

**Performance Funding Annual Report
2000-2001**

Points Awarded: 92 out of 100

Summary of Points Awarded

STANDARD ONE – Assessment		Possible Points	Points Awarded
General Education			
Standard 1.A:	General Education Outcomes	15	11
Standard 1.B:	Pilot Evaluations of General Education Outcomes	5	5
Program Accountability			
Standard 1.C.1:	Accreditation of Academic Programs	10	10
Standard 1.C.2:	Program Review (Undergraduate)	5	5
Major Field Assessment			
Standard 1.C.2:	Major Field Testing	15	15
STANDARD TWO – Student Satisfaction			
Standard 2.A:	Enrolled Student Survey	10	6
STANDARD THREE – Planning and Collaboration			
Standard 3.A:	Mission Distinctive Institutional Goals	5	5
Standard 3.B:	State Strategic Plan Goals	5	5
STANDARD FOUR – Student Outcomes & Implementation			
Output Attainment			
Standard 4.A.1:	Retention and Persistence	5	5
Standard 4.A.2:	Job Placement	15	15
Assessment Implementation			
Standard 4.B:	Self Study/Implementation	10	10

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Standard 1.A: General Education Outcomes

Points Table (Particip 1B)	
Above Norm	11
Below Norm	8
Additional Points	1
Max Points	15

Roane State Community College		Points Awarded: 11			
Test Type	ETS	<i>Notable Change Criteria</i>			
Total Eligible Grads:	654	CBASE	4		
No. Grads Tested:	426	CCTST	1.7		
		ETS	2		
			65%		
Current Cycle Data Trends					
Mean Score	2000-01	2001-02	2002-03	2003-04	2004-05
Institution	444.2				
National	443.2				
Diff (I-N)	1.0				
Diff (I-P)	n/a				
Pctile	47%				
Option 1: Comparison to National Norm Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11				
Additional					
Total	11				
Option 2: Comparison to Previous Inst Score Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	8.67				

Additional					
Total	8.67				

Previous Cycle Information (Option 2 - Year 1)

Average Points	9
Last Inst Score (1999-00)	n/a

Option 3: Comparison to Percentile Ranking

Points	2000-01	2001-02	2002-03	2003-04	2004-05
Total	0				

INSTITUTIONAL COMMENTS (OPTIONAL):

Please note RSCC administered the ETS, Academic Profile Exam (short version) for the first time in spring 2001 (graduates were tested using the CBASE in fall 2000). However, only academic profile scores are used in this template for scoring. There is no baseline score for this institution for comparison, only national norm-referenced data for two-year institutions. Since our students scored above the reported national norms, 11 points are being requested under Option 1.

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 Standard 1.B: Pilot Evaluations of General Ed Outcomes

Roane State Community College	Points
Is Institution Participating in Pilot Evaluations of General Education Outcomes?	Y
Please include a copy of the progress report of pilot evaluation project (name of file, if applicable)	Pilot Evaluation Report Attached
POINTS AWARDED:	5

INSTITUTIONAL COMMENTS (OPTIONAL):

Please see attached general education pilot formative/summary progress report for academic year 2000-01.

THEC Performance Funding, Standard 1.B

Pilot Evaluation: Assessment of General Education Learning Outcomes

BACKGROUND AND PURPOSE

The Tennessee Higher Education Commission provides institutions an opportunity to experiment with alternate or supplementary methods of evaluating student general education learning outcomes. Roane State Community College (RSCC) elected to participate in a pilot evaluation to supplement foundation testing in an effort to assess general education competencies. As a result, Roane State's General Education Assessment Committee began reviewing institutional mission and strategic goals in terms of college expectations for general education foundation knowledge and skills. This committee has been charged with reviewing and strengthening institutional planning, implementation and evaluation of general education competency-based instruction. The committee began by examining past and future methodologies used to assess whether student outcomes for general education were being achieved.

Over the past several years, the General Education Committee has been reviewing, developing, and experimenting with methods of general education assessment in an effort to strengthen existing and future evaluation practices of general education competencies.

- In 1999-2000, the Committee recommended that the College Base test be replaced by the short version of the Academic Profile exam as the standardized test of graduates' general education outcomes. The committee, in consultation with faculty, determined that the Academic Profile was a testing instrument that would better reflect RSCC students' knowledge and skills, since it relies more on contextual critical thinking and reading and less on isolated recall of information. The Academic Profile exam was instituted as the standardized test instrument to be used for the Performance Funding Program. The exam was first administered during spring 2001 and will remain the testing instrument throughout the 2000-2005 cycle.
- During this time, the General Education Committee also investigated and implemented several assessment pilots in an effort to select one that might best combine ease of implementation with the production of easily quantified college-wide results. Past efforts included a pilot portfolio assessment (1998-99) and, most recently (1999-00), pilot pre-and-post testing in English and History courses. In this pre/post test pilot both objective and essay questions were used. Committee members noted that while essay questions were more informative about students' learning, the scoring of essay questions was time consuming and too subjective. The difficulties in quantifying the results of essay tests were similar to the problems encountered in assessing student portfolios.

The Committee determined that a more comprehensive pre-test/post-test pilot was needed and recommended that pre/post tests be administered to a wider sample of students in order to produce more useful assessment results.

GENERAL EDUCATION ASSESSMENT PILOT 2000-2001

The means chosen by the General Education Assessment Committee to expand and enhance the pre/post pilot is to supplement the Academic Profile Exam with locally constructed questions that

can be administered on a pre/post test basis. Entering students will be tested for general education competencies and their scores compared to a matched cohort upon completion of a degree program.

During this foundation year of the Performance Funding cycle, the Committee, working with faculty in the divisions, began to develop a framework for the pilot, including the following activities and initiatives:

1. Introduce faculty to the expanded pilot

During Fall and Spring In-Service, faculty forums were held to:

- present the results of the earlier faculty pre/post testing of individual course sections
- familiarize faculty with the different test methodologies employed in the College Base Exam and the Academic Profile Exam
- outline the Committee's recommendations for a more comprehensive and quantifiable pre/post testing

2. Determine impact of added questions to overall administration of Academic Profile Exam

The short version of the Academic Profile Exam was selected to replace the College Base Exam, in part, because the Committee believed that the 40-minute timeframe for test completion was more conducive to student motivation. While ETS permits the addition of up to 50 local multiple-choice questions, the Committee was concerned that the addition of almost 40% more questions than were on the standardized exam would counteract the advantages gained by the shortened test. Thus, the Committee determined that a maximum of 20 questions would be added to ensure that the overall test would be limited to a 60-minute timeframe.

The Committee also engaged in much discussion about the relationship between the standardized questions and the locally-constructed questions, finally concluding that any overlap with the core test would make no material difference to the local analysis of general education outcomes as assessed by the pre/post test questions.

3. Develop parameters for locally constructed questions

The General Education Assessment Committee studied samples of the Academic Profile Exam in order to become familiar with the backdrop against which locally-constructed test questions would be set. The Committee noted that while the Academic Profile includes questions in the areas of science, math, humanities, history/political science, grammar, reading and writing on a roughly equal basis, the division among subject areas is often hazy, and the test as a whole is weighted towards reading and writing.

After examining the core Academic Profile Exam, the Committee concluded that a bank of locally-constructed questions should be developed from the RSCC General Education disciplines (Math, Science, English, Music, Art, History, Psychology, Sociology, and Political Science) with selective overlap in complementary fields. (Such a question might combine testing for English competencies as well as those in the fields of music or art.) The Committee recommended that academic disciplines each develop 20 questions

from which the final bank of 20 could be selected. This would also provide academic departments with a pool of questions that could potentially be used for other departmental assessments.

RECOMMENDATIONS FOR IMPLEMENTATION 2001-2002

The General Education Assessment Committee recommends that:

1. An expert in test construction be invited to consult with the General Education Assessment Committee and faculty volunteers on the most effective construction of questions.
 - Faculty will bring to the test bank workshops prioritized competencies within their disciplines for which questions are to be developed. Discussion will also include effective means of testing for levels of difficulty within competencies.
2. A selected sample of students be administered the pre-test of locally-constructed questions assessing general education competencies
 - The sample will be selected from Orientation classes during spring semester, 2002.
3. Results of pre-testing (#2 above) be widely shared with faculty in order to promote discussion and possible instructional revisions based upon identified deficiency trends
4. Results of ongoing assessments in the academic divisions be widely shared with faculty in order to promote discussion and possible adaptation
 - Examples include:
 - post-testing in Algebra courses
 - assessment of Minority students taking Compass test against progress in developmental studies courses

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Standard 1.C.1: Accreditation of Academic Programs

Roane State Community College	
No. Accreditable:	10
No. Accredited:	10
Percent Accredited:	100%
POINTS AWARDED:	10

Roane State Community College		Accreditable Programs		
Major Code	Major Name	Degree(s)	Accredited?	Year of accr.
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	Yes	2000-01
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	Yes	2005-06
31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	Yes	2003-04
31.51.0707.00	MEDICAL RECORDS TECH	2.3.AAS	Yes	2000-01
31.51.1601.00	NURSING	2.3.AAS	Yes	2006-07
31.51.1801.00	OPTICIANRY	2.3.AAS	Yes	2002-03
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	Yes	2000-01
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	Yes	2006-07
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	Yes	2000-01
31.51.0803.00	OCCUPATIONAL THER ASST	2.3.AAS	Yes	2005-06
07.12.0405.00	SOMATIC THERAPY	2.1.C1	TBA	TBA
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	TBA	TBA
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	TBA	TBA

INSTITUTIONAL COMMENTS (OPTIONAL):

Physical Therapy Assistant Program: The program continues to be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and confirmation of this was received December 21, 2000. The letter from CAPTE confirming program accreditation is included in this report.

Dental Hygiene Program: As a result of the June 1, 2001 progress report the Commission on Dental Accreditation adopted a resolution to change the program's accreditation status from approval with reporting requirements to approval without reporting requirements. A letter confirming this accreditation action is included in this report.

Respiratory Therapy Assistant Program: The program site visit occurred in November 2000. The program remains accredited and continues to prepare for their next annual report due in April 2002. A letter confirming continued accreditation is included in this report.

Health Information Technology (HIT) program: The program [Note: listed above as Medical Records Tech] continues to be accredited and recently underwent the reaccreditation process. HIT submitted a Report of Current Status in November 2001. The American Health Information Management Association (AHIMA) requested additional materials for review after submission of the Report of Current Status. AHIMA is in the process of making a re-accreditation recommendation. The program was scheduled for final Council on Accreditation review on August 10, 2001; however, final notification of accreditation status may take up to 13 months past this date to complete. Supporting documentation is included in this report.

UPDATES:

Somatic Therapy Program: A self-study report was submitted in July 2001 and a site visit is scheduled for October 29-30, 2001.

Paralegal Studies/Legal Assisting Program: The program is currently in the process of submitting a self-study report to the American Bar Association (ABA). A site visit has not been scheduled as of this date. This program has not been approved by the ABA at this time, but a site visit and approval is expected in 2002. Please note that the ABA only "approves" paralegal programs (only law schools are "accredited"). The ABA insists that institutions not use "accreditation" in conjunction with their evaluation of our program nor report to anyone that RSCC's program is in the process of being accredited. In other words, no entity currently accredits paralegal programs. The ABA approves certain programs, but this process is completely voluntary. Less than one-half of all paralegal programs in the U.S. even attempt approval. Supporting documentation outlining this approval process is included in this report.

Business Management Technology Program: The program is just beginning to explore the preliminary process of accreditation, which is scheduled for 2004-05. The Business Management Technology Program Coordinator attended the Association of Collegiate Business Schools and Programs regional conference to learn more about their accreditation process.

ADDITIONAL UPDATES:

Emergency Medical Technical (EMT) Paramedic Program: The program was granted continued accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). A letter from CAAHEP is included in this report confirming accreditation status.

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Standard 1.C.2: Program Review (Undergraduate)

Roane State Community College							
Reporting for Cycle:		Points Received					
Cumulative		5					
Major Field Code	Major Field Name	Degree	Year Reviewed	Total No. Standards	"NA" Standards	# Stand. Met	% Met
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2004-05				n/a
16.24.0101.01	GENERAL	2.3.AA	2001-02				n/a
16.24.0101.01	GENERAL	2.3.AS	2001-02				n/a
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	2001-02				n/a
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	2003-04				n/a
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	2000-01	26		26	100.0%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2000-01	26		26	100.0%
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	2002-03				n/a
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2002-03				n/a
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	2003-04				n/a
				52	0	52	100%



Additional Comments

The **Office Administration Program** (listed above as Office Information Tech.) includes both a certificate and A.A.S. Both were evaluated through a program review.

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Standard 1.D: Major Field Testing

Roane State Community College			Total Cumulative Score: 1.03				Points Received: 15			
Major Code	Major Name	Degree	Test Year	Test Code	No. Grads	No. Tested	Inst. Score	Comp. Score	Std Error	Wgt. Score
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	2001-02	002						0
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	2003-04	042						0
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	2004-05	035						0
31.51.0707.00	MEDICAL RECORDS TECH	2.3.AAS	2003-04	037						0
31.51.1601.00	NURSING	2.3.AAS	2002-03	029						0
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	2001-02	001						0
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2001-02	001						0
31.51.1801.00	OPTICIANRY	2.3.AAS	2004-05	062						0
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	2004-05	034						0
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2000-01	001	23	15	58.3	70	2.55	0
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	2002-03	036						0
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	2002-03	038						0
31.51.0803.00	OCCUPATIONAL THER ASST	2.3.AAS	2000-01	033	16	16	498.06	478.53	5.34	32
14.22.0103.00	LEGAL ASST	2.3.AAS	2003-04	056						0
TOTALS					39	31				1.03

INSTITUTIONAL COMMENTS:

Please see supporting documentation for major field testing scores.

Table 2C	
Score	Points
(999.00)	0
0.00	0
0.00	1
0.01	1
0.02	2
0.03	2
0.04	3
0.05	3
0.06	4
0.07	4
0.08	5
0.09	5
0.10	6
0.19	6
0.20	7
0.29	7
0.30	8
0.39	8
0.40	9
0.49	9
0.50	10
0.59	10
0.60	11
0.69	11
0.70	12
0.79	12
0.80	13
0.89	13
0.90	14
0.99	14
1.00	15
999.00	15

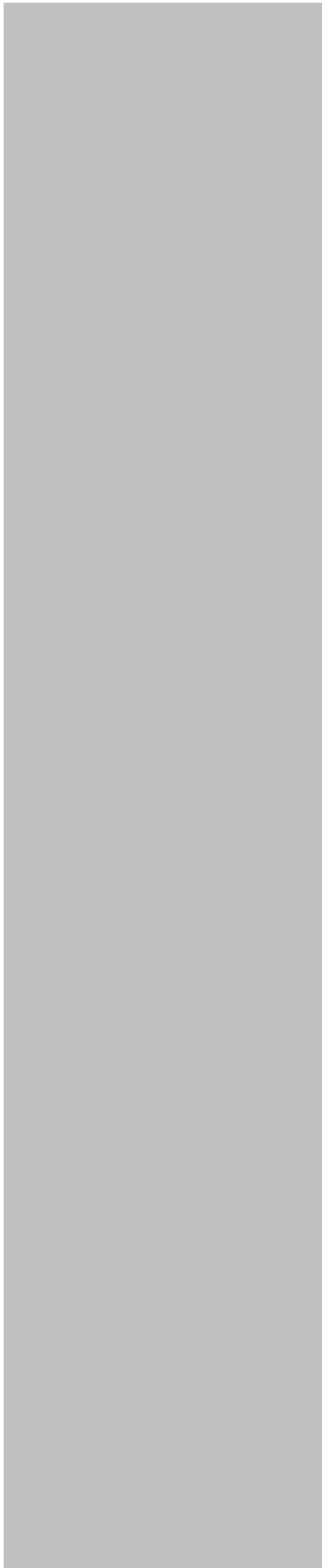
MAJOR FIELD TEST RESULTS	
Institution:	Roane State Community College
Program name:	Criminal Justice
Test Name:	Criminal Justice Program Test
Test Type:	Pass Rate
Number of student scores:	15
National Mean/Pass Rate:	#N/A
OR	
Previous Mean/Pass Rate:	70
Institutional Mean:	58.29
Standard deviation:	9.89
Standard error:	2.55
Inst'l Mean - Nat'l Mean:	-11.71
Final Score:	NA
Final Score (Pass Rate):	0
WEIGHTED SCORE	0

ENTER PROGRAM INFORMATION HERE

Institution:	Roane State Community College	+
Program name:	Criminal Justice	
Test name:	Criminal Justice Program Test	
Test type: (P=pass rate or leave blank)	p	
National Mean/ Pass Rate:		
OR		
Previous Mean/ Pass Rate:	70	

*Begin entering
scores here ==>*

86.1	1		773.21071
60	2		2.9127111
52.1	3		38.357378
63.6	4		28.160711
50.3	5		63.893378
46.6	6		136.73404
53.3	7		24.933378
60	8		2.9127111
47.2	9		123.06204
50.9	10		54.661378
67.3	11		81.120044
60	12		2.9127111
63.6	13		28.160711
55.2	14		9.5687111
58.2	15		0.0087111
	16		0
	17		0
	18		0
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	197		0
	198		0
	199		0
	200		0

1370.6093

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Standard 2.A: Enrolled Student Survey

Roane State Community College	Points
Total number of students enrolled in Spring 2001	4,555
No. of students surveyed	1,359
Number of successful question items	21
Points Received:	6

INSTITUTIONAL COMMENTS (OPTIONAL):

The enrolled student survey sample was representative of both institutional academic division enrollment numbers and RSCC's seven campus locations. Out of the 1,359 enrolled students surveyed there were 876 respondents yielding a response rate of 64.5%.

Table 2A.1

Score	Points
36	10
35	10
34	10
33	10
32	9
31	9
30	9
29	8
28	8
27	8
26	7
25	7
24	7
23	6
22	6
21	6
20	5
19	5
18	5
17	5
16	4
15	4
14	4
13	4
12	3
11	3
10	3
9	3
8	2
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

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Standard 3.A: Mission Distinctive Institutional Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2000-01 Attain	Percent Attained
1	To increase the number of cultural and educational programs and presentations that are open to students from the local K-12 systems and other members of the local communities. The number of programs and presentations will increase by 50% over the cycle.	10.0%	46.00%	100.0%
2	Increase on-line, Web-based or other computer assisted tools, process or services to enhance college-wide communication, service and learning activities by adding one such new technology based resource per year.	1	5	100.0%
3	Increase the number of students who transfer into public universities by 10% over the course of the cycle.	292	300	100.0%
<i>Average of goal attainments:</i>				100%
Total Points Awarded:			5	

Scoring Table 3.A.1

%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

**Tennessee Higher Education Commission
Performance Funding Program
Goal Submission Form
2000-01 through 2004-05**

This form is used by institutions to submit goals for consideration by the governing board and Commission staff which will be measured under the performance funding program. These goals and their associated benchmarks should be designed to challenge institutions to achieve attainable goals during the cycle. A separate form is needed for each goal submitted.

Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. Institutional Strategic Plan Goals

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

Goal Name: Increase programs & presentations open to K-12 students and the community **Goal No.:** 3.A.1

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

To increase the number of cultural and educational programs and presentations that are open to students from the local K-12 systems and other members of the local communities. The number of programs and presentation will increase by 50% over the course of the 5-year cycle.

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	Baseline is the number of programs offered during 1999-00 (26)
Year 1: 2000-01	Increase offerings by 10% over the baseline (29)
Year 2: 2001-02	Increase offerings by 20% over the baseline (31)
Year 3: 2002-03	Increase offerings by 30% over the baseline (34)
Year 4: 2003-04	Increase offerings by 40% over the baseline (36)
Year 5: 2004-05	Increase offerings by 50% over the baseline (39)

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

Roane State Community College
Standard 3.A - Goal 1

To increase the number of cultural and educational programs and presentations that are open to students from the local K-12 systems and other members of the local communities. The number of programs and presentations will increase by 50% over the course of the cycle.

Benchmark: 10%

In 1999-2000, Roane State Community College offered 26 cultural events open to the college community and to the public.

2000-2001 Progress toward Goal - Attained: 46%

In 2000-2001, the following 38 cultural and educational programs and presentations were offered:

"Books Without Borders" - Book Discussions with a Cultural Flavor (6)

Book discussions celebrating different cultures and heritages led by Roane State faculty and staff familiar with the customs, language and literature of the selected country.

September 25, 2000 Chilean literature and culture: "The House of the Spirits" by Isabel Allende

October 24, 2000 Chinese-American literature and culture: "The Joy Luck Club" by Amy Tan

November 28, 2000 Trinidad/Caribbean literature and culture: "The Lonely Londoners" by Sam Selvon

February 19, 2001 Cuban literature and culture: "Dreaming in Cuban" by Cristina Garcia

March 20, 2001 Indian literature and culture: "The God of Small Things" by Arundhati Roy

April 23, 2001 Coeur d-Alene Indian: "The Lone Ranger and Tonto Fistfight in Heaven" by Sherman Alexie

Roane State Playmakers Theatrical Productions (2)

November 9-11, 2000 "The Diviners" by Jim Leonard, Jr. (won Knoxville Area Theatre Coalition Award for "Best Small College Production")

April 5-7, 2001 "All in the Timing" by David Ives

Roane State Music Department Productions (5)

November 16-17, 2000 Holiday Choral Concert performed by RSCC Concert Choir

April 12-13, 2000 Spring Choral Concert performed by RSCC Concert Choir

December 1-2, 2000 Madrigal Dinner performed by RSCC Choral Department

April 27 - May 3, 2001 "Cotton Patch Gospel" performed by RSCC "Celebration!" Showchoir (including special performance for area middle & high school students)

May 17, 2001 Elementary School Choral Festival performed by two area elementary School choral ensembles, the RSCC Chamber Choir, and "Celebration!"

Theatre for Young People (2)

November 28, 2000 "A Little House Christmas" performed by the Cannon County Players (school matinees for grades 3-8)

March 20, 2001 "Sing Down the Moon" performed by the Nashville Children's Theatre (four school matinees presented on March 20 and 21)

Faculty Arts and Lectures Series (3)

Lectures and presentations open to the college community and to the public, designed to instruct and entertain

November 16, 2000 "Celebrating the World War II Generation: From Legend to Legacy"

- (panel discussion and slide presentation)
- February 26, 2001 "The Writers Gather"
 (discussion of four books: "A Secret History of Knoxville," "Mixed Blessings," "The Heat of a Red Summer," and "Clay's Quilt")
- March 29, 2001 "Tea and Technology"
 (topics included: "What are all those people doing with their home computers?", "e-Books: Literacy, Technology, and the Future of Reading," and "Technology is Good Medicine for Nursing")

Presentations sponsored by RSCC Student Activities (9)

- September 8, 2000 Juggernaut Jug Band - musical performance
 November 6, 2000 Thom Lewis in Concert - musical performance
 January 29, 2001 Del Suggs in Concert - musical performance
 March 8, 2001 Travelin' Max in Concert - musical performance
 April 5, 2001 The Comedy of Adam Ace - comedy performance
 April 16, 2001 The Comedy of Eric O-Shea - comedy performance
 April 17, 2001 Bean and Bailey in Concert - musical comedy performance
 April 17, 2001 "Financial Planning for Students" - lecture by Larry Beeman
 April 17, 2001 "Laughter is the Best Therapy" lecture by Dr. Ferris Jordan

Student Art Exhibit (1)

- May - June, 2001 Exhibit of works by current RSCC students and alumni

"Tuesdays on Campus" (4)

Members of the Roane County community (special invitation extended to seniors' groups) enjoy a special lunch menu; programs featuring music, drama, books, fitness, travel, etc. are presented.

- April 3, 2001 RSCC Playmakers
 April 17, 2001 The History of Woodcarving
 May 1, 2001 Fitness for Seniors
 May 22, 2001 Elder Care Services presented by Daniels & Uselton, P.C. CPA firm

AIDS Memorial Quilt (1)

- November 27-29, 2000 In observance of World AIDS Day, the RSCC library displayed two panels of the AIDS Memorial Quilt

Astronomy Events (5)

Public Stargazes at the RSCC Tamke-Allan Observatory

- October 21, 2000
 December 1, 2000
 March 23, 2001
 April 20, 2001
 May 18, 2001

**Tennessee Higher Education Commission
Performance Funding Program
Goal Submission Form
2000-01 through 2004-05**

This form is used by institutions to submit goals for consideration by the governing board and Commission staff which will be measured under the performance funding program. These goals and their associated benchmarks should be designed to challenge institutions to achieve attainable goals during the cycle. A separate form is needed for each goal submitted.

Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. Institutional Strategic Plan Goals

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

Goal Name: Increase technology-based processes and services **Goal No.:** 3.A.2

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.) Add one new online, Web-based, or computer-assisted process or service

Brief Description of Goal:

Increase online, Web-based, or other computer-assisted tools, process, or services to enhance college-wide communication, service, and learning activities by adding one such new technology-based resource per year.

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Add one new online, Web-based, or computer-assisted process or service
Year 2: 2001-02	Add one new online, Web-based, or computer-assisted process or service
Year 3: 2002-03	Add one new online, Web-based, or computer-assisted process or service
Year 4: 2003-04	Add one new online, Web-based, or computer-assisted process or service
Year 5: 2004-05	Add one new online, Web-based, or computer-assisted process or service

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

Roane State Community College
Standard 3.A - Goal 2

To increase online, Web-based, or other computer assisted tools, processes, or services to enhance college-wide communication, service, and learning activities by adding one new such technology-based resource per year.

Benchmark: 1

2000-2001 Progress toward Goal - Attained: 5

1. Completed migration from All-in-One Vax to Microsoft Outlook Exchange email platform for faculty and staff
2. Developed templates that enabled RSCC departments to create Web pages without the requirement of HTML programming; training in the use of the templates was conducted and over 200 new Web pages were created
3. Implemented Video Webcasting of special college events, enabling faculty and staff at all locations to participate (examples include presidential interviews, New Program Information Workshop)
4. Established Central Messaging Accounts for Admissions, Financial Aid, Records, Counseling, Business Office, Writing Centers, and Student Employment that students can easily access through the "Ask Us" link on the RSCC Web homepage
5. Implemented the initial roll-out of Campus Pipeline for Students/Faculty, the new campus intranet, Internet access service, and student email system

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. Institutional Strategic Plan Goals

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

Goal Name: Increase students who transfer into public institutions **Goal No.:** 3.A.3

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the number of students who transfer into public universities by 10% over the course of the 5-year cycle.
* Documentation for this goal: Table 33: Undergraduate transfers from public institutions to other public institutions, Statistical Abstract of Tennessee Higher Education

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	Baseline is the average of transferring students 1995-1999, or 292
Year 1: 2000-01	Increase # of transferring students by 2% over baseline to 298
Year 2: 2001-02	Increase # of transferring students by 2% over baseline to 304
Year 3: 2002-03	Increase # of transferring students by 2% over baseline to 310
Year 4: 2003-04	Increase # of transferring students by 2% over baseline to 316
Year 5: 2004-05	Increase # of transferring students by 2% over baseline to 322

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

Roane State Community College
Standard 3.A - Goal 3

Increase the number of students who transfer into public universities by 10% over the course of the cycle from a baseline five-year average benchmark of 292 for 2000-01

Benchmark: 298

2000-2001 Progress toward Goal - Attained: 300

In Fall 2000, 207 Roane State students transferred to TBR system universities; 93 Roane State students transferred to UT system universities.

Transfers from Roane State Community College to Public Institutions, Fall 2000 *

(Documentation from Table 33: Undergraduate Transfers from Public Institutions to Other Public Institutions, Fall 2000 - Statistical Abstract of Tennessee Higher Education 2000-2001)

<u>APSU</u>	<u>ETSU</u>	<u>MTSU</u>	<u>TSU</u>	<u>TTU</u>	<u>UM</u>	<u>Total TBR</u>
3	29	17	0	156	2	207
<u>UTC</u>	<u>UTK</u>	<u>UTM</u>	<u>UTMphs</u>			<u>Total UT</u>
13	77	3	0			93
						<u>Total Public Universities</u>
						300

Performance Funding Annual Report for 2000-01

Standard 3.B: State Strategic Plan Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2000-01 Attain	Percent Attained
1	Adapt two new or existing courses to distance learning delivery each year.	2	7	100.0%
2	Increase the number of professional development activities participated in by RSCC faculty and staff by 20% over the course of the cycle. Activities are defined as both internal and external.	81	103	100.0%
3	Increase offerings for business/industry and professional development training to meet market demand and service area needs by adding five new courses per year over the course of the cycle.	5	15	100.0%
Average of goal attainments:				100%
Total Points Awarded:			5	

INSTITUTIONAL COMMENTS (OPTIONAL):

Goal Number 1: Please see supporting documentation included in this report for increases or adaptations to distance learning courses.

Goal Number 2: Please see supporting documentation included in this report for increases in the number of professional development activities by RSCC faculty and staff.

Goal Number 3: Please see supporting documentation included in this report for increases for business/industry and professional development training.

%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

**Tennessee Higher Education Commission
Performance Funding Program
Goal Submission Form
2000-01 through 2004-05**

This form is used by institutions to submit goals for consideration by the governing board and Commission staff which will be measured under the performance funding program. These goals and their associated benchmarks should be designed to challenge institutions to achieve attainable goals during the cycle. A separate form is needed for each goal submitted.

Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3B. State Strategic Plan Goals

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

Goal Name: Increase technology-based learning opportunities **Goal No.:** 3.B.1

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the development and utilization of courses delivered via distance learning by adding 2 courses per year over the course of the 5-year cycle

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Adapt 2 new or existing courses to instruction via distance learning
Year 2: 2001-02	Adapt 2 new or existing courses to instruction via distance learning
Year 3: 2002-03	Adapt 2 new or existing courses to instruction via distance learning
Year 4: 2003-04	Adapt 2 new or existing courses to instruction via distance learning
Year 5: 2004-05	Adapt 2 new or existing courses to instruction via distance learning

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

Roane State Community College
Standard 3.B - Goal 1

Adapt two new or existing courses to distance learning delivery each year

Benchmark: 2

2000-2001 Progress toward Goal - Attained: 7

During the 2000-01 academic year, the following courses were adapted for delivery via distance learning formats:

Course #	Course Name	Format & Term
MAT 082	Intermediate Algebra	Web - Fall 2000
MDT 114	Medical Transcription Seminar	Web - Fall 2000
OAD 105	Business Communications I	Web - Fall 2000
SPA 101	Spanish I	Web - Fall 2000
ENG 102	Composition II	Web - Spring 2001
PHL 121	Elementary Ethics	Web - Spring 2001
BUS 278	Small Business Management	Video - Spring 2001

**Tennessee Higher Education Commission
Performance Funding Program
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2000-01 through 2004-05**

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. State Strategic Plan Goals

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

Goal Name: Increase professional development of faculty and staff **Goal No.:** 3.B.2

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the number of professional development activities participated in by Roane State faculty and staff by 20% over the course of the cycle. Activities are defined as both internal and external.

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	Baseline is the number of development activities during 1999-00 (78)
Year 1: 2000-01	Increase development activities by 4% over base (increase to 81)
Year 2: 2001-02	Increase development activities by 8% over base (increase to 84)
Year 3: 2002-03	Increase development activities by 12% over base (increase to 87)
Year 4: 2003-04	Increase development activities by 16% over base (increase to 90)
Year 5: 2004-05	Increase development activities by 20% over base (increase to 94)

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

**Roane State Community College
Standard 3.B - Goal 2**

Increase the number of professional development activities participated in by RSCC faculty and staff by 20% over the course of the cycle.

Benchmark: 81

2000-2001 Progress toward Goal - Attained: 103

Technology training: 102
Support Staff development workshop: 1
Total Activities: 103

I. Roane State's Center for Teaching Arts and Technology (CTAT) provided the following faculty and staff development training sessions in 2000-2001:

<u>Topic</u>	<u># of Sessions</u>	
Outlook: Basics	8	
Outlook: Contacts	4	
Outlook: Calendar	6	
Outlook: Tasks and Notes	3	
Outlook: Exporting Contacts	1	
Outlook: Advanced Tips	1	
Powerpoint: Lecture	3	
Office 2000: Time Saving Tools	1	
MS Office: Tips and Tricks	2	
MS Office/Access	1	
Excel Basics	4	
Excel Charts	4	
Excel: Linking Workbooks	1	
Excel: Tips and Tricks	2	
Excel: Using Macros	1	
Excel: Formulas and Functions	1	
Excel: Advanced Formulas	1	
Excel: Advanced Sorting	1	
Excel: Gradebooks	1	
Frontpage	1	
Adobe Acrobat		3
Access Basics	10	
Access: Reports and Queries	6	
Access: Forms	2	
Access: Importing and Linking Data	1	
Access: Special Topics	3	
Web Wizard I	7	
Web Wizard II	2	
Web Wizard III		2
Campus Pipeline	9	
Word: Styles, Word Art, Formatting	1	
Word: Mail Merge	3	
Word: Tabs, Indents, Margins	2	
Word: Basic Tables	1	
Word: Advanced Tables	1	
Word: Envelopes and Labels	1	

II. The Roane State Support Staff Annual Retreat was held March 16, 2001 at Norris Dam State Park:

Workshop sessions featured team-building activities led by RSCC's Centers for Training and Development Director, Teresa Duncan, and CPR training and demonstration, led by Nancy Bassford of the Roane County Ambulance Service. (See program attached)

**Tennessee Higher Education Commission
Performance Funding Program
Goal Submission Form
2000-01 through 2004-05**

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3B. State Strategic Plan Goals

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

Goal Name: Increase business/industry training to meet service area needs **Goal No.:** 3.B.3

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase offerings for business/industry and professional development training to meet market demand and service area needs by adding five new courses per year during the course of the five-year cycle.

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	(1999-2000) Five new courses added
Year 1: 2000-01	Add five courses for business/industry & professional development training
Year 2: 2001-02	Add five courses for business/industry & professional development training
Year 3: 2002-03	Add five courses for business/industry & professional development training
Year 4: 2003-04	Add five courses for business/industry & professional development training
Year 5: 2004-05	Add five courses for business/industry & professional development training

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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

Approvals:

Institution	Date
-------------	------

Goal Submission Form.doc (April 11, 2002)

**Roane State Community College
Standard 3.B - Goal 3**

Increase offerings for business/industry and professional development training to meet market demand and service area needs by adding five new courses per year over the course of the cycle.

Benchmark: 5

2000-2001 Progress toward Goal - Attained: 15

Roane State's Centers for Training and Development added the following new courses to their training schedule in 2000-2001:

SHRM (Society for Human Resource Management) Exam Prep Course

ASTD (American Society for Training and Development) Human Performance Improvement
Career Planning Seminar

Delegation: The Knack of Giving Orders

Internal Auditing

Current Issues in Supervision

Interviewing for Frontline Supervisors

Police Officer Management Training

PEPP (Pediatric Education for Pre-Hospital Professionals) BLS Course

PEPP ALS Course

Advanced Medical Life Support (AMLS)

Sign Language for the Medical Professional

MCSE 2000 (Microsoft Certified System Engineer)

Perl (programming language)

A+PC Technician

Performance Funding Annual Report for 2000-01

Standard 4.A.1: Retention and Persistence

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2000-01 Attain	Percent Attained
1	RSCC will meet or exceed the total population fall to fall retention rate for two year institutions in Tennessee.	59.4%	63.2%	100.0%
1	RSCC will meet or exceed the total population persistence to graduation rate for 2-year institutions in Tennessee.	22.6%	33.8%	100.0%
Goal Average:				100%
Points Awarded:				5

Scoring Table 4.A.1	
%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	19	1	0	18	12	67%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	16	2	0	14	14	100%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	0	0	0	0	0	n/a
31.51.0707.00	HEALTH INFORMATION TECHNOLOGY	2.3.AAS	13	0	0	13	12	92%
31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	4	2	0	2	2	100%
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	12	0	0	12	12	100%
31.51.1601.00	NURSING	2.3.AAS	56	3	0	53	52	98%
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	18	3	0	15	15	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	5	0	0	5	3	60%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	3	0	0	3	3	100%
31.51.1801.00	OPTICIANRY	2.3.AAS	17	0	0	17	17	100%
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	13	2	0	11	11	100%
31.51.1001.01	PHLEBOTOMY TECHNOLOGY	2.1.C1	4	1	0	3	1	33%
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	17	0	0	17	16	94%
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	7	2	0	5	5	100%
31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	10	0	0	10	10	100%
16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS	0	0	0	0	0	n/a
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	28	9	0	19	19	100%
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	10	2	0	8	8	100%
07.12.0405.00	SOMATIC THERAPY	2.1.C1	16	1	0	15	14	93%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	11	4	0	7	7	100%

Total 419 51 1 367 342 93%

INSTITUTIONAL COMMENTS (OPTIONAL):

The **Early Childhood Education A.A.S.** program inception was 12/19/99 and this program did not have any graduates to report for this period.

The **Geographic Information Systems A.A.S.** program inception was in fall 1999 and this program did not have any graduates to report for this period.

The **Environmental Health Technology A.A.S.** program did not have any graduates to report for this period.

The **Professional Studies Program A.A.S.** (Regents On-line degree) did not have any graduates to report for this period.

Table 3C

<u>Percent</u>	<u>Points</u>
0	0
64%	1
65%	1
66%	2
67%	2
68%	3
69%	3
70%	4
71%	4
72%	5
74%	6
76%	7
77%	8
79%	9
80%	9
81%	10
83%	11

85%	12
86%	12
87%	13
89%	14
90%	14
91%	14
92%	15
93%	15
93%	15
94%	15
95%	15
95%	15
96%	15
97%	15
98%	15

Performance Funding Annual Report for 2000-01

Standard 4.B: Self Study/Implementation

Roane State Community College	Points
1. Specific and measurable goals and objectives	2
2. Specific schedule of attainment for each self identified problem area	2
3. Involvement of the faculty in planning/development, execution, and evaluation	2
4. Mission specific focus on student learning and instructional activity	2
5. Cogent implementation strategy for all performance funding related assessment activity	2
POINTS AWARDED:	10

INSTITUTIONAL COMMENTS (OPTIONAL):

Please see the attached self-study plan.

Performance Funding Standard 4.B

Annual Summary Report 2000-2001

STANDARD ONE - ASSESSMENT:

Standard I.A: - General Education Outcomes

Roane State Community College administered the ETS Academic Profile exam for the first time spring semester 2001. For a number of years, faculty at the college had expressed dissatisfaction with the effectiveness of the College Base exam as an instrument to assess Roane State graduates' general education outcomes and used the opportunity provided during planning for the new cycle to switch to a test of foundation knowledge and skills that is more contextual and less dependent upon recall of discrete facts. (Due to the absence of a permanent Institutional Research Director, a communication lapse resulted in fall 2000 graduates being tested using the former College Base exam. However, the TN Board of Regents academic staff granted permission to begin using the Academic Profile exam for spring 2001 graduates, and a total of 426 students were tested using the new instrument.)

The institutional mean total score on the Academic Profile exam for 2000-2001 was 444.2. This score is above the national mean total of 443.2. In the academic area sub-scores for Humanities, Social Sciences, and Natural Sciences, Roane State students scored above the national mean scores in all three areas. See Table 1.0. In the skills dimension sub-scores, Roane State students scored above national mean scores in all dimensions except "using mathematical data." See Table 2.0. These scores were particularly encouraging since Roane State students had scored below national mean totals on the College Base exam for three consecutive years.

Table 1.0 Academic Profile Academic Area Sub-Scores

Academic Area Subscores:	Humanities	Social Sciences	Natural Sciences
National Mean Score	114.3	113.6	116.1
RSCC Mean Score	115.2	114.7	116.6

Table 2.0 Academic Profile Skill Dimension Sub-Scores

Skills Dimension Subscores:	College Level Reading	College Level Writing	Critical Thinking	Using Mathematical Data
National Mean Score	118.5	115.1	110.7	113.2
RSCC Mean Score	119.9	115.4	111.4	112.4

Since Performance Funding indicators for general education outcomes had revealed areas of concern throughout the previous cycle, it was determined that a more detailed analysis of the current year Academic Profile scores was needed in order to identify areas of weakness beyond the norm-referenced indicator for math skills noted above. Three criterion-referenced proficiency level scores in writing, math, and reading/critical thinking are provided by ETS to identify percentages of students who perform at each of three increasingly advanced levels of proficiency for these three indicators. An analysis of these scores revealed opportunities for improvement in all areas.

Only 34% of students tested scored at Level 2 or above in writing proficiency. In math proficiency, only 30% scored at Level 2 or above, and 32% of students tested did not score at least at Level 1. In reading/critical thinking, where students performed the best, only 49% scored above Level 1.

Standard 1.B: - Pilot Evaluations of General Education Outcomes

RSCC faculty, with leadership provided by the General Education and Assessment Committee, continued the pilot evaluation project for assessing learning outcomes of the college's General Education competencies. The framework for this project consists of a series of locally developed questions, which will be administered to entering students and subsequently added to the short form of the Academic Profile exam for graduating students in order to form a pre-and-post-test assessment. Faculty from the Math/Science, Humanities, and Social Science divisions are currently working on the development of a question test bank and preparing for the first administration of the pre-test, targeted for Spring 2002.

Standard 1.C.1: - Accreditation of Academic Programs

All creditable programs offered at Roane State Community College continue to be accredited by their respective agencies.

Based upon a satisfactory progress report to the Commission on Dental Accreditation, Roane State's Dental Hygiene Program accreditation status was changed from approval with reporting requirements to approval without reporting requirements.

The Physical Therapy Assistant and Respiratory Therapy Assistant programs each had site visits in 2000-2001 from their respective accreditation agencies and were confirmed for continued accreditation following these visits.

The Health Information Technology (Medical Records) Program continues to be accredited as it undergoes a re-accreditation process consisting of a series of reports to the American Health Information Management Association (AHIMA). Final notification may take up to 13 months following the Council on Accreditation's meeting on August 10, 2001.

Standard I.C.2: - Program Review (Undergraduate)

Roane State's Office Administration Program (A.A.S. and Certificate) was evaluated through the process of "post-approval review of non-accreditable programs" authorized by the Tennessee Board of Regents and the Tennessee Higher Education Commission. A self-study was conducted which included investigation of program role and scope, curriculum, faculty, student advisement, and the teaching and learning environment. Following the self-study, Ms. Karen Mounce, Professor and Coordinator of the Business Technology Program at Somerset Community College in Somerset, Kentucky was invited to provide a peer evaluation of the program.

On May 2, 2001, Ms. Mounce concluded that Roane State's Office Administration Program met all applicable evaluation criteria as set forth in the TBR/THEC program review.

Standard I.D: - Major Field Testing

Roane State's Criminal Justice program and Occupational Therapy Assistant programs were scheduled for major field-testing in 2000-2001.

Students graduating from the Criminal Justice Program were administered the field evaluation for Criminal Justice Technology which had been cooperatively developed in partnership with Walters State Community College in 1984-85. The mean score for 2000-2001 was 58.3, considerably lower than the mean score of 73.0 in 1995-96. Program Director Scott Teeter will investigate the drop in field test scores as part of the upcoming self-study for program review, scheduled for 2002-2003.

Sixteen graduates of Roane State's Occupational Therapy Assistant Program took the COTA (Certified Occupational Therapy Assistant) exam for the National Board for Certification in Occupational Therapy, Inc. The average score for U.S. Graduates was 478.53; the average score for Roane State Graduates was 498.06. Of the sixteen students who took the exam, 100% passed on the first attempt, in comparison to 82.61% of graduates nationally.

STANDARD TWO - STUDENT SATISFACTION:**Standard 1.D: - Enrolled Student Survey**

Roane State administered the Enrolled Student Survey to a sample of 1,359 students, representing 29.8% of students enrolled spring 2001. This sample included students taking day and evening classes and represented all campuses. Out of the 1,359 enrolled students surveyed, there were 876 respondents, yielding a response rate of 64.5%.

Although THEC has not been able to provide normative scoring for the Enrolled Student Survey, institutional scores rating general satisfaction are excellent. Ninety-four percent of those surveyed indicated that they were "satisfied" or "very satisfied" with the educational experience at Roane State. High satisfaction ratings were indicated in a number of areas, including library and computer facilities and registration services. Over 75% of respondents gave "good" or "excellent" marks to the college in the areas of "availability of faculty outside of class," "the quality of courses to prepare for

employment," "quality of instruction in the major," and the "usefulness of information learned in class in day to day activities."

Areas of weakness revealed in the 2000-2001 Enrolled Student Survey are consistent with problem areas noted in previous satisfaction surveys, i.e., students' cultural experience and academic advisement.

STANDARD THREE - PLANNING AND COLLABORATION:

Standard 3.A: - Mission Distinctive Institutional Goals

Roane State achieved each of the 2000-2001 benchmarks established for the three mission-related institutional goals proposed for the 2000-2005 cycle.

Goal 1: To increase the number of cultural and educational programs and presentations open to students from the local K-12 systems and other members of the local communities. The number of programs and presentations will increase by 50% over the cycle.

The benchmark set for 2000-2001 was a 10% increase over the number of such events offered in 1999-2000 (26). An increase of 46% was attained, with 38 cultural and educational programs offered in 2000-2001. The significance of the increase was due to new community/cultural outreach initiatives by the Roane State library, the Arts and Lectures Committee, and the Community Service Committee.

Goal 2: To increase online, Web-based, or other computer assisted tools, processes, or services to enhance college-wide communication, service and learning activities by adding one (1) such new technology based resource per year.

The college accomplished more than the proposed benchmark of one new technology based resource in 2000-2001. Five new resources/services were initiated to enhance service and information sharing for students and faculty/staff. These included the completed migration from the All-in-One Vax to Microsoft Outlook Exchange email platform for faculty and staff; the development of templates that enabled RSCC departments to create WEB pages for the RSCC homepage quickly and easily; the implementation of Video Webcasting of special college events; the establishment of Central Messaging Accounts to immediately link students to an "Ask Us" feature on the RSCC Web homepage; and the implementation of the initial roll-out of Campus Pipeline service for students and faculty email and intra/internet access.

Goal 3: To increase the number of students who transfer into public universities by 10% over the course of the cycle.

Roane State had originally proposed using the number of students transferring in 1999 (340) as the baseline benchmark for this goal. However, further analysis of five-year transfer data from the previous cycle indicated that this number would be an inappropriately high figure upon which to establish a baseline. Therefore, a request was made to THEC to revise the baseline from the use of 1999 data to the use of a five-year average for 1995-1999, or 292. This revised baseline was approved, resulting in a benchmark for 2000-2001 (2% increase) of 298 transferring students. A total of 300

RSCC students transferred into public universities, resulting in a 100% attainment for this goal.

Standard 3.B: - State Strategic Plan Goals

Roane State achieved each of the 2000-2001 benchmarks established for the three state strategic plan goals proposed for the 2000-2005 cycle.

Goal 1: Adapt two (2) new or existing courses to distance learning delivery each year

The college exceeded the proposed 2000-2001 benchmark, adapting seven (7) courses for delivery via distance learning. These courses include Intermediate Algebra, Medical Transcription Seminar, Business Communication I, Spanish I, Composition II, and Elementary Ethics for Web delivery and Small Business Management via Video.

Goal 2: Increase the number of professional development activities participated in by RSCC faculty and staff by 20% over the course of the cycle

The college exceeded the benchmark of 81 activities (4% over 1999 baseline) set for 2000-2001. A total of 103 professional development activities were recorded. These included the development retreat for Support Staff employees and 102 training workshops delivered by the Center for Teaching Arts and Technology in 37 different topics.

Goal 3: Increase offerings for business/industry and professional development training to meet market demand and service area needs by adding five new courses per year over the course of the cycle.

The college's Centers for Training and Development exceeded the benchmark of five (5) new courses, adding 15 new courses to their training schedule in 2000-2001. These include:

- SHRM (Society for Human Resource Management) Exam Prep Course
- ASTD (American Society for Training and Development) Human Performance Improvement
- Career Planning Seminar
- Delegation: The Knack of Giving Orders
- Internal Auditing
- Current Issues in Supervision
- Interviewing for Frontline Supervisors
- Police Officer Management Training
- PEPP (Pediatric Education for Pre-Hospital Professionals) BLS Course
- PEPP ALS Course
- Advanced Medical Life Support (AMLS)
- Sign Language for the Medical Professional
- MCSE 2000 (Microsoft Certified System Engineer)
- Perl (programming language)
- A+PC Technician

STANDARD FOUR - STUDENT OUTCOMES AND IMPLEMENTATION

Standard 4.A.1: - Retention and Persistence

Goal 1: RSCC will meet or exceed the total population fall-to-fall retention rate for two-year institutions in Tennessee

The benchmark average total population fall-to-fall retention rate for two-year institutions in Tennessee (fall 1999 cohort) was 59.4%. Roane State total population retention rate for the same period was 63.2%.

Goal 2: RSCC will meet or exceed the total population persistence to graduation rate for two-year institutions in Tennessee

The benchmark average total population persistence to graduation rate for two-year institutions in Tennessee (graduates 1994-95 through 1999-00) was 22.7%. Roane State total population persistence to graduation rate for the same cohort was 33.8%. (This percentage represents the highest rate for two-year institutions for this cohort.)

Standard 4.A.2: - Job Placement

The placement of RSCC graduates in a total of 29 programs was reported. Of a total 367 placeable graduates, 93% or 342 graduates were placed in jobs, higher education or military service.

Standard 4.B: - Self-Study/Implementation

Roane State Community College campus personnel used the results of Performance Funding indicators documented in the 2000-2001 Annual Summary Report as well as results from previous years and initiatives related to the college's strategic plan and recent SACS self-study to identify problem areas to be addressed through the implementation guidelines of Standard 4.B. Conclusions of the self-study process are included in the report that follows.

Performance Funding Standard 4.B

Self Study 2000-2001

Identification of Areas for Outcomes Improvement

STANDARD ONE - ASSESSMENT:

Standard 1.A: - General Education Outcomes

As cited in the 2000-20001 Annual Summary Report above, the results of foundation testing of general education outcomes have been a source of concern to Roane State faculty and administrators for a number of years, since students have scored below national mean totals on the College Base exam for several consecutive years.

While lack of student motivation to perform well on a "low-stakes" test is a factor at Roane State as it is for many institutions, faculty more frequently cite another problem for a number of Roane State graduates taking the exit exam. Because many Roane State students are enrolled in health science programs, they will have spent the majority of their final months in college working in clinical practicum activities in hospitals and laboratories in the service area. For many of these students, it may have been as much as a year or more since they have been enrolled in general education courses.

As a part of the recent alternative strategic self-study for reaffirmation of accreditation with the SACS Commission on Colleges, faculty on the Learning Outcomes Committee conducted workshops for their colleagues to better familiarize them with the College Base exam. Faculty participating in these workshops noted that the College Base exam's emphasis on recall of specific information would be particularly difficult for those graduating health science majors whose exposure to general education coursework was not recent. When the opportunity to re-investigate options for foundation test instruments was presented through the planning process for the 2000-2005 Performance Funding cycle, Roane State carefully considered an alternative exit exam.

The General Education and Assessment Committee, which had been instituted as a result of the SACS Learning Outcomes Committee recommendations, was charged with providing faculty leadership for review and recommendations concerning the most effective foundation test of general education for the new cycle. The ETS Academic Profile exam was chosen as the better test of learning outcomes for Roane State graduates because of its greater emphasis on contextual questions and assessment of critical reading/thinking skills.

Based upon institutional scores for the first administration of the Academic Profile exam (spring 2001), the choice appears to have been well justified. In the academic area sub-scores for Humanities, Social Sciences, and Natural Sciences, Roane State students scored above the national mean in all three areas. In the skill dimension sub-scores for reading, writing, critical thinking and using mathematical data, Roane State students scored above national mean scores in all dimensions except for math.

As noted in the Annual Summary Report above, the Educational Testing Service also provides institutions with criterion-referenced scores for three levels of proficiency in writing, math, and combined reading/critical thinking. Analysis of these scores revealed areas for improvement.

Table 3.0 Academic Profile Proficiency Level Scores

Proficiency Levels: (*)	Level 1 not reached	At least at Level 1	At least at Level 2	At Level 3
Writing	15%	85%	35%	9%
Math	32%	68%	30%	8%
Reading/Critical Thinking	10%	90%	49%	11%

* Note: The proficiency levels shown above are hierarchical, that is, students performing at Level 2 also have performed successfully at Level 1; students at Level 3 have performed successfully at Levels 1 and 2. Students are reported cumulatively for each level reached.

These data provided evidence that initiatives to improve General Education outcomes begun during the SACS strategic self-study process should be continued as an integral part of the Assessment Implementation Standard for Performance Funding. While data from this year's foundation testing results were reported to all faculty, as in previous years, during In-Service meetings, feedback from faculty and academic division deans indicated that more focused discussion of outcomes assessment could provide valuable directions and tools for addressing weaknesses identified in the achievement of General Education competencies.

Standard I.B: - Pilot Evaluation of General Education Outcomes

The implementation of Roane State's pilot evaluation project for assessing learning outcomes of the college's General Education competencies will be an integral component of the plan to address weaknesses identified through the self-study of General Education outcomes described above. Under the leadership of the General Education and Assessment Committee and sub-committees of faculty engaged in the development of a question test bank for pre-and-post testing, the pilot project will provide additional data upon which to evaluate student achievement.

Standard 1.C.1: - Accreditation of Academic Programs

Roane State Community College has an exemplary record of full accreditation for all creditable programs offered in its thirty-year history. However, potential areas of concern are presented by two of the programs scheduled for initial accreditation during this Performance Funding cycle.

Roane State's Somatic Therapy program has recently completed its self-study and is scheduled for a site visit at the end of October 2001. Somatic (Massage) Therapy is a relatively new program in the field of healthcare education, and the expectations of its

accrediting agency are not widely known. Recommendations from the initial site visit should be available soon.

In compliance with Tennessee Board of Regents requirements, Roane State's Business programs will be applying for initial accreditation with the Association of Collegiate Business Schools and Programs (ACBSP). Because these programs do not have the typical discrete cohorts of students such as those in the health science programs, assessment of outcomes on a number of measures could be more challenging. Challenges will also be presented by the sheer size of these career program options. However, final accreditation activities have been scheduled for the last year of the cycle, and Roane State's Business Program Coordinator has attended a regional meeting of the ACBSP to prepare the college for the self-study process.

Standard I.C.2: - Program Review

Over the course of several Performance Funding cycles, Roane State has successfully conducted peer reviews of all non-accreditable programs. While most programs scheduled for review in this cycle have participated in this evaluation previously, there are several newer programs that will undergo peer review for the first time. There are, however, no indications that these programs will have any difficulty engaging in the process of self-study or meeting all applicable criteria.

Standard I.D: - Major Field Testing

Throughout the course of several Performance Funding cycles, students who participate in major field-testing through licensure examinations have performed better than students taking locally or cooperatively developed tests. This was reinforced by the results of the current year (2000-2001) Major Field Testing. As cited in the Summary Annual Report above, Criminal Justice students attained a mean score on their field evaluation of only 58.3. On the other hand, 100% of Occupational Therapy students passed the COTA exam on the first attempt and scored above the national mean.

The Criminal Justice program is scheduled for program review in 2002-2003 and will use the self-study process to investigate this year's drop in student test scores. Other Roane State programs employing locally or cooperatively developed tests would benefit from timely evaluation of their test instruments to determine necessary revisions within the guidelines permitted by Performance Funding standards and from exposure of their students to all concepts/competencies addressed through these assessment instruments.

STANDARD TWO - STUDENT SATISFACTION:

Standard I.D: - Enrolled Student Survey

Although normative scoring is not yet available for the 2000-2001 Enrolled Student Survey data, institutional results suggest that Roane State has continued to score well on student satisfaction. Ninety five percent (825) of respondents stated they were "satisfied" or "very satisfied" with the educational experience at Roane State. While satisfaction with the Roane State overall educational experience has consistently been high as documented in current and previous Enrolled Student Surveys and Alumni Surveys, results also reveal trends of weakness or areas of improvement.

Advisement:

One problem area revealed in student satisfaction surveys is academic advising. Although a notable increase in student use of academic advising services and an increase in students' satisfaction with the availability of their advisor is evident from a comparison of the fall 1997 Enrolled Student Survey with the current year results, the data also indicate that this aspect of student service at Roane State needs continued improvement. In fall 1997 only 44% (391) of respondents stated that they had used college-advising services. The spring 2001 survey shows that 62% (527) of respondents had used these services. While the comparison represents an increase, the figure remains well below the percentage of respondents who used such services as library facilities/services 89% (766), computer facilities/services 90% (761) or registration services 95% (814). This problematic trend is also evident when students were asked to rate their satisfaction with the "availability of their advisor" and with "the quality of information provided by their advisor."

Table 4.0 Enrolled Student Survey Academic Advisement

Student combined survey item responses*	ESS 1997 (n=879)	ESS 1999 (n=853)	ESS 2001 (n=876)
Availability of advisor	56.6% (498)	58.6% (500)	63% (553)
Quality/value of information provided by advisor	55.3% (486)	60.6% (517)	62% (547)

*Note: The percentages for the survey items above are reported for those respondents who indicated "satisfied/very satisfied" or "good/excellent" depending upon the year of the survey and the scale used.

While improvement is consistent over the five-year period, the percentage of survey respondents rating their academic advisement as good or excellent is well below that for other questions related to the major, such as usefulness of information learned in class and quality of instruction in the major. Equally indicative of the need to address this weakness is the percentage of respondents that rate advisement as "poor." Twelve percent (109) of respondents rated advisor availability as poor; thirteen percent rated the quality of information provided by their advisor as poor. These "poor" ratings are significantly higher than for any other measure of satisfaction regarding aspects of the major.

An interesting contrast to these low satisfaction ratings is the rather high percentage 77% (658) of respondents rating the "availability of faculty to help students outside of class" as good or excellent. Eighty-one percent (709) of respondents also stated that they had developed a relationship with one or more faculty members such that they could ask them for a letter of recommendation. The data appear to suggest that students and faculty are relating in positive ways; however, the process of advisement is problematic.

Data from surveys administered to faculty by the Advisement Subcommittee of the Student Service Needs Committee for the SACS strategic self-study revealed that approximately 50% of Roane State faculty consider themselves weak in some areas of the advising process. Following recommendations made by this faculty subcommittee, a program of internal training for Advising Specialists was instituted. The goal of this program was to train faculty in each academic division who would serve as resources for their division colleagues. Despite positive evaluations from training participants, this training program has had limited impact as revealed in the current student survey.

As part of a recently awarded Department of Education, Title III Planning Grant, Roane State is currently engaged in a college-wide assessment project using the Noel-Levitz Student Satisfaction Inventory and the companion Institutional Priorities Survey for faculty and staff. Through these two survey instruments, which focus heavily on student service and advisement, the college will obtain valuable additional data. Particularly important will be the comparative analysis to examine faculty/staff perceptions versus those of students on the same issues.

In the meantime, faculty and counseling/advisement staff have drafted an improvement plan based upon currently available data and built upon the foundation of the sound recommendations made during the SACS strategic self-study and reaffirmed by the recommendations of the visiting consultant who met with committee members during the April 2000 site visit.

Cultural Experience:

A second major area of weakness revealed in student satisfaction surveys over the course of the previous cycle and reinforced by data from the 2000-2001 Enrolled Student Survey is the cultural experience of Roane State students. When asked to rate their satisfaction with the cultural experience at Roane State, only 57% (502) rated their experience as "good" or "excellent." This contrasts with high response ratings for academic 88% (773) and overall experience 85% (744) and a 74% (645) "good" or "excellent" rating for social experience, a factor that is traditionally low for non-residential students. Equally troublesome is the response of 10% (86) of those surveyed who rated their cultural experience as "poor." This is significantly higher than "poor" ratings for any other measure of collegiate experience.

When asked to indicate the degree to which their education at Roane State added to their abilities in a number of skill areas, 36% (317) of respondents indicated that the college had added "very little" to their understanding and appreciation of the arts. An equal percentage of respondents also stated that the college had added "very little" to their understanding of global environment concerns. These negative student rankings were far worse (by more than 10 percentage points) than responses for any other skill area.

Previous student survey findings reveal a trend of low rankings in the area of cultural and global experience. While the survey instruments used in the previous Performance Funding cycle asked different questions in this area, the similarity is sufficient to observe trends in the data. In both the 1997 (44) and 1999 (46) Enrolled Student surveys, only approximately 5% of respondents stated that they had used college cultural programs and activities. Respondents to the 1998 Alumni Survey had a 2.73 average rating, on a four-point scale, for the impact of the college on their understanding and appreciation of

the arts, music, and literature. The only lower ranked item was for impact on understanding of international issues at 2.60.

The Collegiate Experience Subcommittee of the Student Service Needs Committee engaged in the SACS strategic self-study did some investigation of this aspect of student experience at Roane State and recommended that students' exposure to the arts and culture be more closely integrated into their curricular activities. The consultant who met with committee members during the April 2000 SACS reaffirmation site visit reinforced this idea, recommending that "the college develop a plan to increase faculty awareness of the value of incorporating cultural events into the curriculum."

In addition to this and other SACS recommendations that have been integrated into Roane State's five-year strategic plan, the college began the early stages of planning for an international education program. Faculty committees have developed a number of initiatives designed to enhance students' global and cultural awareness and experience. Notable among these initiatives are several interdisciplinary team-taught courses that will incorporate these experiences in creative ways through curricular activities.

STANDARD THREE - PLANNING AND COLLABORATION:

Standard 3.A: - Mission Distinctive Institutional Goals:

Goal 1: Increase cultural and educational offerings open to the community - While subsequent years in the current cycle may not see the significant one-year increase in offerings noted in 2000-2001 because of new programming initiatives, the college is committed to community outreach through cultural and education programming for all ages as an integral part of its strategic plan.

Goal 2: Increase online, Web-based or other computer assisted resources and services for faculty, staff, and students - Over the course of a decade-long commitment to technology as a means to enhance learning and service, Roane State has developed a culture in which new technological resources are welcomed. Despite potential budget cutbacks, the college's strategic commitment to technology and the relatively modest benchmarks for this goal should ensure accomplishment over the course of the cycle.

Goal 3: Increase the number of student transfers into public universities - Roane State faculty and administrators have a number of initiatives in place to strengthen articulation with four-year public and private colleges and universities. These efforts should assist the college in the achievement of this goal. However, there are factors such as economic conditions impacting students' decisions to transfer that are beyond the control of the college. Accomplishment of this goal could prove to be a significant challenge during the course of the cycle. In order to track progress toward this goal, closer communication with senior institutions has been planned.

Standard 3.B: - State Strategic Plan Goals:

Goal 1: Adapt two new or existing courses to distance learning delivery each year - In consideration of Roane State's participation in the Regent's Online Degree program, modest benchmarks have been set for internally developed/offered courses.

Goal 2: Increase professional development activities for RSCC faculty and staff - The college has consistently increased internally developed training opportunities for faculty and staff over the course of the past several years. The continuation of this practice will be particularly important as budget constraints make funding for external opportunities more difficult. While this goal was proposed as a link to statewide planning initiatives, Roane State's strategic plan also calls for enhanced professional development opportunities for employees. True progress toward this goal will require creative planning and budgeting on an ongoing basis.

Goal 3: Increase offerings for business/industry and professional development - A continued economic downturn with negative impact on business/industry expenditures for employee professional development could make this goal more challenging. However, Roane State's Centers for Training and Development have dynamic leadership, strong new relationships with service area professional organizations, and expertise in training for continuing education in specialized health care fields.

STANDARD FOUR - STUDENT OUTCOMES AND IMPLEMENTATION

Standard 4.A.1: - Retention and Persistence

Goal 1 - Meet or exceed total population fall-to-fall retention rate for TN two-year institutions - Analysis of fall-to-fall retention rates for two-year public institutions in Tennessee over the past ten years shows Roane State among the top five every year. In fact, Roane State had the highest fall-to-fall retention rate of any two-year public institution during four of the previous ten years. Initiatives to enhance student satisfaction described in Standard Two above should also have a positive impact on retention.

Goal 2: - Meet or exceed total population persistence to graduation rate for TN two-year institutions - Roane State has exceeded the total population persistence to graduation rate for TN two-year institutions for every cohort from graduates 1991-92 through 1996-97 to graduates 1994-95 through 1999-00. While external factors can greatly impact students' motivation and ability to persist in their college education, Roane State is committed to continuing this positive trend. Initiatives to enhance student academic advisement described in Standard Two above should also have a positive impact on persistence to graduation.

Standard 4.A.2: - Job Placement:

Rapid changes in the field of health care and health care management have made job placement for Roane State graduates more challenging in recent years. However, the excellent reputation of Roane State's health science programs and the quality of its graduates have helped the college maintain high placement rates in the majority of these programs. Health science program directors, in partnership with their advisory boards, also carefully monitor the job market to ensure that class size is appropriate to service area employment needs.

The ability of college faculty and career counseling personnel to positively impact job placement for students in Roane State's growing career programs such as General Technology and Contemporary Management will potentially be an even greater challenge during the course of the cycle. Advisement in these programs is more difficult,

since they do not have the discrete cohorts that the Health Science programs have. A greater emphasis will need to be placed on advisement toward job placement for these students, particularly as the Contemporary Management Program embarks upon the process of accreditation.

SELF STUDY CONCLUSIONS

Based upon an assessment of the results of current and previous Performance Funding indicators, Roane State faculty and staff have identified three major problem areas upon which to focus improvement initiatives through the assessment and implementation process of Standard Four B:

- ? General Education outcomes
- ? Academic advisement
- ? Cultural and global awareness and experience

Each of these areas is integral to the central mission and strategic planning of the college, and efforts to improve weaknesses in these areas will have a significant impact upon Roane State students' education and collegiate experience.

Having begun to address these issues through earlier self-study review, faculty and staff are strongly motivated to continue improvement initiatives in these areas of weakness. The current self-study using Performance Funding data helped to highlight continuing trends in student perception as well as weaknesses in learning outcomes. This process of assessment was valuable in helping college planners to focus on goals and objectives and well as corrective actions that would most effectively work toward remedying current problem areas.

Roane State institutional research staff and academic officers as well as the President of the college have used a number of methods to inform faculty and staff of the results of Performance Funding assessment. During some years, special faculty meetings have been called to share information about Performance Funding results; in other years the Performance Funding Report has been made by the President during the annual State of the College address. During 2000-2001, the results of Performance Funding assessment were shared with faculty during a special in-service meeting. In addition, throughout the year, discussions of current and past Performance Funding indicators were held in small groups, with the Academic and Curriculum Council, and with the Faculty Senate.

As indicated in the self-study narrative above, Roane State faculty have been closely involved in developing goals and objectives to address the problems identified through the Performance Funding self-study as well as planning improvement actions to be implemented during the course of the planning and assessment cycle. Whenever possible and appropriate, the college has called upon standing committees or groups of faculty already engaged in initiatives related to the targeted problem areas. In this way, a close link is maintained between critical areas of ongoing strategic planning and the integration of Performance Funding into the process of college planning and

assessment. The participation of faculty in the development of strategies to improve areas of identified weakness has resulted in a number of exciting and creative new initiatives.

The Improvement Plan for the 2000-2005 cycle, including goals and objectives, improvement strategies and benchmarks of progress follows.

Performance Funding Standard 4.B

Implementation Plan 2000-2001

(Goals and Objectives/Schedule of Attainment/Benchmarks of Progress)

Goal I: To improve the core General Education competencies of Roane State students by strengthening the use of assessment to measure student learning outcomes and to determine appropriate improvement strategies

Goal I. Objectives:

- Objective 1: To increase faculty awareness of the results of General Education outcomes assessment conducted through the Performance Funding program
- Objective 2: To increase faculty awareness of assessment methods currently in use by RSCC colleagues and promote dialogue about ways to expand successful methods to other academic disciplines and use the results to improve student learning outcomes
- Objective 3: To enhance the use of Foundation Testing as a means of assessing General Education Outcomes through implementation of RSCC's pilot pre-and-post testing and writing sample projects and through increased faculty understanding of the Academic Profile Exam
- Objective 4: To improve students' core General Education competencies through a series of initiatives designed to address weaknesses identified through enhanced assessment efforts

Goal I. Schedule of Attainment/Benchmarks of Progress:

Goal I: 2001-2002:

- Expand reporting of current Performance Funding data related to General Education Outcomes through expanded analysis of Academic Profile Exam and Enrolled Student Survey results
 - ? Report made available on the RSCC Institutional Research webpage
- Develop effective plan for regular information-sharing of Performance Funding and other assessment activities and results
 - ? 2002-2003 schedule developed
- Conduct self-study associated with General Education Program Review
 - ? Identify effective assessment efforts within academic disciplines
 - ? Identify areas for improvement of core General Education competencies
 - Writing and mathematics courses will review their curricula for inclusion of proficiency levels as defined by the Academic Profile Exam; all General Education courses will review their curricula for inclusion of reading/critical thinking proficiency levels

- Implement proposed 2001-2002 schedule for General Education pre-and-post test pilot project
 - ? Conduct test construction workshop for training in development of local questions to be added to Academic Profile exam as part of pilot pre-and-post-test project
 - ? Develop bank of local questions
 - ? Pending successful development of question bank, administer first pre-test Spring 2002
- Work with ETS (Educational Testing Service) to pilot use of online writing sample assessment
 - ? Assessment objectives and implementation plan developed by General Education and Assessment Committee
- Develop in-service activities to provide faculty with tools for improving General Education competencies across the curriculum
 - ? Spring 2002 In-Service program: "How to Incorporate Writing into your Courses"
- Develop plan to increase faculty familiarity with Academic Profile Exam
 - ? Schedule sample test date for faculty volunteers
- Utilize results of NCHEMS and Noel-Levitz surveys to confirm baseline perceptions about effectiveness of General Education outcomes
 - ? Administer the above cited instruments fall 2001
 - ? Analyze and interpret survey data
- Convene faculty group to explore expansion of Writing Center to Learning Center
 - ? Learning Center task force convened

Goal I: 2002-2003

- Conduct meetings with faculty as proposed in information-sharing plan developed above; disseminate Performance Funding data, assessment data from General Education Program Review, and data from NCHEMS and Noel-Levitz surveys
 - ? *Benchmark:* 50% of faculty will attend session
 - ? evaluation conducted to assess increase in awareness of Performance Funding assessment results, knowledge of Gen. Ed weaknesses as assessed by skill proficiency review
 - ? evaluation of faculty satisfaction conducted
- Implement plan to increase faculty familiarity with Academic Profile Exam
 - ? *Benchmark:* 25% of faculty in General Education programs will take sample test
- Develop plan for widely sharing information about "best practice" assessments of General Education competencies identified through 2001-2002 Program review
 - ? at least one academic program per year will use the information gained to develop and initiate an assessment project designed to meet its specific needs
- Implement continuing General Education pre-and-post test pilot project
 - ? General Education and Assessment Committee works with Institutional Research analyst and colleagues in the academic divisions to analyze initial pre-test results of local questions added to Academic Profile
 - ? Report of results completed and shared with all faculty
- ETS online writing sample project implemented
 - ? Baseline proficiency levels established

- ? Weaknesses analyzed; results shared with faculty for consideration of additional across-the-curriculum writing workshops
- General Education and Assessment Committee and test construction sub-committee members explore use of Academic Profile local question "test bank" for possible pre-and-post-test projects within academic disciplines
 - ? Report of pilot projects begun or conclusion not to adopt
- Develop in-service activities to provide faculty with tools for improving General Education competencies across the curriculum
 - ? Develop in-service activities addressing critical thinking/reading across the curriculum
 - ? Continue in-service activities addressing weaknesses determined from analysis of online writing samples
- Identify mission and develop plan for implementation of newly expanded Learning Center
 - ? Faculty from each academic division identified to participate in Learning Center activities
 - ? Role of Learning Center to assist students in achieving core General Education Competencies defined

Goal I: 2003-2004

- Continue annual information-sharing meetings to disseminate Performance Funding and other learning outcomes assessment results; implement improvements based upon previous evaluation of faculty satisfaction
 - ? *Benchmark:* 5% increase in faculty attendance
 - ? Evaluate satisfaction and knowledge/awareness gained
- General Education faculty develop curriculum revisions to address weaknesses identified in proficiency level review
 - ? Report of revisions completed and shared with all faculty
- Implement continuing General Education pre-and-post test pilot project; continue pre-testing, begin first post-testing
 - ? Results of pre-tests of locally-developed questions on Academic Profile exam used to identify areas of weakness, response trends
 - ? Report of test results completed and shared with faculty
- ETS online writing sample project continued
 - ? Student scores analyzed and results reported to faculty
 - ? Learning Center faculty determine if results can be used to develop effective writing remediation activities
 - ? Effectiveness of writing sample project assessed to determine whether project should be continued
- Possible projects involving local Test Bank continued
 - ? Reports of results shared with faculty as part of annual information-sharing meetings
- Learning Center opens
 - ? Report of first year initiatives completed
- Develop in-service activities to provide faculty with tools for improving General Education competencies
 - ? Develop activity to address problem of retention of math skills as reflected in Academic Profile scores

Goal I: 2004-2005

- Continue annual information-sharing meetings to disseminate Performance Funding and other learning outcomes assessment results; implement improvements based upon previous evaluation of faculty satisfaction
 - ? *Benchmark:* 5% increase in faculty attendance
 - ? Evaluate satisfaction and knowledge/awareness gained
- Implement continuing General Education pre-and-post-test pilot project; analyze first post-test results
 - ? Report of post-tests of locally-developed questions on Academic Profile exam used to identify areas of weakness
 - ? Report of test results completed and shared with faculty
- ETS online writing sample project continued based upon positive evaluation of project effectiveness
 - ? Student scores analyzed and results reported to faculty
 - ? Improvement goals established for project continuation
- Results of Academic Profile proficiency scores analyzed
 - ? Report of test results completed and shared with faculty
 - ? Baseline established upon which to set goal for increased percentage of students scoring at each proficiency level.
- Learning Center continues activities in support of aiding students to meet General Education core competencies
 - ? Report of second year activities completed
- Evaluation of measures to strengthen assessment of student learning outcomes conducted among all faculty
 - ? *Benchmark:* 70% of faculty surveyed will agree or strongly agree on all questions indicating an increase in awareness and use of assessment data to evaluate and improve student learning outcomes

Goal II: To improve the quality of student life and the educational experience for Roane State students by strengthening curricular and extracurricular learning experiences related to cultural diversity, the liberal and cultural arts, and the global environment

Goal II. Objectives:

- Objective 1: To increase students' exposure to learning experiences designed to strengthen their sense of cultural and global community through the development and implementation of interdisciplinary elective courses
- Objective 2: To increase students' exposure to cultural and fine arts by integrating extracurricular cultural events into classroom curricular objectives and activities
- Objective 3: To enhance the learning environment for students and faculty by strengthening instructional innovation across the general education curriculum as set forth in the college's strategic plan
- Objective 4: To integrate the development of an international education program as set forth in the college's strategic plan with measures designed to strengthen cultural and global awareness among Roane State students

Goal II. Schedule of Attainment/Benchmarks of Progress:

Goal II. 2001-2002

- Implement International Studies seminar course combining international study or field work with academic research
 - ? First students accepted
 - ? Evaluation methods developed to assess effectiveness of course for students, faculty, sponsors
 - ? Increase internal and external "marketing" efforts to enhance student, faculty and sponsor awareness of the course
- Develop interdisciplinary, team-taught World Studies (working title) course to introduce broad cultural and historical perspectives to curricular topics
 - ? Course based upon first interdisciplinary topic developed
 - ? Faculty team and "guest lecturers" identified
 - ? Evaluation methods developed to assess effectiveness of course for students, faculty
 - ? Course "marketed" to students through internal and external methods
- Identify options for expansion of International Education Program
 - ? International Education Committee develops proposal for extracurricular cultural offerings with international focus
 - ? International Education Committee develops proposal for expanded international exchange opportunities for faculty, staff, and students
- Explore new academic programs with strong international focus
 - ? Committee(s) appointed to consider development of A.A.S. in international studies and/or international business
- Increase faculty awareness of the importance of the Humanities
 - ? Develop in-service for all faculty -- working title (What Are the Humanities, Anyway, and Why Should I [or my Students] Care?)
- Develop interdisciplinary, team-taught Great Works course to combine fine and performing arts with study of seminal works of literature
 - ? Course developed, including extracurricular performing and fine arts activities
 - ? Faculty "anchor" instructors and "guest lecturers" identified
 - ? Evaluation methods developed to assess effectiveness of course for students, faculty
 - ? Course "marketed" to students through internal and external methods
- Restructure required Humanities electives sequence to increase student's exposure to broader cultural focus
 - ? Obtain approval from Academic and Curriculum Council
- Utilize Noel-Levitz Student Satisfaction Inventory and Institutional Priorities surveys to confirm baseline perceptions
 - ? Survey All RSCC students and faculty/staff using the above cited instruments fall 2001
 - ? Analyze and interpret Noel-Levitz survey data for trends regarding cultural and global awareness and experience

Goal II. 2002-2003

- Evaluate effectiveness of International Studies seminar course per proposed methods
 - ? Feedback for potential course revisions analyzed
- Implement first interdisciplinary, team-taught World Studies course
 - ? Faculty and student evaluation conducted to assess course effectiveness, areas for revision/improvement
- Submit proposals for expansion of International Education Program (cultural offerings and/or international exchange options) for executive approval
 - ? Budget implications of proposal approval determined
 - ? Proposed programs/projects approved, denied, or deferred pending further study
- Begin development new of A.A.S. program with international focus based upon positive determination of feasibility and market factors
 - ? Faculty interest determined
 - ? Needs assessment and budget analysis conducted
 - ? Draft curriculum developed
- Conduct faculty workshop on the importance of the Humanities
 - ? *Benchmark:* At least 50% of RSCC faculty attend
 - ? Workshop effectiveness assessed by participant evaluation
- Implement first interdisciplinary, team-taught Great Works course
 - ? Faculty and student evaluation conducted to assess course effectiveness, areas for revision/improvement
- Conduct focus groups to refine interpretation of Noel-Levitz and prior Enrolled Student Survey data
 - ? Report results of focus group study

Goal II. 2003-2004

- Continue, revise, and/or re-evaluate International Studies seminar course based upon student, faculty, and sponsor evaluations
 - ? *Benchmark:* 80% or greater of participating students, faculty, and sponsors will evaluate the seminar experience positively in terms of expanding understanding and knowledge of cultural diversity
 - ? *Benchmark:* Course enrollment will increase by 20% over the 2001-2002
- Continue interdisciplinary World Studies course,
 - ? Revisions incorporated based upon feedback from evaluations
 - ? *Benchmark:* Course enrollment will increase by 15%
- Begin implementation of proposed expansion of International Education Program offerings and exchange options if approved
 - ? Report of first-year implementation submitted as part of strategic plan progress report
- Obtain approval for new A.A.S. program pending continuation of project following 2002-2003 assessment
 - ? Development of curriculum finalized; faculty identified
 - ? Proposal for approval submitted to governing board
- Analyze feedback from faculty Humanities workshop
 - ? Data used to determine potential follow-up initiatives
- Continue Great Works course,
 - ? Revisions incorporated based upon feedback from evaluations

- ? *Benchmark:* Course enrollment will increase by 15%
- Analyze Enrolled Student Survey data related to cultural experience to assess effectiveness of improvement initiatives
 - Enrolled Student Survey Benchmarks:*
 - ? 1) Greater than fifty-eight percent of RSCC students will report that their cultural experience was good or excellent
 - ? 2) Sixty-three percent or greater of RSCC students will report that their education at RSCC added somewhat or very much to their understanding/appreciation of the arts
 - ? 3) Sixty-three percent or greater of RSCC students will report that their education at RSCC added somewhat or very much to their understanding of global environmental concerns
 - ? 4) Seventy-seven percent or greater of RSCC students will report that their education at RSCC added somewhat or very much to their appreciation of different cultures

Goal II. 2004-2005

- Continue, revise, and/or re-evaluate International Studies seminar course based upon student, faculty, and sponsor evaluations
 - ? *Benchmark:* 80% or greater of participating students, faculty, and sponsors will evaluate the seminar experience positively in terms of expanding understanding and knowledge of cultural diversity
 - ? Course enrollment will maintain or increase levels established in 2003-2004
- Continue interdisciplinary World Studies course, incorporating revisions based upon feedback from evaluations
 - ? *Benchmark:* 70% or greater of participating students and faculty will evaluate the course positively in terms of accomplishment of course objectives
 - ? Course enrollment will maintain or increase levels established in 2003-2004
- Continue Great Works course, incorporating revisions based upon feedback from evaluations
 - ? *Benchmark:* 70% or greater of participating students and faculty will evaluate the course positively in terms of accomplishment of course objectives
 - ? *Benchmark:* At least 15% of students taking Humanities electives will enroll in the Great Works course
- Continue implementation of approved expansions to International Education Program
 - ? Report of second-year implementation submitted as part of strategic plan progress report
- Begin implementation of new A.A.S. program if approved
 - ? Program "marketed" to students through internal and external methods
 - ? Evaluation methods developed to assess effectiveness of program
 - ? First students accepted
- Summative evaluation report of cycle improvement initiatives written and submitted to THEC

Goal III: To substantially improve the academic advisement of Roane State students by strengthening the quality and accessibility of advising services and processes

Goal III. Objectives:

- Objective 1 - *Policy*: To improve institutional academic advisement policies through assessment of current advisement policies and practices
- Objective 2 - *Technology*: To improve and increase the utilization of faculty and student technological-based advisement services through the use of RSCC's campus pipeline, e-mail services, website and any other appropriate technological venues
- Objective 3 - *Faculty*: To enhance faculty advisement development through exposure to various training strategies
- Objective 4 - *Student*: To enhance student academic advisement services by integrating a more comprehensive advisement approach
- Objective 5 - *Process*: To improve the advisement processes by improving current advisement materials, i.e., catalog, etcetera and the mechanism for student advisor assignments

Goal III. Schedule of Attainment/Benchmarks of Progress:

Goal III. 2001-2002:

Student Advisement Council

- Student Advisement Council convened and charged with the task of implementing critical action steps toward improving advisement services (council composed of faculty from each division and key administrative and support staff)

Policy

- Council investigates implementing a mandatory institutional advising policy
- Council investigates implementing a mandatory first year college orientation class policy and revising content and duration (one hour verses two contact hours) to enhance academic advisement/first year experience

Technology

- Council technology subgroup is formed to assess and plan technological advisement developments via the possible use of the following venues: campus pipeline, student e-mail, faculty advisement schedule posted and on-line course rotation with search capabilities, and an early alert system

Faculty & Students

- Development of a faculty advisement and student orientation CD (student orientation CD will provide advisement materials, instructions, and etcetera)
- Modify advisor specialist training and evaluate effectiveness
 - ? *Benchmark*: One hundred percent of advisor specialists will take the training as measured by training enrollment numbers.

- ? *Benchmark:* Seventy-five percent or greater of advisor specialists will report satisfaction with the training materials
- Educate advisor specialists on how to use on-course degree audit as an advisement tool
- Survey all faculty and students using the Noel Levitz Student Satisfaction Survey and Institutional Priorities Inventory
- Analyze and interpret Noel Levitz surveys data for student advisement trends

Process

- Change the mechanism for student advisor assignments
 - ? Evaluate the effectiveness of changing student advisor assignments as measured by a decrease in the baseline number of advisor change request forms.

Goal III. 2002-2003

- Council appoints a committee to determine catalog inaccuracies causing student graduation and advisement difficulties
- Council recommends a schedule of advisement strategies/activities implementation and evaluation for the remaining period of performance funding cycle
- Council evaluates the effectiveness of the new process for student advisement assignments
- Administer the student advisement survey inventory developed by the Policy Center on the First Year of College (PCFYC) [pending PCFYC publication and RSCC funding)
- Council reaches a determination on whether student advisement should be mandatory
- Council decides on policy to make college orientation mandatory within the first two semesters and what revisions are needed for the course materials
- Pilot or Beta Test technological advisement services through all planned venues
- Council examines Noel Levitz student and faculty survey results for additional areas of assessment and/or improvement

Goal III. 2003-2004

- Council makes catalog recommendations and a schedule for implementing improvements to the RSCC catalog
- Evaluate utilization and effectiveness of technological advisement services pilot/Beta Test
- Implement all technological-based advisement services based on evaluation of pilot
- Implement any policy changes, i.e., mandatory advising and required college orientation class within first two semesters and/or content of class
- Evaluate new orientation classes content and mandatory policy, pending approval of change, as measured by a survey administered to all students enrolled in first year orientation classes.
- Analyze enrolled student survey data related to academic advising to assess effectiveness of changes and satisfaction

Enrolled Student Survey Benchmarks:

- 1) Sixty-five percent or greater of RSCC students will report that the quality of information provided by your advisor was good or excellent as measured by the enrolled student survey results.

- 2) Sixty-five percent or greater of RSCC students will report that the availability of faculty advisors is good or excellent as measured by the enrolled student survey results.
- 3) Seventy-seven percent or greater of RSCC students will report that faculty are available to help them outside of class as measured by the enrolled student survey.
- 4) Seventy-five percent or greater of RSCC student will report they have used advising services.

Goal III. 2004-2005

- Council implements RSCC catalog changes
- Continued implementation of technological-based advisement tools
- Continued assessment of advisement initiatives
- Identify areas of weaknesses still in need of improvement
- Summative evaluation report written, submitted to THEC