree= 2; Not attended in 1 year= 1; Attend another school= 1; Reverse Transfer = 31
Extenuating Circumstances /COVID-19= 17

Total waivers=52

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 2: Major Field Assessment

The Major Field Assessment standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Roane State Community College



Maximum Points: 15
Points Earned: 15

Year: 2021-22

| Licensure Programs Reported Annually | | | | | | | | | | | |
|--------------------------------------|--|--------|------|-------|---------|-------|--------------|--------------|----------------|----------------|------------------|
| 2020 CIP | Academic Program | Degree | Year | Test | % Grads | Grads | Grads Tested | Grads Passed | Comp Pass Rate | Inst Pass Rate | Percent Attained |
| 31.51.0602.00 | DENTAL HYGIENE | AAS | 2021 | NDDHE | 91% | 11 | 10 | 10 | 90.3% | 100.0% | 100% |
| 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | AAS | 2021 | RHIT | 100% | 9 | 9 | 8 | 73.0% | 88.9% | -- |
| 31.51.0803.00 | OCCUPATIONAL THERAPY ASSISTANT | AAS | 2021 | OTRE | 97% | 31 | 30 | 27 | 75.0% | 90.0% | 100% |
| 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | AAS | 2021 | NPTE | 100% | 12 | 12 | 11 | 79.0% | 91.7% | 100% |
| 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | AAS | 2021 | ASRT | 100% | 28 | 28 | 26 | 83.8% | 92.9% | 100% |
| 31.51.0908.00 | RESPIRATORY CARE | AAS | 2021 | NBRCE | 100% | 13 | 13 | 13 | 75.2% | 100.0% | 100% |
| 31.51.1004.00 | MEDICAL LABORATORY TECHNOLOGY (Aug 2020) | AAS | 2021 | | #DIV/0! | 0 | 0 | 0 | 0.0% | #DIV/0! | -- |
| 31.51.1801.00 | VISION CARE TECHNOLOGY | AAS | 2021 | NOCE | 80% | 10 | 8 | 8 | 57.8% | 100.0% | -- |
| 31.51.3801.00 | NURSING | AAS | 2021 | NCLEX | 100% | 67 | 67 | 53 | 84.2% | 79.1% | 94% |

| Programs Reported Once During 2020-25 Cycle | | | | | | | | | | | |
|---|---------------------------------|--------|---------|--------|---------|-------|--------------|----|------------|------------|------------------|
| 2020 CIP | Academic Program | Degree | Year | Test | % Grads | Grads | Grads Tested | | Comp Score | Inst Score | Percent Attained |
| 08.13.0101.00 | TEACHING | AST | 2020-21 | PRAXIS | 18% | 28 | 5 | -- | 164.0 | 168.0 | -- |
| 32.52.0201.01 | BUSINESS | AAS | 2020-21 | local | 53% | 53 | 28 | -- | 76.1 | 88.7 | 100.0% |
| 32.52.0299.01 | CONTEMPORARY MANAGEMENT | AAS | 2020-21 | local | 69% | 13 | 9 | -- | 69.6 | 77.8 | -- |
| 31.51.2202.00 | ENVIRONMENTAL HEALTH TECH | AAS | 2023-24 | local | | | | -- | | | |
| 09.15.0615.00 | CHEMICAL ENGINEERING TECHNOLOGY | AAS | 2024-25 | local | | | | -- | | | |
| 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | AAS | 2024-25 | local | | | | -- | | | |
| 31.51.9999.01 | HEALTH SCIENCES | AAS | 2024-25 | local | | | | -- | | | |
| Average institution pass rate/score to comparison pass rate/score | | | | | | | | | | | 99.10% |

| Programs Exempt from 2020-25 Cycle | | | | |
|------------------------------------|---------------------------|--------|---------------------------|--|
| 2020 CIP | Academic Program | Degree | Exemption | |
| 06.11.0103.00 | COMPUTER INFORMATION TECH | AAS | Exempt, low producing | |
| 09.15.0403.00 | MECHATRONICS TECHNOLOGY | AAS | Exempt, low producing | |
| 14.22.0302.00 | PARALEGAL STUDIES | AAS | Exempt, low producing | |
| 16.24.0101.01 | UNIVERSITY PARALLEL | AA/AS | Exempt, multidisciplinary | |
| 21.30.0000.00 | GENERAL TECHNOLOGY | AAS | Exempt, multidisciplinary | |
| 27.43.0104.00 | CRIMINAL JUSTICE | AAS | Exempt, low producing | |
| 28.45.0702.00 | GEOGRAPHIC INFO SYSTEMS | AAS | Exempt, low producing | |
| 30.50.0903.00 | FINE ARTS | AAS | Exempt, low producing | |
| 31.51.0909.00 | SURGICAL TECHNOLOGY | AAS | Exempt, low producing | |
| 31.51.2706.00 | MEDICAL INFORMATICS | AAS | Exempt, low producing | |
| 32.52.0803.00 | FINANCIAL SERVICES | AAS | Exempt, low producing | |

| Participation Rate, Non Licensure | |
|-----------------------------------|-----|
| Year 1 | 47% |
| Year 2 | |
| Year 3 | |
| Year 4 | |
| Year 5 | |

| Licensure Programs Reported Annually | | | | | | | | | | | |
|--------------------------------------|--|--------|------|-------|---------|-------|--------------|--------------|----------------|----------------|------------------|
| 2020 CIP | Academic Program | Degree | Year | Test | % Grads | Grads | Grads Tested | Grads Passed | Comp Pass Rate | Inst Pass Rate | Percent Attained |
| 31.51.0602.00 | DENTAL HYGIENE | AAS | 2020 | NDDHE | 100% | 12 | 12 | 12 | 90.3% | 100.0% | 100% |
| 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | AAS | 2020 | RHIT | 100% | 9 | 9 | 9 | 73.0% | 100.0% | -- |
| 31.51.0803.00 | OCCUPATIONAL THERAPY ASSISTANT | AAS | 2020 | OTRE | 100% | 20 | 20 | 19 | 79.0% | 95.0% | 100% |
| 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | AAS | 2020 | NPTE | 100% | 20 | 20 | 20 | 85.8% | 100.0% | 100% |
| 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | AAS | 2020 | ASRT | 100% | 26 | 26 | 26 | 88.2% | 100.0% | 100% |
| 31.51.0908.00 | RESPIRATORY CARE | AAS | 2020 | NBRCE | 100% | 11 | 11 | 11 | 76.8% | 100.0% | 100% |
| 31.51.1004.00 | MEDICAL LABORATORY TECHNOLOGY (Aug 2020) | AAS | 2020 | | #DIV/0! | 0 | 0 | 0 | 0.0% | #DIV/0! | -- |
| 31.51.1801.00 | VISION CARE TECHNOLOGY | AAS | 2020 | NOCE | 100% | 10 | 10 | 10 | 57.8% | 100.0% | 100% |
| 31.51.3801.00 | NURSING | AAS | 2020 | NCLEX | 99% | 80 | 79 | 76 | 86.6% | 96.2% | 100% |

**Standard 2: Major Field Assessment
MFT Scores Worksheet**

| | 2020 CIP | Academic Program | Degree | Year | Test | % Grads | Grads | Grads Tested | | Comparison Score | Institutional Score | Percent Attained |
|---|---------------|---------------------------------|--------|---------|--------|---------|-------|--------------|----|------------------|---------------------|------------------|
| 1 | 08.13.0101.00 | TEACHING | AST | 2020-21 | PRAXIS | 18% | 28 | 5 | -- | 164 | 168.0 | 100.0% |
| 2 | 32.52.0201.01 | BUSINESS | AAS | 2020-21 | local | 53% | 53 | 28 | -- | 76.1 | 88.7 | 100.0% |
| 3 | 32.52.0299.01 | CONTEMPORARY MANAGEMENT | AAS | 2020-21 | local | 69% | 13 | 9 | -- | 69.6 | 77.8 | 100.0% |
| 4 | 31.51.2202.00 | ENVIRONMENTAL HEALTH TECH | AAS | 2023-24 | local | #DIV/0! | | 0 | -- | 80 | #DIV/0! | #DIV/0! |
| 5 | 09.15.0615.00 | CHEMICAL ENGINEERING TECHNOLOGY | AAS | 2024-25 | local | #DIV/0! | | 0 | -- | | #DIV/0! | #DIV/0! |
| 6 | 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | AAS | 2024-25 | local | #DIV/0! | | 0 | -- | | #DIV/0! | #DIV/0! |
| 7 | 31.51.9999.01 | HEALTH SCIENCES | AAS | 2024-25 | local | #DIV/0! | | 0 | -- | | #DIV/0! | #DIV/0! |

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 3: Academic Programs, Accreditation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as accreditable if there is a recognized national agency which accredits programs for that field and degree level.

Roane State Community College



Total Accreditable Programs: 22
Accredited Programs: 20
Program of Concern: 0
Programs Seeking Accreditation: 2
Percent Accredited: 100.0%

Maximum Points: 15
Points Earned: 15

Year: 2020-21

| Accredited Programs | | | | | | | | | |
|---------------------|---------------------------------|---------|--------------------|---------------------------|-------------------------|-----------------|---------------------------|------------|--|
| 2020 CIP | Academic Program | Degree | Accrediting Agency | Accreditation Cycle Begin | Accreditation Cycle End | Next Site Visit | Accreditation Letter Date | Status | Notes |
| 14.22.0302.00 | PARALEGAL STUDIES | 2.3 AAS | ABA | 2019 | 2026 | 2026 | 3/1/2021 | Accredited | Interim report due Sept 2022 |
| 32.52.0201.01 | BUSINESS | 2.3 AAS | ACBSP | 9/1/2014 | 9/1/2024 | 01/01/24 | 12/8/2014 | Accredited | |
| 32.52.0299.01 | CONTEMPORARY MANAGEMENT | 2.3 AAS | ACBSP | 9/1/2014 | 9/1/2024 | 01/01/24 | 12/8/2014 | Accredited | |
| 32.52.0803.00 | FINANCIAL SERVICES | 2.3 AAS | ACBSP | 1/1/2020 | 1/1/2030 | 01/01/30 | 1/23/2020 | Accredited | |
| 31.51.3801.00 | NURSING | 2.3 AAS | ACEN | 1/1/2015 | 1/1/2023 | 01/01/23 | 7/29/2015 | Accredited | |
| 31.51.0803.00 | OCCUPATIONAL THERAPY ASST. | 2.3 AAS | ACOTE | 8/1/2014 | 8/1/2023 | 01/01/24 | 8/28/2014 | Accredited | |
| 31.51.0805.00 | ADVANCED PHARMACY TECHNOLOGY | 2.2 C1 | ASHP/ACPE | 9/1/2014 | 8/30/2020 | 01/01/25 | 6/30/2017 | Accredited | |
| 06.11.0103.00 | COMPUTER INFORMATION TECHNOLOGY | 2.3 AAS | ATMAE | 2021 | 2025 | 2025 | 12/8/2021 | Accredited | |
| 09.15.0403.00 | MECHATRONICS TECHNOLOGY | 2.3 AAS | ATMAE | 2021 | 2025 | 2025 | 12/8/2021 | Accredited | |
| 09.15.0615.00 | CHEMICAL ENGINEERING TECHNOLOGY | 2.3 AAS | ATMAE | | | 09/01/24 | | Seeking | New program as of Fall 19. ATMAE requires 3-years of graduates. First graduates were AY 19-20. Anticipated site visit 2023 |
| 31.51.0904.00 | PARAMEDIC | 2.2 C1 | CAAHEP | 3/15/2019 | 3/15/2024 | 01/01/24 | 3/15/2019 | Accredited | |
| 31.51.0904.02 | EMERGENCY MEDICAL TECHNICIAN | 2.1 C1 | CAAHEP | 3/15/2019 | 3/15/2024 | 01/01/24 | 3/15/2019 | Accredited | |
| 31.51.0909.00 | SURGICAL TECHNOLOGY | 2.3 AAS | CAAHEP | 1/1/2016 | 5/17/2019 | 01/01/24 | 5/20/2019 | Accredited | |
| 31.51.1099.01 | POLYSOMNOGRAPHY TECHNOLOGY | 2.2 C1 | CAAHEP | 1/1/2015 | 1/1/2025 | 01/01/25 | 5/18/2015 | Accredited | |
| 31.51.1004.00 | MEDICAL LABORATORY TECHNOLOGY | 2.3 AAS | NAACLS | | | | | Seeking | New program fall 2020, accreditation expected fall 2022, initial site visit positive outcomes |
| 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | 2.3 AAS | CAHIIM | Ongoing | Ongoing | Ongoing | 3/4/2019 | Accredited | |
| 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | 2.3 AAS | CAPTE | 8/1/2010 | 8/1/2020 | 01/01/24 | 04.01.2020 | Accredited | |
| 31.51.1801.00 | VISION CARE TECHNOLOGY | 2.3 AAS | COA | 1/1/2014 | 1/1/2020 | 01/01/25 | 9/24/2014 | Accredited | |
| 31.51.0908.00 | RESPIRATORY CARE | 2.3 AAS | COARC | 2021 | 2031 | 2031 | | Accredited | |
| 31.51.0602.00 | DENTAL HYGIENE | 2.3 AAS | CODA | 1/1/2014 | 1/1/2021 | 11/17/20 | 8/12/2014 | Accredited | Delayed due to COVID. Self-study has already been submitted. See accreditation worksheet. |
| 31.51.3501.00 | MASSAGE THERAPY | 2.2 C1 | COMTA | 1/1/2017 | 1/1/2024 | 01/01/24 | 7/24/2017 | Accredited | |
| 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | 2.3 AAS | JRCERT | 1/1/2014 | 5/1/2022 | 01/01/22 | 10/3/2018 | Accredited | |
| 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | 2.3 AAS | NAYEC | 2021 | 2027 | 2027 | Aug 9 2021 | Accredited | |

| Embedded Programs* | | | | |
|--------------------|---------------------------|--------|---------------|---------------------------------|
| 2020 CIP | Embedded Program Name | Level | Assoc CIP | Associate Degree Program |
| 06.11.0103.00 | COMPUTER INFORMATION TECH | 2.1 C1 | 06.11.0103.00 | COMPUTER INFORMATION TECHNOLOGY |
| 09.15.0403.00 | MECHATRONICS | 2.2 C1 | 09.15.0403.00 | MECHATRONICS TECHNOLOGY |
| 09.15.0615.00 | CHEMICAL ENGINEERING TECH | 2.2 C1 | 09.15.0615.00 | CHEMICAL ENGINEERING TECHNOLOGY |
| 12.19.0706.01 | EARLY CHILDHOOD EDUCATION | 2.2 C1 | 12.19.0706.00 | EARLY CHILDHOOD EDUCATION |
| 31.51.0999.01 | MEDICAL CODING | 2.2 C1 | 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY |
| 32.52.0201.01 | BUSINESS OWNERSHIP | 2.2 C1 | 32.52.0201.01 | BUSINESS |

*Embedded Programs are technical certificates whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program. The related degree program assumes responsibility for quality control and assurance.

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 3: Academic Programs, Program Evaluation

This Academic Program standard is designed to provide incentives for institutions to achieve and maintain program excellence through external evaluation. A program is defined as nonaccreditable if there is no recognized national agency which accredits programs for that field and degree level.

Roane State Community College



Points Possible: 10
Points Earned: 7

Year: 2021-22

| Undergraduate Programs | | | | | | | | | | | | | |
|------------------------------|---------------------------------------|------------|-------------------|------------------|-------------------|--------------|-----------------|----------------|-------------|-------------|-------------|-------------|----------|
| 2020 CIP | Academic Program | Degree | 2015-20 Eval Type | 2015-20 Eval Avg | 2020-25 Eval Type | 2020-25 Year | Total Standards | "NA" Standards | Rating of 0 | Rating of 1 | Rating of 2 | Rating of 3 | Average* |
| 31.51.2202.00 | ENVIRONMENTAL HEALTH TECH | 2.3 AAS | AA | 2.2 | AA | 2020-21 | 22 | | 1 | 8 | 9 | 4 | 1.73 |
| 16.24.0101.01 | UNIVERSITY PARALLEL HEALTH SCIENCES | 2.3 AA, AS | AA | 2.7 | AA | 2021-22 | 22 | | | | 1 | 21 | 2.96 |
| 31.51.9999.01 | | 2.3 AAS | AA | 2.1 | AA | 2022-23 | | | | | | | |
| 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS | 2.3 AAS | AA | 2.3 | AA | 2022-23 | | | | | | | |
| 31.51.2706.00 | MEDICAL INFORMATICS | 2.3 AAS | AA | 2.5 | AA | 2022-23 | | | | | | | |
| 31.51.0904.02 | EMERGENCY MEDICAL TECHNICIAN | 2.1 C1 | AA | 1.5 | AA | 2023-24 | | | | | | | |
| 31.51.0904.03 | ADVANCED EMERGENCY MEDICAL TECHNICIAN | 2.1 C1 | AA | 1.5 | AA | 2023-24 | | | | | | | |
| 08.13.0101.00 | TEACHING | 2.3 AST | AA | 2.5 | AA | 2024-25 | | | | | | | |
| 16.24.0101.01 | SACRED MUSIC (new 2021) | 2.1 C1 | -- | -- | AA | 2024-25 | | | | | | | |
| 27.43.0104.00 | CRIMINAL JUSTICE | 2.3 AAS | PR | 3.0 | PR | 2024-25 | | | | | | | |
| Undergraduate Programs Total | | | | | | | 44 | 0 | 1 | 8 | 10 | 25 | 2.34 |

| Embedded Programs** | | | |
|---------------------|--------------------------------|---------------|---------------------------------------|
| 2020 CIP | Certificate Program | 2020 CIP | Assoc Program |
| 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS | 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS |
| 31.51.0604.04 | Emergency Medical Technician | 31.51.0904.03 | Advanced Emergency Medical Technician |

| Academic Audit (AA) Rubric | |
|----------------------------|----------|
| Not Evident | 0 Points |
| Emerging | 1 Point |
| Established | 2 Points |
| Highly Developed | 3 Points |

| Program Review (PR) Rubric | |
|----------------------------|----------|
| Poor | 0 Points |
| Fair | 1 Point |
| Good | 2 Points |
| Excellent | 3 Points |

| Academic Audit Standards | | |
|--------------------------|---------|------------|
| Level | Initial | Subsequent |
| Undergraduate | 20 | 22 |

| Program Review Standards | |
|---------------------------|-----------|
| Level | Standards |
| Certificate and Associate | 25 |

*Average calculated by multiplying the count of standards with a Rating of 0, 1, 2 and 3 by the number of points attributed to each rating divided by the total number of applicable standards.

**Embedded Programs are technical certificates whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program. The related

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 4: Institutional Satisfaction

This Institutional Satisfaction Standard is designed to provide incentives for institutions to improve the quality of undergraduate programs as evaluated by surveys of students at different points in their academic career.

Roane State Community College



Schedule

Year 1: Community College Survey of Student Engagement
Year 2: Survey of Entering Student Engagement (SENSE) & Qualitative Report
 Year 3: Community College Survey of Student Engagement
 Year 4: Alumni Survey or SENSE
 Year 5: Comprehensive Satisfaction Report

Quantitative Points Earned 7
 Qualitative Points Earned 3
Total Points : 10

Year: 2021-22

| Community College Survey of Student Engagement | | | | | |
|---|---------------------------------|-------------|-------------|---------------|-----------|
| SENSE Survey Items | Theme | Institution | Peer Group* | Effect Size** | Points |
| 18a. The very first time I came to this college I felt welcome | early connections | 4.14 | 4.06 | | 1 |
| 18b. The instructors at this college want me to succeed | high expectations | 4.38 | 4.32 | | 1 |
| 18d. I was able to meet with an academic advisor at times | engaged learning | 4.33 | 3.87 | 0.48 | 1 |
| 18e. An advisor helped me to select a course of study, program, or major | clear academic plan and pathway | 4.18 | 3.87 | 0.29 | 1 |
| 18f. An advisor helped me to set academic goals and to create | clear academic plan and | 3.95 | 3.44 | 0.45 | 1 |
| 18g. An advisor helped me to identify the courses I needed to | clear academic plan and | 4.43 | 4.04 | 0.39 | 1 |
| 18h. A college staff member talked with me about my | clear academic plan and | 3.37 | 2.99 | 0.31 | 1 |
| 18i. The college provided me with adequate information about | early connections | 3.84 | 3.55 | 0.25 | 1 |
| 18j. A college staff member helped me determine whether I | early connections | 3.6 | 3.12 | 0.4 | 1 |
| 18l. All instructors clearly explained academic and student | academic and social | 4.06 | 3.94 | | 1 |
| 18m. All instructors clearly explained course grading policies | academic and social | 4.33 | 4.26 | | 1 |
| 18n. All instructors clearly explained course syllabi | academic and social | 4.41 | 4.35 | | 1 |
| 18o. I knew how to get in touch with my instructors outside of class | academic and social support | 4.45 | 4.31 | | 1 |
| 18p. At least one college staff member (other than an instructor) learned my name | early connections | 3.69 | 3.34 | | 1 |
| 18q. At least one other student whom I didn't previously know | academic and social | 4.15 | 3.91 | | 1 |
| 18r. At least one instructor learned my name | academic and social | 4.32 | 4.23 | | 1 |
| 18s. I learned the name of at least one other student in most of my classes | academic and social support | 4.35 | 4.1 | | 1 |
| 19a. Ask questions in class or contribute to class discussions | engaged learning | 3.09 | 2.83 | 0.3 | 1 |
| 19b. Prepare at least two drafts of a paper or assignment before turning it in | engaged learning | 2.27 | 2.12 | | 1 |
| 19e. Participate in supplemental instruction (extra class | engaged learning | 1.67 | 1.47 | 0.25 | 1 |
| 19g. Work with other students on a project or assignment during class | engaged learning | 2.45 | 2.26 | | 1 |
| 19h. Work with classmates outside of class on class projects or assignments | engaged learning | 2.05 | 1.49 | 0.68 | 1 |
| 19i. Participate in a required study group outside of class | engaged learning | 1.65 | 1.24 | 0.65 | 1 |
| 19j. Participate in a student-initiated (not required) study group | engaged learning | 1.49 | 1.26 | 0.35 | 1 |
| MySpace, class website, etc.) to communicate with an instructor about coursework | engaged learning | 2.81 | 2.39 | 0.39 | 1 |
| 19m. Discuss an assignment or grade with an instructor | engaged learning | 2.19 | 2.08 | | 1 |
| 19n. Ask for help from an instructor regarding questions or | engaged learning | 2.51 | 2.35 | | 1 |
| 19o. Receive prompt written or oral feedback from instructors on | engaged learning | 2.92 | 2.44 | 0.47 | 1 |
| 19q. Discuss ideas from readings or classes with instructors | engaged learning | 1.93 | 1.56 | 0.42 | 1 |
| 19r. Discuss ideas from your readings or classes with others | engaged learning | 2.57 | 2.1 | 0.43 | 1 |
| 20.3a. Academic advising/planning | clear academic plan and | 2.7 | 2.48 | 0.38 | 1 |
| 20.3b. Career counseling | academic and social | 2.66 | 2.44 | | 1 |
| 20.3f. Writing, math, or other skill lab | engaged learning | 2.76 | 2.48 | | 1 |
| 20.3g. Financial assistance advising | academic and social | 2.7 | 2.46 | 0.38 | 1 |
| 20.3j. Transfer credit assistance | academic and social | 2.71 | 2.34 | | 1 |
| 21a. I learned to improve my study skills (listening, note taking, | effective track to college | 4.29 | 3.99 | 0.33 | 1 |
| 21b. I learned to understand my academic strengths and | effective track to college | 4.28 | 3.97 | 0.36 | 1 |
| 21c. I learned skills and strategies to improve my test-taking | effective track to college | 4.06 | 3.64 | 0.4 | 1 |
| Total | | | | | 38 |

*Peer group determined by the Center for Community College Student Engagement based on institutional enrollment size during the administration term.

**Effect Size: Center for Community College Student Engagement considers a difference in mean to be significant when there is an effect size of .20 or greater.

Year 2 Qualitative Analysis Report

| | | |
|---|------------------------|----------------------|
| Institutions are to engage with survey data to identify institutional strengths and weaknesses in engagement among student in different stages of their academic careers. | Points Possible | Points Earned |
| National Peer Analysis: Analysis of CCSSE and SENSE data and findings including strengths and weaknesses in engagement of students as compared to their national peers. | 1 | 1 |
| Campus Analysis: Analysis of CCSSE and SENSE data and findings including strengths and weaknesses related to engagement of students in early and late states of their academic careers at the college. | 2 | 2 |
| Total | 3 | 3 |

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 5: Student Equity

The Student Equity standard is designed to incentivize institutions to qualitatively and quantitatively improve outcomes for populations historically underserved in higher education in alignment with the Tennessee Higher Education Master Plan. The standard directs institutions to enhance the quality of student services and institutional support to increase equity in student outcomes.

Roane State Community College



Population: Low Income Students

Maximum Points: 10
Points Earned: 7

Year: 2021-22

| Freshman, Full-time, Fall to Fall Retention | | | | | | | |
|---|---------|---------|---------|----------|--------------|---------|--------|
| Year | AY 1 | AY 2 | AY 3 | 3 Yr Avg | Reporting AY | Percent | Points |
| Year 1 | 2016-17 | 2017-18 | 2018-19 | 3 Yr Avg | 2019-20 | Percent | Points |
| | 58% | 52% | 58% | 56% | 56% | 100.0% | 6 |
| Year 2 | 2017-18 | 2018-19 | 2019-20 | 3 Yr Avg | 2020-21 | Percent | Points |
| | 52% | 58% | 56% | 55% | 49.8% | 89.7% | 3 |
| Year 3 | 2018-19 | 2019-20 | 2020-21 | 3 Yr Avg | 2021-22 | Percent | Points |
| Year 4 | 2019-20 | 2020-21 | 2021-22 | 3 Yr Avg | 2022-23 | Percent | Points |
| Year 5 | 2020-21 | 2021-22 | 2022-23 | 3 Yr Avg | 2023-24 | Percent | Points |

Year 2: Action Plan

| Institutions will submit a strategic Action Plan that seeks to increase graduates from an identified target student population by improving the quality of services provided and student experiences along with the overall number of graduates from the target student population. | Max Points | Points Earned |
|--|------------|---------------|
| Objectives: Institutions will develop objectives with specific details, informed by the Self-Assessment, longitudinal institutional data, and feedback from the target student population from year 1 (2020-21). | 1 | 1 |
| Indicators: Institutions will develop success indicators are clearly defined and evidence demonstrating progress towards objectives are described clearly. | 1 | 1 |
| Strategy for Achievement: Institutions will develop a Strategic Plan with goals and benchmarks for the following areas that are detailed and intentional with the justification for likelihood of success clearly articulated. <ul style="list-style-type: none"> Recruiting, engaging, and graduating students from the selected target population informed by evidenced-based best practices and research. Incorporating feedback from the selected student population into current institutional policies and/or practices. Improving the quality of services, supports, and overall campus climate for the target student population. Incorporating engagement of diverse perspectives among all students and faculty in course curriculum and across campus. Increasing the quantity of graduates from the target student population. | 2 | 2 |
| Total | 4 | 4 |

Year 1: Self Assessment

| Institutions will submit a Self-Assessment that includes the current state of access and success for the target student population including baseline quantitative and qualitative | Max Points | Points Earned |
|--|------------|---------------|
| Comprehensive introduction to the campus environment for students of the target population | 1 | 1 |
| Thorough analysis of baseline data of the target student population | 1 | 1 |
| In-depth analysis of qualitative measures | 2 | 2 |
| Total | 4 | 4 |

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 6: TN Job Market Placement Rate

The Tennessee Job Market Graduate Placement standard is designed to provide incentives for community colleges to continue to improve job placement of graduates.

Roane State Community College



Maximum Points: 10
Points Earned: 10

Methodology Update: The original methodology approved by THEC in May 2020 for calculation of the TN Job Market Placement rate focused on non-University Parallel associate degree graduates. Success is defined as working full-time at least one quarter after graduation with no unemployment claims. In May 2022, THEC approved the updated methodology that shifts focus away from a graduate's necessity to file for unemployment to graduates being continuously employed. The continuous employment approach encompasses more of the mission of community colleges by expanding the scope to all community college graduates awarded a technical certificate or associates degree. Success is defined as those graduates who are employed, full-time or part-time, at least three of the four quarters after graduation. The continuous employment approach focuses on the ability of graduates to obtain and maintain employment rather than the need for graduates to file for unemployment.

Scoring Update: The updated methodology focuses on growth in the rate attained by an institution rather than to the rate achieved in a particular year. The scoring table will remain the same as was approved in May 2020; only the means of rate calculation for scoring purposes is altered.

| TN Job Market Placement: Updated Calculation Methodology | | | | | | | |
|--|---------|---------|---------|----------|--------------|---------|--------|
| Year | AY 1 | AY 2 | AY 3 | 3 Yr Avg | Reporting AY | Percent | Points |
| QAF Year 2: 2021-22 | 2016-17 | 2017-18 | 2018-19 | 3 Yr Avg | 2019-20 | Percent | Points |
| | 74.8% | 71.9% | 71.4% | 72.7% | 76.2% | 104.8% | 10 |
| QAF Year 3: 2022-23 | 2017-18 | 2018-19 | 2019-20 | 3 Yr Avg | 2020-21 | Percent | Points |
| | | | | | | | |
| QAF Year 4: 2023-24 | 2018-19 | 2019-20 | 2020-21 | 3 Yr Avg | 2021-22 | Percent | Points |
| | | | | | | | |
| QAF Year 5: 2024-25 | 2019-20 | 2020-21 | 2021-22 | 3 Yr Avg | 2022-23 | Percent | Points |
| | | | | | | | |

| Graduates for Analysis | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|--------------|--------------|--------------|--------------|---------|---------|---------|
| Graduates (all associate degrees & technical certificates) | 989 | 1119 | 1098 | 1101 | | | |
| Graduates remaining in higher education | 462 | 435 | 438 | 442 | | | |
| Total Graduates for Analysis | 527 | 684 | 660 | 659 | | | |
| Graduates Employed at least 3 Quarters (full-time or part-time) | 394 | 492 | 471 | 502 | | | |
| TN Job Market Employment Rate | 74.8% | 71.9% | 71.4% | 76.2% | | | |

Original Methodology NO LONGER IN USE

| Graduates | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|---------|---------|
| Total Graduates* | 768 | | | | |
| Graduates Enrolled in 2-Year Institution | 85 | | | | |
| Graduates Enrolled in 4-Year Institution | 93 | | | | |
| Graduates Employed Part-time | 34 | | | | |
| Graduates Engaged in Tennessee Job Market | | | | | |
| Graduates with Unemployment Claim | 44 | | | | |
| Graduates Employed Full-time | 420 | | | | |
| Total Graduates Engaged in TN Job Market | 464 | | | | |
| TN Job Market Graduate Placement Rate | 90.5% | | | | |

* Total Graduates equals the graduates for academic year, excluding University Parallel (16.24.0101) and Professional Studies (16.24.0102) degrees and certificates.

**Tennessee Job Market Graduate Placement Rate is calculated by dividing the Graduates Employed Fulltime by the Graduates Engaged in the Tennessee Job Market.

**Tennessee Higher Education Commission
2020-25 Quality Assurance Funding**

Standard 7: Student Access and Success

The Student Access and Success standard is designed to provide incentives for institutions to increase the percentage or number of graduates from select focus populations.

Roane State Community College



Maximum Points: 20
Points Earned: 19

Year 1: 2020-21

| | Focus Population | 2016-17 | 2017-18 | 2018-19 | 3 Yr Avg | 2019-20 | Percent Attained | Points Earned |
|---|----------------------------|----------------|----------------|----------------|-----------------|----------------|-------------------------|----------------------|
| 1 | First Generation* | 25.5 | 27.7 | 28.9 | 27.3 | 27.3 | 100.0% | 5 |
| 2 | High Need Academic Program | 355 | 457 | 428 | 413.3 | 390 | 94.4% | 4 |
| 3 | Low-Income* | 25.1 | 28.8 | 29.6 | 27.8 | 29.8 | 107.1% | 5 |
| 4 | SPARC Counties* | 24.4 | 28.3 | 28.3 | 27.0 | 29.1 | 107.9% | 5 |

*Calculated as awards per 100 FTE

| | Federal CIP of Academic Area | 2016-17 | 2017-18 | 2018-19 | 3 Yr Avg | 2019-20 |
|--|-------------------------------------|----------------|----------------|----------------|-----------------|----------------|
| | 08. Computer Information Technology | 8 | 5 | 8 | 7 | 9 |
| | 15. Engineering Technologies | 3 | 10 | 27 | 13 | 24 |
| | 51. Health Professions | 344 | 442 | 393 | 393 | 357 |
| | Total | 355 | 457 | 428 | 413 | 390 |

Year 2: 2021-22

| | Focus Population | 2017-18 | 2018-19 | 2019-20 | 3 Yr Avg | 2020-21 | Percent Attained | Points Earned |
|---|----------------------------|----------------|----------------|----------------|-----------------|----------------|-------------------------|----------------------|
| 1 | First Generation* | 27.7 | 28.9 | 27.3 | 28.0 | 30.0 | 107.2% | 5 |
| 2 | High Need Academic Program | 457 | 428 | 390 | 425.00 | 407 | 95.8% | 4 |
| 3 | Low-Income* | 28.8 | 29.6 | 29.8 | 29.38 | 33.3 | 113.5% | 5 |
| 4 | SPARC Counties* | 28.3 | 28.3 | 29.1 | 28.56 | 32.7 | 114.6% | 5 |

*Calculated as awards per 100 FTE

| | Federal CIP of Academic Area | 2017-18 | 2018-19 | 2019-20 | 3 Yr Avg | 2020-21 |
|--|-------------------------------------|----------------|----------------|----------------|-----------------|----------------|
| | 08. Computer Information Technology | 5 | 8 | 9 | 7.3 | 16 |
| | 15. Engineering Technologies | 10 | 27 | 24 | 20.3 | 62 |
| | 51. Health Professions | 442 | 393 | 357 | 397.3 | 329 |
| | Total | 457 | 428 | 390 | 425.0 | 407 |

| Institution | Population | FTE 2016-17 | FTE 2017-18 | FTE 2018-19 |
|-------------------------------|-------------------|-------------|-------------|-------------|
| Roane State Community College | County: Campbell | 250.1 | 240.9 | 253.8 |
| Roane State Community College | County: Fentress | 108.6 | 104.2 | 104.6 |
| Roane State Community College | County: Morgan | 210.6 | 209.3 | 193.1 |
| Roane State Community College | County: Scott | 235.1 | 202.5 | 201.6 |
| Roane State Community College | First Generation | 1338.2 | 1302.0 | 1357.2 |
| Roane State Community College | High Need Program | | | |
| Roane State Community College | Low Income | 2526.8 | 2335.8 | 2379.1 |
| Roane State Community College | SPARC | 804.5 | 756.8 | 753.1 |

| FTE 2019-20 | FTE 2020-21 | Grads 2016-17 | Grads 2017-18 | Grads 2018-19 | Grads 2019-20 | Grads 2020-21 |
|-------------|-------------|---------------|---------------|---------------|---------------|---------------|
| 254.1 | 224.9 | 54 | 77 | 64 | 74 | 73 |
| 96.4 | 78.7 | 35 | 26 | 26 | 27 | 19 |
| 189.0 | 175.3 | 57 | 50 | 58 | 54 | 64 |
| 192.4 | 159.9 | 50 | 61 | 65 | 58 | 53 |
| 1324.0 | 1194.8 | 341 | 360 | 392 | 353 | 358 |
| | | 355 | 457 | 428 | 390 | 407 |
| 2323.0 | 1988.5 | 634 | 672 | 704 | 692 | 663 |
| 731.8 | 638.7 | 196 | 214 | 213 | 213 | 209 |

| APFTE2016-17 | APFTE 2017-18 | APFTE 2018-19 | APFTE 2019-20 | APFTE 2020-21 |
|--------------|---------------|---------------|---------------|---------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 25.5 | 27.7 | 28.9 | 26.7 | 30.0 |
| | | | | |
| 25.1 | 28.8 | 29.6 | 29.8 | 33.3 |
| 24.4 | 28.3 | 28.3 | 29.1 | 32.7 |

| Date | Entered by | Action | Notes | Complete |
|-----------|-------------|----------------|---|----------|
| 7/29/2021 | Jeff Tinley | None | For programs that received site visits, but are waiting on decisions from accreditors, I did not complete a Form E. I can do so if needed. | |
| 7/29/2021 | Jeff Tinley | Move ALHS AAS | The college requested that TBR move the audit for the Allied Health Science AAS to 2022-23. This request was granted approval by TBR>. | |
| 7/27/2021 | Jeff Tinley | Dental Hygiene | Site visit was completed in fall 2021. I did not complete a Form E because the program remains accredited. Site visit for reaccreditation was delayed due to COVID-19 | |
| 7/29/2022 | Jeff Tinley | Chemical Tech | Added a FORME | |