

**Performance Funding Annual Report
2001-2002**

Points Awarded: 100 out of 100

Summary of Points Awarded

STANDARD ONE – Assessment		Possible Points	Points Awarded
General Education			
Standard 1.A:	General Education Outcomes	15	15
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	10
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

Roane State Community College		Points Requested: 15			
Test Type	ETS	<i>Notable Change Criteria</i>			
Total Eligible Grads:	680	CBASE	4		
No. Grads Tested:	578	CCTST	1.7		
		ETS	2		
		Percent Tested:	85%		
Current Cycle Data Trends					
Mean Score	2000-01	2001-02	2002-03	2003-04	2004-05
Institution	444.2	442.8			
National	443.2	441.9			
Diff (I-N)	1.0	-0.9			
Diff (I-P)	0.0	-1.4			
Pctile	47%	55%			
Option 1: Comparison to National Norm Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11			
Additional	0	0			
Total	11	11			
Option 2: Comparison to Previous Inst Score Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11			
Additional	0	0			
Total	11	11			
Previous Cycle Information (Option 2 - Year 1)					
Points in 2000-01	11				
Last Inst Score (2000-01)	444.2				
Option 3: Comparison to Percentile Ranking					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Total	0	15			

INSTITUTIONAL COMMENTS (OPTIONAL):

Please note when comparing ETS/Academic Profile (short version) mean scores for academic year 2000-01 to 2001-02, the difference between these two scores does not reflect a notable change. This year's score is below the national norm, but the current mean score did not increase nor decrease by the notable change criteria of 2 points when compared to last year's score (under Option 2 scoring instructions). Therefore, 11 points are being requested under Option 2.

Points Table (Particip 1B)

Above Norm	11
Below Norm	8
Additional Points	1
Max Points	15

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 Standard 1.B: Pilot Evaluations of General Ed Outcomes

Roane State Community College	Points
<p align="center">Is Institution Participating in Pilot Evaluations of General Education Outcomes?</p> <p>Please include a copy of the progress report of pilot evaluation project (name of file, if applicable)</p>	<p align="center">Y</p>
Points Requested:	5

INSTITUTIONAL COMMENTS (OPTIONAL):

A copy of our 2001-02 institutional general education pilot progress report and a proposal for revision of the pilot are included.

THEC Performance Funding, Standard I.B

Pilot Evaluation: Assessment of General Education Learning Outcomes

BACKGROUND AND PURPOSE

In accepting the challenge to develop and implement a pilot assessment of General Education learning outcomes, Roane State sought to determine a method that would be most reflective of the competencies graduating students should be able to demonstrate based upon their educational experience at Roane State. Leadership for this initiative was given to the standing General Education Assessment Committee, which had been put into place to continue the work of the committee that studied learning outcomes during Roane State's SACS self-study. The General Education Assessment Committee is comprised of faculty from each of the academic divisions and representatives from the Office of Institutional Effectiveness and Research and is chaired by the Dean of the Humanities Department, Dr. Robert Vaughan.

After early experiments with portfolio assessment proved frustrating, the committee focused on the formulation of a method that would combine ease of implementation with readily quantifiable college-wide results. The means chosen by the General Education Assessment Committee was to supplement the Academic Profile Examination with locally constructed questions that could be administered on a pre-test/post-test basis. Students would be tested for entering General Education competencies during Orientation classes and their scores compared to a matched cohort upon completion of a degree program.

GENERAL EDUCATION ASSESSMENT PILOT 2001-2002 ACTIVITIES:

In order to develop the most effective assessment instrument possible, the committee convened a test construction workshop and retained the consultation services of Dr. John Ray, Associate Director of the Institute for Assessment and Evaluation at the UT/Knoxville College of Education. As a foundation for the construction of assessment questions, Dr. Ray suggested that faculty develop course blueprints to identify major principles of the course content areas and prioritized competencies at basic, intermediate, and advanced levels. Dr. Ray provided further guidance on psychometric issues and on the development of effective multiple-choice questions.

Following the workshop, faculty constructed blueprints and test questions at varying levels of difficulty for 20 General Education courses: College Algebra, English Composition I and II, World Literature I and II, British Literature I and II, American Literature I and II, General Biology I and II, General Chemistry I and II, Physical Geology, Historical Geology, Survey of Western Civilization I, Survey of World History I, Survey of U.S. History I, General Psychology, Introduction to Sociology, and Principles of Economics I.

Even as the committee proceeded to work with their colleagues in the academic divisions to develop the course blueprints and question bank, they continued to wrestle with a number of questions that threatened to compromise the effectiveness of the pilot. First, there were concerns about the ability to obtain a valid matched cohort for pre-and-post-testing using the proposed plan for test administration. Second, and perhaps more important, were questions raised by the number of questions the committee had decided to add to use for the pilot testing.

When Roane State changed its foundation test instrument from the College Base Exam to the Academic Profile, a decision was made to use the short form as a means of improving students' motivation to extend their best effort on the exit exam. The General Education Assessment Committee was concerned that the addition of too many locally constructed questions to the exam would negate any benefit gained by administering a shorter test. A decision was made to limit the total exam to 60 minutes, which meant that only 20 questions could be added for the pilot portion of the test. Questions about the adequacy of evaluating student outcomes on the basis of 4-5 questions per subject are were obvious. Indeed, the report Dr. Ray submitted to the committee following his review of the blueprints and test questions raised similar questions about the reliability and validity of the assessment plan as outlined.

Because the preliminary work in constructing the pilot test questions took more time than had originally been anticipated, an initial pre-test during Spring 2002 Orientation classes did not take place. When the opportunity to revise Standard 1.B pilots was presented to the institutions by THEC, the timing seemed right to re-visit Roane State's plan and make modifications that would effectively address its weaknesses.

The General Education Assessment Committee is currently finalizing a proposal to revise their pilot and will forward the request for approval to the Board and the Commission prior to submission of the final Performance Funding Report.

PROPOSAL TO REVISE GENERAL EDUCATION PILOT PLAN (STANDARD 1.B)

During the current Performance Funding cycle, no other standard has more thoroughly engaged Roane State Community College faculty in the issue of learning outcomes assessment than the pilot plan for General Education testing (Standard I.B). Over the course of several years, a number of assessment plans have been implemented through pilot projects and an even larger number of ideas have been debated, rejected, revised, and refined. The thorny questions faculty raised and reflected upon attest both to the challenge of the task before them and the seriousness with which they approached this project.

While the efforts of the 2001-2002 year were extremely fruitful in terms of building a sound foundation for general education testing that would meet Roane State's curricular needs, many details of the implementation plan remained unsatisfactory. Thus, the option provided by the Tennessee Higher Education Commission to revise the General Education pilot plans was welcomed by Roane State's General Education Assessment Committee as an opportunity to build upon the work of the previous year while, at the same time, addressing the implementation problems identified with the plan as currently submitted.

CURRENT GENERAL EDUCATION PILOT PLAN

The current plan calls for

- Development of a bank of locally constructed questions assessing the learning outcomes in selected Roane State General Education courses;
- Administration of locally constructed questions to entering students in Orientation classes as a means of pre-testing; and
- Addition of locally constructed questions to the Academic Profile Short Form exit examination as a means of post-testing.

Even as faculty proceeded with the implementation of the proposed plan, two major questions remained unresolved and continued to frustrate their work. First, there were concerns about the ability to obtain a valid matched cohort for pre-and-post-testing using the proposed plan for test administration. Second, and perhaps more important, were questions raised by the use of only 20 questions on the pilot test.

When Roane State changed its foundation test instrument from the College Base Exam to the Academic Profile, a decision was made to use the short form as a means of improving students' motivation to extend their best effort on the exit exam. The General Education Assessment Committee was concerned that the addition of too many locally constructed questions to the exam would negate any benefit gained by administering a shorter test. A decision was made to limit the total exam to 60 minutes, which meant that only 20 questions could be added for the pilot portion of the test. Questions about the adequacy of evaluating student outcomes on the basis of 4-5 questions per subject area were obvious.

Even as these questions dogged their efforts, the Committee proceeded to work with division faculty to develop a bank of General Education test questions from which "The 20" could be drawn.

2001-002 PROGRESS

The General Education Assessment Committee engaged the services of Dr. John Ray, Associate Director of the Institute for Assessment and Evaluation at the UT/Knoxville College of Education to consult with faculty on effective test construction. As a foundation for the construction of assessment questions, faculty developed blueprints for approximately 20 courses in the General Education program. These blueprints identified major principles of the content areas in these courses and outlined basic, intermediate, and advanced competencies for each. Concurrent with Dr. Ray's suggestion to analyze course competencies at different proficiency levels, faculty were being asked to conduct a proficiency level review of their courses as a part of the General Education Program Review self-study and Performance Funding Standard Four B objectives. For the purposes of this review, course syllabi were analyzed for the extent to which proficiency levels tested by the Academic Profile exam were being addressed. This manner of examining their courses was new to many faculty and, while challenging, helped in the eventual construction of questions at varying levels of difficulty.

Dr. Ray also provided guidance on psychometric issues, guidelines for the development of effective multiple-choice questions, and pitfalls to avoid. Dr. Ray subsequently reviewed the blueprints and test questions that were developed and provided a report with comments and suggestions for further refinement. Dr. Ray's report raised similar questions about the reliability and validity of the original implementation plan that confirmed the committee's decision to request a change.

PROPOSED PILOT PLAN REVISION

Having engaged in the challenging process of developing course blueprints and a bank of test questions, faculty wanted a revised pilot plan to build upon their hard work even as it solved some of the implementation problems earlier identified. After much committee discussion, communication with faculty, and approval by the college's academic officers, the following plan to revise the General Education pilot plan (Standard 1.B) is proposed.

1. Based upon the course blueprints already developed, the General Education test question bank will be refined and expanded based upon Dr. Ray's suggestions.
2. A pre-and-post-test model will still be used; however, tests will be developed for individual courses.
3. Students will take course tests outside of class at one of Roane State's Testing Centers upon entry to the course and, again, as an exit exam.
4. Teachers will be asked to build the test into the overall grading percentage of the course; however, the manner in which they do this (extra credit, quiz equivalent, etc.) is their prerogative.

Not only does this plan more closely match the "cohort" taking the pre-and-post-tests but it also offers far more substantive data on students' entering and exiting competencies after taking General Education courses at Roane State. Since a larger number of questions can be used to test each subject, a better picture of Roane State students' performance at basic, intermediate, and advanced levels of competency should emerge.

While the original pilot restricted questions to those General Education courses taken by the majority of Roane State degree-seeking students, this plan offers academic divisions the option of constructing a test for upper-level courses. Testing in these courses provides the opportunity to assess the performance of those students who transfer to

senior institutions without graduating and, thus, are not captured by the Academic Profile exit testing process.

Upon approval of the Commission, the General Education Assessment Committee will continue to work with faculty and academic division deans to arrive at guidelines for such issues as

- The number of courses per division for which tests will be developed and implemented;
- The number of questions per test;
- The number of questions per proficiency level; and
- Overall logistics of implementation (including process evaluation measures).

With a goal of finalizing the new test bank by mid-October 2002, the Committee proposes to implement the first course pre-tests at the beginning of spring semester 2003.

The Committee has received positive feedback from faculty regarding the proposed pilot revision. The focus on course testing within the academic divisions shows the best potential yet for providing assessment results that can inform curricular decisions and improve student learning.

We appreciate the Commission's consideration of the proposed plan revision.

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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 Requested:	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	2001-02
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	TBA	2004-05

Please submit copies of accreditation letters and summary material with the template.

INSTITUTIONAL COMMENTS (OPTIONAL):

Somatic Therpay Therapy Program: The Commission on Massage Therapy Accreditation (COMTA) granted initial "conditional" accreditation in April 2002 for a period of three years. COMTA requested additional documentation to be submitted to the Commission through an interim report that is due September 1, 2002. After submission of this documentation, the commission will determine if all standards are in full compliance with all accreditation standards. A letter confirming conditional accreditation is included in this report

UPDATES:

Paralegal Studies/Legal Asisting Program: Please note that this program has submitted an application and self-evaluation/study report to the American Bar Association (ABA). A site visit has not been scheduled as of this date nor has the program been "approved" by the ABA at this time. Please note that the ABA only "approves" paralegal studies programs (only law schools are accredited). No entity currently accredits paralegal programs. It is unclear whether we should continue to report on this program for this standard, because it is only elibible for "approval" status as opposed to accreditation status. Supporting documentation is included in this reporting.

Business Management Tehcnology: The program is currently making plans to submit an application to the Association of Collegiate Business Schools and Programs to achieve accreditation by 2004-05. Preliminary planning for the self-study process is underway.

Health Information Tehcnology (Medical Record Tehnology): The Commission on Accreditation of Allied Health Education Programs granted continued accreditation in October 2001 and the next comprehensive evaluation of the program is scheduled to occur in 2004-05. A letter confirming continued accreditation is included in this report.

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

Roane State Community College		Points Requested:		5		
Reporting for Cycle: Cumulative						
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	26		26 100.0%
16.24.0101.01	GENERAL	2.3.AS	2001-02	26		26 100.0%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	2001-02	26		26 100.0%
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
				130	0	130 100%

Additional Comments

Both the General Education (A.A./A.S.) and General Technology (A.A.S.) programs underwent self-studies and peer reviews during academic year 2001-02. Both programs met all TBR standards. Copies of the program review summary reports are enclosed.

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Standard 1.D: Major Field Testing

Roane State Community College			Total Cumulative Score: 1.60				Points Requested: 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	2004-05	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	2004-05	001						0
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2004-05	001						0
31.51.1801.00	OPTICIANRY	2.3.AAS	2001-02	062	19	19	89.71	70	2.25	38
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	2001-02	034	25	25	664	600	6.25	50
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					83	75				1.60

INSTITUTIONAL COMMENTS:

Supporting documentation is included in this report for both major field tests.

Opticianry Program: Please note Tennessee Board of Dispensing Optician's Practical Exam has two parts, the lensometer and lensclock. Students must successfully (70%) pass both parts to obtain a license. The Board reports scores for each section of the test and all students must receive a minimum of 70 on both sections to obtain a license. The major field template does not accommodate such scoring. Therefore, we averaged the two scores for each student and entered this information. There were two students for which the reporting body could not provide raw scores but the Board noted that both students successfully passed each part of the exam. For these two students an average score of 70 was entered in the template. Also one student failed the lensometer and passed the lensclock, which makes this student ineligible to obtain a license until she successfully passes this section of the exam. For this student an average score of 69 was entered in the template. In essence, 19 students took the exam and only one student did not "pass" both sections. Most of the students have been licensed, but a couple have not yet applied for their license.

Physical Therapy Assistant Program: Please note that we have scores for 19 students, both the 2000 and 2001 graduating classes, that took the Federation of State Board of Physical Therapy Exam. We reported all 19 scores in the majorfield template. Six additional students took the exam; however, these students did not permit the Board to release their scores to RSCC.

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:	Opticianry		
Test Name:	Tennessee Board of Dispensing Optician's Practical Exam		
Test Type:	Pass Rate		
Number of student scores:			19
National Mean/Pass Rate:	#N/A		
OR			
Previous Mean/Pass Rate:	#N/A		
Institutional Mean:			89.71
Standard deviation:			9.80
Standard error:			2.25
Inst'l Mean - Nat'l Mean:			89.71
Final Score:	NA		
Final Score (Pass Rate):	2		
WEIGHTED SCORE			38

MAJOR FIELD TEST RESULTS

Institution:	Roane State Community College		
Program name:	Physical Therapy Assistant		
Test Name:	Federation of State Boards of Physical Therapy		
Test Type:	Criterion-referenced		
Number of student scores:			19
National Mean/Pass Rate:			600
	OR		
Previous Mean/Pass Rate:	#N/A		
Institutional Mean:			664.00
Standard deviation:			27.26
Standard error:			6.25
Inst'l Mean - Nat'l Mean:			64.00
Final Score:		2	
Final Score (Pass Rate):		NA	
WEIGHTED SCORE			38

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 Standard 2.A: Alumni Survey

Roane State Community College	Points
Total number of eligible alumni	508
Total number of alumni surveyed:	191
Number of successful question items	-
Points Requested:	10

INSTITUTIONAL COMMENTS (OPTIONAL):

During spring semester 2002, the alumni survey was administered to all recent associate degree-level graduates from an entire year (summer 99, fall 99, spring 00) using Dillman's Total Design Method. We administered this survey internally instead of using NCS. Our institutional response rate was 37.6% (n=191). We mailed 508, the total number of eligible alumni, and had 191 surveys returned, with 49 undeliverable due to inaccurate mailing addresses. Since the template disallows institutions the option to request points at this time, we await THEC scoring of this standard based upon comparative state-wide data. In anticipation of sufficient successful items on this standard, we are requesting 10 points.

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	2001-02 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.	20.0%	80.00%	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.	304	334	100.0%
<i>Average of goal attainments:</i>				100%
			Points Requested:	5

INSTITUTIONAL COMMENTS (OPTIONAL):

Goal 1: The benchmark for 2001-02 was to increase by 20% over the baseline of 26 programs. RSCC offered 46 events during 2001-02 yielding an 80% increase over the baseline benchmark. Please refer to supporting documentation included in this report for the evidence of cultural and educational programs.

Goal 2: Please refer to supporting documentation included in this report for evidence of increases in technology-based resources.

Goal 3: Please refer to supporting documentation included in this report for evidence of increase in the number of students who transfer into public universities from RSCC.

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

Roane State Community College
Standard 3.A – 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 course of the cycle.

Benchmark: 20% over 1999-2000 or 31 events

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

2001-2002 Progress toward Goal – Attained: 46 events

In 2001-2002, the following __ cultural and educational programs and presentations were offered:

“Books Without Borders” – Book Discussions with a Cultural Flavor (7)

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. Conducted at the Coffey Library at the Oak Ridge Branch Campus; discussions are free and open to the public.

September 20, 2001	Britain: <i>A Taste for Death</i> by P.D. James
October 18, 2001	Norway: <i>Hunger</i> by Knut Hamsun
November 14, 2001	Argentina: <i>A Collection of Essays and Short Stories</i> by Jorge Luis Borges
March 5, 2002	Arabian Peninsula: <i>Arabian Sands</i> by Wilfred Thesiger
April 23, 2002	Palestine & Israel: <i>Martyrs’ Crossing</i> by Amy Wilentz
May 30, 2002	Australian Bushrangers: <i>True History of the Kelly Gang</i> by Peter Carey

Roane State Playmakers Theatrical Productions (4)

September 27-29, October 4-6, 2001	<i>The Glass Menagerie</i> by Tennessee Williams (winner of the 2001-02 Knoxville Area Theatre Coalition Award for “Best Small College Production”)
November 1-3, 8-10, 2001	<i>Lonestar/Laundry and Bourbon</i> by James McLure
February 21-23, 28 March 1-2, 2002	<i>Buried Child</i> by Sam Shephard
April 25-27, May 2-4, 2002	<i>Little Shop of Horrors</i> by Howard Ashman and Alan Menken

Roane State Music Department Productions (5)

August 3-4, 2001	“Broadway Celebration” directed and performed by RSCC music students
November 15-16, 2001	Holiday Choral Concert performed by RSCC Concert Choir and local elementary school choir
November 17, 2001	30 th Anniversary Reunion Concert performed by RSCC Concert Choir and special guests, RSCC Choir Alumni since 1972
November 30, December 1, December 7-8, 2001	Madrigal Dinner performed by RSCC Choral Department
March 21-23, 2002	Spring Choral Concert performed by RSCC Concert Choir

Faculty Arts and Lectures Series (2)

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

- | | |
|-------------------|---|
| February 22, 2002 | “An Evening of Music” performances by RSCC vocal and instrumental music students and area high school and middle school musicians |
| April 21, 2002 | “A Faculty Music Recital” featuring performances by RSCC music faculty |

Art Exhibits, O’Brien Humanities Gallery (3)

- | | |
|---------------------------|---|
| November 1-29, 2001 | A show of paintings and pottery by Howard Hull and Paul Watkins |
| February 28-March 8, 2002 | “Pool Hall Blooze,” an exhibition of clay sculpture and drawings by RSCC art faculty member Bryan Wilkerson |
| May – June, 2002 | Exhibit of works by current RSCC students and alumni |

Astronomy Events (14)

Public Stargazes at the RSCC Tamke-Allan Observatory:

- September 7, 2001
- October 5, 2001
- November 2, 2001
- December 7, 2001
- January 4, 2002 (special radio astronomy session with Massachusetts Institute of Technology)
- February 1, 2002
- March 1, 2002
- April 5, 2002

Stargazes for area teachers at the RSCC Tamke-Allan Observatory:

- October 20, 2001
- November 17, 2001
- December 15, 2001
- February 16, 2002
- March 16, 2002
- April 20, 2002

Presentations Sponsored by RSCC Student Activities (3)

- | | |
|------------------|---|
| October 1, 2001 | Steel Away – Steel drum band in concert – musical performance |
| October 19, 2001 | Four Shadow – All vocal band in concert – musical performance |
| March 26, 2002 | The Comedy of Spanky – comedy performance |

Multicultural Week Events October 2001 (4)

- | | |
|------------------|--|
| October 8, 2001 | “A Clash of Cultures: A Historical Perspective to America’s Current War,” an overview of role of the West in the Middle East since World War I presented by Associate Professor of History Dr. John Thomas |
| October 10, 2001 | “Barbara and Gerhardt Suhrstedt” - Duo piano concert/presentation of Russian music, art, and poetry in the |

- context of major historical events of the 19th and early 20th centuries
- October 10, 2001 Program by novelist Maxine Hong Kingston (National Humanities Medal awardee) – including discussion of *The Road Back from Vietnam* and the video “Stories My Country Told Me”
- October 10, 2001 “Live in Concert: the Natti Love Joys” – renowned reggae artists

(In addition to the programs and presentations cited above, Roane State honored Multicultural Week with over 30 displays and informal presentations featuring different countries and cultures.)

United Nations Day Presentation (1)

- October 25, 2001 Public lecture presentation by Dr. Landrum Bolling, distinguished international diplomat, political scientist and Director-at-Large of Mercy Corps International. Prior to the public meeting, Dr. Bolling met with Roane State students in an informal question/answer session.

Library Display in honor of Black History Month (1)

- February, 2002 The main campus library celebrated Black History Month with a display highlighting secret quilt codes of the underground railroad and the reference work *Hidden in Plain View* by Jacqueline Tobin and Raymond Dobard. The display was also featured on local television.

Computer Training (2)

- November 10 & 17, 2001 “Free Fridays” – free, hands-on introduction to personal computers, open to the public at Roane State’s Computer Training Center in Oak Ridge

In addition to the above cited presentations and programs, Roane State Community College hosted “Roane County Chautauqua 2001,” a Bicentennial event presented by Leadership Roane County 2001. The public was invited to attend 30 events in 30 days (August 17-September 15, 2001) at the Roane State Community College Theatre and Art Gallery. The college provided technical support for the events, which ranged from theatrical performances to musical concerts to art exhibits to lectures. (This special, one-time series of programs was not included in the reported total.)

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

2001-2002 Progress toward Goal – Attained: 5

1. Developed and implemented “Smartsearch”
 - a. online access to the RSCC fall, spring, and summer schedules
 - b. enables searches for classes based upon location, course, faculty member, time, or day (www.rsc.c.c.tn.us/schedule)
2. Added online application to the RSCC website with “front page” link (www.rsc.c.c.tn.us/oap)
3. Developed and implemented online services for student workers
 - a. Tracking system enables students to register, search available campus openings, and select job placement preferences
 - b. Online training/orientation – students must complete prior to receiving assignment; saves time and travel
4. Implemented online budget submission process
 - a. Provided online templates for all budget document forms
 - b. Provided network folders for submission of completed forms
5. Added free tutoring schedule to Math/Science Webpage (www.rsc.c.c.tn.us/matsci/tutors/mstutors1.htm)
 - a. Searchable by campus location
 - b. Searchable by course

**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 (1995-1999) average benchmark of 292.

Benchmark: 304

2001-2002 Progress toward Goal – Attained: 334

In Fall 2001, 230 Roane State students transferred to TBR system universities; 104 Roane State students transferred to UT system universities.

Transfers from Roane State Community College to Public Institutions, Fall 2001*

(Documentation from Table 33: Undergraduate Transfers from Public Institutions to Other Public Institutions, Fall 2001 – Statistical Abstract for Tennessee Higher Education 2001-2002)

<u>APSU</u>	<u>ETSU</u>	<u>MTSU</u>	<u>TSU</u>	<u>TTU</u>	<u>UM</u>	<u>Total TBR</u>
2	30	28	0	168	2	230

<u>UTC</u>	<u>UTK</u>	<u>UTM</u>	<u>UTMphs</u>	<u>Total UT</u>
9	94	1	0	104

Total Public Universities
334

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Standard 3.B: State Strategic Plan Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2001-02 Attain	Percent Attained
1	Adapt two new or existing courses to distance learning delivery each year.	2	13	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.	84	104	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	35	100.0%
Average of goal attainments:				100%
			Points Requested:	5

INSTITUTIONAL COMMENTS (OPTIONAL):

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

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

Goal 3: Please see supporting documentation included in this report for increases in 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

**Roane State Community College
Standard 3.B – Goal 1**

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

Benchmark: 2

2001-2002 Progress toward Goal – Attained: 13

During the 2001-2002 academic year, the following courses were adapted for delivery via distance learning formats:

Course #	Course Name	Format & Term
MDT 102	Medical Terminology	Web – Fall 2001
MDT 103	Anatomy Concepts in Medical Transcription	Web – Fall 2001
MDT 104	Basic Medical Transcription	Web – Fall 2001
MDT 105	Medical Transcription Procedures I	Web – Fall 2001
MDT 110	Computer Concepts in Medical Transcription	Web – Fall 2001
PTA 102	Introduction to Physical Therapy	Web – Fall 2001
MDT 111	Advanced Medical Transcription	Web – Spring 2002
MDT 120	Advanced Medical Terminology	Web – Spring 2002
MDT 130	Medical Transcription I (transcription practice)	Web – Spring 2002
PTA 145	Terminology for Medical Communications	Web – Spring 2002
BUS 111	Business Math	Web – Spring 2002
CST 209	Object Oriented Programming I	Web – Spring 2002
OAD 201	Administrative Office Management	Web – Spring 2002
OAD 203	Business Writing	Web – Spring 2002

**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: 84

2001-2002 Progress toward Goal - Attained: 104

Technology Training:	95
Writing Center Training:	4
Library Training:	3
Other:	<u>2</u>
Total Activities:	104

I. Roane State's Center for Teaching Arts and Technology (CTAT) provided the following faculty and staff professional development training sessions in 2001-2002:

<u>Topic</u>	<u># of Sessions</u>
Campus Pipeline	13
Outlook for New Employees	5
Outlook: Calendar	1
Outlook: Tasks and Notes	1
Outlook: Contacts	1
Basic Computer Concepts	1
Mail Merge Concepts	1
Web Page Refresher I	2
Web Page Refresher II	2
WebCT: Intro to 3.5	1
WebCT/eLearnIT	1
WebCT: Mail, Discussion, Chat	1
WebCT: Using Respondus	1
WebCT: Using the Gradebook	1
Web Wizard I (for Nursing Faculty)	1
New/Improved IDEA Room	4
QVT/FRS	1
Network Neighborhood	2
Word 101	1
Word: Mail Merge	2
Word: Brochures	1
Word and Excel: Macros	1
Shortcuts, Tips, & Tricks in Office	1
Basic Excel	3
Excel: Basic Spreadsheets	1
Excel: Charts	1
Excel: Advanced Charts	1
Excel: Sorting and Filtering	1
Excel: Macros	1

Excel: Linking/Protecting Workbooks	1
Excel: Creating a Gradebook	1
Excel: Advanced Formulas	1
Access: Intro to Databases	2
Access: Queries	2
Access: Queries and Forms	1
Access: Advanced Queries	1
Access: Advanced Formulas	1
Access: Reports	1
Adobe Acrobat	1
Scanning Pictures & Documents, File Formats	1
Intro to Publisher	1
Powerpoint: Creating a Presentation	1
Innoculate IT	4
Dreamweaver I	2
Dreamweaver II	1
Dreamweaver III	1
Dreamweaver Advanced Techniques 1	1
Dreamweaver Advanced Techniques 2	1
Dreamweaver Advanced Techniques 3	1
Dreamweaver Advanced Techniques 4	1
Dreamweaver Advanced Techniques 5	1
Fireworks I	1
Fireworks II	1
Streaming Video Workshop	2
Multimedia Instructional Design	1
Presentations: How to Make Them and How to Use Them	2
Surviving & Thriving in Your First Online Course	2
Using Information Technology in a Traditional Classroom	2
Three-Day Computer Boot Camp	1
Evaluating Resources for Online Learning	<u>1</u>
	95

II. During fall and spring semesters, Roane State’s Writing Centers in Roane County and Oak Ridge conducted training sessions **(4)** in letter writing and email, including basics of good business communication and types of letters.

III. Roane State Library Services conducted the following training sessions **(3)** for faculty and staff:
 “Wellness and the Web”
 “GaleNet Databases”
 “Electronic Reserves”

IV. Other professional development sessions **(2)** during 2001-2002 included:
 “Combating Workplace Violence”
 “Managing Liability and Risk in International Programs”

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

2001-2002 Progress toward Goal – Attained: 35

Roane State Community College's Centers for Training and Development added the following new courses to their training schedule in 2001-2002:

Response to Terrorism
Geriatric Emergencies
Vital Learning
Strategic Planning
EMT – IV Dextrose Bridge Course
Interpersonal Communications
Continuous Improvement
Introduction to ArcView
Automated Job Hazard Analysis (training scheduled for over 500 BSXT/Y-12 employees)

New Web Courses:

Introduction to Microsoft Word
Intermediate Microsoft Word
Advanced Word
Microsoft Publisher
Introduction to the Internet
Flash 5 for the Absolute Beginner
Introduction to PC Troubleshooting
Introduction to QuickBooks
Performing Payroll in QuickBooks
Java for the Absolute Beginner
Basic A+ Certification: Hardware 1
MCSE Certification 1
MCSE Certification 2
Preparing for the CCNA 2.0 Exam
Creating User Requirements
Creating Web Pages
Advanced Web Pages
Introduction to Visual Basic 6.0
Basic Supervision 1
Basic Supervision 2
Paralegal Certificate Program 1, 2, 3, 4,5
Evidence Law

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Standard 4.A.1: Retention and Persistence

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2001-02 Attain	Percent Attained
1	RSCC will meet or exceed the total population fall to fall retention rate for two year institutions in Tennessee.	61.04%	62.62%	100.0%
1	RSCC will meet or exceed the total population persistence to graduation rate for 2-year institutions in Tennessee.	24.27%	31.18%	100.0%
Goal Average:				100%
Points Requested:				5

INSTITUTIONAL COMMENTS (OPTIONAL):

Supporting documentation, THEC retention and graduation data, is included in this report.

Goal 1: According to the THEC 2001 report on Public Universities and Colleges fall-to-fall one-year retention rates, the fall 2000 cohort retention rate for RSCC was **64.90% instead of 62.62%**. In either case we met our retention goal for 2001-02. Please see supporting data included in this report.

Goal 2: According to the THEC 1995 persistence-to-graduation rate comparisons by institution, we met our persistence-to-graduation rate for 2001-02. Please see supporting data included in this report.

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

**Roane State Community College
Standard 4.A.1 – Retention**

Roane State Community College will meet or exceed the total population Fall-to-Fall retention rate for two-year institutions in Tennessee.

Benchmark: 61.04%

2001-2002 Progress toward Goal – Attained: 64.90%

Roane State Community College
Standard 4.A.1 – Persistence to Graduation

Roane State Community College will meet or exceed the total population Fall-to-Fall persistence to graduation rate for two-year institutions in Tennessee.

Benchmark: 24.27%

2001-2002 Progress toward Goal – Attained: 31.18%

(See THEC Persistence to Graduation Data attached)

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Standard 4.A.2: Job Placement

Roane State Community College

Points Requested: 15

Total No. Programs:	29
Total Placeable	402
Total Placed	377
Placement Rate	94%

Major Code	Major Name	Degree	No. Grads	No. in Educ	No. in Military	Total Placeable	Total Placed	Percent Placed
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	37	4	0	33	30	91%
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1				0		n/a
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	44	2	0	42	40	95%
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	12	0	0	12	11	92%
31.51.0999.01	DIAGNOSIS & PROCEDURAL CODING	2.1.C1	17	5	0	12	12	100%
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	0	0	0	0	0	n/a
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	26	0	0	26	26	100%
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2	0	0	2	2	100%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	41	8	0	33	29	88%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	13	1	0	12	10	83%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	2	1	0	1	1	100%
31.51.0707.00	HEALTH INFORMATION TECHNOLOGY	2.3.AAS	12	0	0	12	12	100%
31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	0	0	0	0	0	n/a
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	8	0	0	8	8	100%
31.51.1601.00	NURSING	2.3.AAS	70	4	0	66	65	98%
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	8	0	0	8	8	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	4	1	0	3	2	67%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2	0	0	2	1	50%
31.51.1801.00	OPTICIANRY	2.3.AAS	20	0	0	20	20	100%
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	18	2	0	16	16	100%
31.51.1001.01	PHLEBOTOMY TECHNOLOGY	2.1.C1	0	0	0	0	0	n/a
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	9	0	0	9	7	78%
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	15	3	0	12	12	100%
31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	12	0	0	12	11	92%
16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS				0		n/a
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	30	4	0	26	25	96%
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	6	0	0	6	6	100%
07.12.0405.00	SOMATIC THERAPY	2.1.C1	15	1	0	14	8	57%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	18	3	0	15	15	100%

Total 441 39 0 402 377 94%

INSTITUTIONAL COMMENTS (OPTIONAL):

Please note a placement rate is not reported for the following degree and/or certificate programs, because there were no graduates for this reporting period:

- 1) Computer Art & Design
- 2) Early Childhood Education (program inception was 12/19/99)
- 3) Medical Laboratory Technology (inactive program/effective fall 2001)
- 4) Phlebotomy Technology (proposal to inactivate/date of review spring 2002)
- 5) Professional Studies (Regents On-line degree)

Table 3C

Percent	Points
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

<u>CIP CODE</u>	<u>Program Name</u>	<u># of Grads</u>	<u># Pursuing Education</u>	<u># in Military</u>	<u># Employable</u>	<u>Total Placed</u>	<u>% Placed</u>	<u>Not in Labor Force</u>
32.52.0201.01	Business Management	37	4	0	33	30	91%	0
31.51.0602.00	Dental Hygiene Technology	12	0	0	12	11	92%	1
31.51.0904.00	EMT/Paramedic	26	0	0	26	26	100%	0
31.51.2202.00	Environmental Health	2	0	0	2	2	100%	0
13.21.0101.01	General Technology-AAS	41	8	0	33	29	88%	1
31.51.0707.00	Health Information Technology	12	0	0	12	12	100%	0
31.51.0999.01	Diagnosis and Procedural Coding	17	5	0	12	12	100%	0
31.51.0708.00	Medical Transcription	8	0	0	8	8	100%	0
31.51.1601.00	Nursing	70	4	0	66	65	98%	0
31.51.0803.00	Occupational Therapy	8	0	0	8	8	100%	0
31.51.1801.00	Opticianry	20	0	0	20	20	100%	0
31.51.0806.00	Physical Therapist Asst	9	0	0	9	7	78%	1
27.43.0107.00	Police Management	15	3	0	12	12	100%	0
27.43.0701.00	Criminal Justice	18	3	0	15	15	100%	0
31.51.0907.00	Radiologic Technology	30	4	0	26	25	96%	0
31.51.0908.00	Respiratory Therapy	6	0	0	6	6	100%	0
32.52.0401.00	Office Information Technology-AAS	2	0	0	2	1	50%	1
32.52.0401.00	Office Information Technology Cert.	4	1	0	3	2	67%	0
31.51.1001.01	Phlebotomy	2	1	0	1	1	100%	0
32.52.0299.01	Contemporary Management	44	2	0	42	40	95%	0
28.45.0702.00	Geographic Information Systems-AAS	2	1	0	1	1	100%	0
28.45.0702.00	Geographic Information Systems-Cert	13	1	0	12	10	83%	0
14.22.0103.00	Paralegal Studies	18	2	0	16	16	100%	0
31.51.1099.01	Polysomnography	12	0	0	12	11	92%	0
07.12.0405.00	Somatic Therapy	15	1	0	14	8	57%	0
27.43.0199.01	Child Support Enforcement	1	0	0	1	1	100%	0
16.24.0101.00	General - AA							
	General - AS							
	TOTALS	444	40		404	379	94%	

Performance Funding Annual Report for 2001-02

Standard 4.B: Self Study/Implementation

Roane State Community College	Points
<p>This standard will be reviewed by an external committee. The committee will assess the following criteria: Does the report contain specific and measurable goals and objectives? Is a specific schedule of attainment for each self identified problem area provided? Was faculty involved in the planning/development, execution, and evaluation of the plan? What problem areas were identified, and how has the institution identified strategies to strengthen the institution? Finally, is a specific, data based justification included in the plan?</p>	
Points Requested:	10

INSTITUTIONAL COMMENTS (OPTIONAL):

A progress report is attached and is being submitted for review and scoring.

**PERFORMANCE FUNDING STANDARD 4.B
IMPLEMENTATION PLAN 2000-2005**

PROGRESS REPORT 2001-2002

As a result of the self-study conducted during 2000-2001 to assess multi-year Performance Funding data, Roane State Community College identified three major areas of focus for institutional improvement:

- General education outcomes,
- Cultural and global awareness and experience, and
- Academic Advisement.

Trend data in student perceptions as well as weaknesses in student learning outcomes prompted Roane State faculty and student support services staff to develop goals and objectives designed to improve student satisfaction and performance in these areas. Each of these issues is integral to the central mission of the college, and improvement efforts have the potential to significantly benefit the quality of Roane State students' education and collegiate experience.

The following report summarizes activities and initiatives developed and/or implemented during the 2001-2002 academic year to support the goals and objectives outlined in the Standard Four B 2000-2005 Implementation Plan submitted to the Commission with the 2000-2001 Performance Funding Annual Report.

GENERAL EDUCATION OUTCOMES

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 web page
- 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
-

Standard Four B challenges institutions to use the results of Performance Funding assessment to identify important issues critical for instructional improvement. Perhaps no other issue is as important – or as challenging – as general education outcomes. The position paper drafted by the Tennessee Board of Regents *ad hoc* committee charged with developing a new general education core as recommended in the Defining Our Future initiative, characterizes general education course work as that designed to “provide a foundation and a context in which upper division learning and work in the major takes place. It is the general education component that gives the college degree integrity and distinguishes it from a credential.” The TBR philosophy statement on general education further asserts that the purpose of the Tennessee general education core is to instill the broad knowledge and skills that will “enable its citizens to make a better life.”

In focusing improvement efforts on the general education outcomes of its students, Roane State is not only responding to weaknesses identified through the process of Performance Funding assessment but is also fulfilling the commitment to assessment and continuous improvement of student outcomes that is integral to its five-year strategic plan. The decision to develop activities and initiatives to strengthen general education outcomes was based upon analysis of student performance on foundation testing (College Base and Academic Profile) over a multi-year period. Although the first-year administration of the Academic Profile exam in 2000-2001 produced higher scores relative to national mean than had been achieved for a number of years using the College Base, the criterion-referenced scores for proficiency in writing, math, and reading/critical thinking revealed clear areas for improvement. (This was confirmed by the 2001-2002 score report that provided separate scores for critical thinking and for reading, revealing a major weakness in students’ critical thinking proficiency.)

General Education Benchmarks 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 web page*
- *Develop effective plan for regular information-sharing of Performance Funding and other assessment activities and results*
 - ▶ *2002-2003 schedule developed*

College Actions:

Among the lessons learned during the self-study for development of the Standard Four B Assessment Implementation Plan was that assessment can only be effective if it measures the right things and if the results are widely shared and used to determine appropriate improvement strategies. Improvement in the general education competencies of Roane State's students would, thus, need to be supported by strengthened assessment efforts. The self-study revealed that, while faculty were aware that a number of learning outcomes assessment measures were conducted annually, they were unfamiliar with the results and lacked an understanding of how these results might be used for improvement. Thus, the first objective set under Goal 1 was to increase faculty awareness of the results of general education outcomes assessment conducted through the Performance Funding program and other institutional initiatives.

In previous years, faculty received information about Performance Funding results during a summary presentation made during in-service activities at the beginning of the academic year by the Office of Institutional Effectiveness and Research. While this was an effective way of reaching the greatest number of faculty in one place at one time, there was typically little time for anything more than the briefest summary report of the findings. With start-of-semester issues on the minds of faculty, it was unrealistic to expect that their full attention would be given to the material presented, much less to possible ways in which this information could be used in the future.

The drawbacks to this method of information sharing did not, however, lead the research office to conclude that faculty was uninterested in the results. On the contrary, subsequent questions and requests for data indicated that some method of making Performance Funding assessment results available on an on-going basis should be developed. As part of its web page expansion, the Office of Institutional Effectiveness and Research placed a full facsimile of the 2000-2001 Performance Funding Annual Report on its site, as well as reports providing comprehensive results from the 2001 Enrolled Student Survey and a Powerpoint presentation providing further details on the results of the 2000-2001 Academic Profile examination. Feedback on the web page reports has been uniformly positive, and the research office plans to use the medium as a resource for additional analyses and reports, in addition to the annual Performance Funding Report.

While the web page has and will continue to be a valuable tool for accessing information about institutional assessment activities, the Performance Funding Implementation Plan additionally called for development of an effective plan for regular information-sharing that would provide opportunities for discourse and would accommodate faculty requests for targeted analysis of assessment data to meet their programmatic and disciplinary needs. To meet this objective, the Office of Institutional Effectiveness and Research has developed a schedule of meetings with each academic division.

Since activities at the beginning of each semester do offer the best opportunity for faculty from all of Roane State's campuses to meet together, in-service will continue to be the scheduled time for these information sharing meetings. However, rather than attempting to address the faculty at-large, the research office will meet separately with each academic division at their division meetings. Information provided at the August meetings will include Performance Funding results from the most recently administered Academic Profile exam; results from the enrolled student, alumni, or employer survey; placement results; and other data related to Performance Funding standards. Assessment reporting to each division at the January in-service meetings will be more closely focused on analysis of Performance Funding data as it relates to their specific divisions, programs and majors. Deans, program directors, and faculty will also have an opportunity to request special data analysis for reporting at this meeting.

General Education Benchmarks 2001-2002

- *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*

College Actions:

First year activities associated with general education assessment were considerably enhanced by the General Education Program Review, which provided a framework for several productive self-study initiatives. First among these was a curriculum review to determine how and to what extent the proficiency levels defined by the Academic Profile exam were being addressed in Roane State's general education courses. Curriculum revisions might be in order if the review were to determine that students were being assessed by the exit exam at proficiency levels inconsistent with Roane State's course competencies. Faculty in composition and mathematics courses reviewed their curricula for inclusion of proficiency levels in writing and math, respectively, and all general education courses were reviewed for reading/critical thinking proficiency levels.

Faculty response to this review indicated that students completing Composition I classes should have been exposed to classwork or assignments requiring writing skills at all three proficiency levels. Thus, even students graduating in technical A.A.S. programs for which only one dedicated writing course is required would have the opportunity to acquire writing skills beyond the basic level of proficiency. While faculty review indicated that College Algebra and the majority of other Roane State mathematics courses address all three proficiency levels in math, the Mathematics for the Health Sciences course only covers Level 1 and some Level 2 skills. The Number Concepts/Algebra Structures course designed for education majors does not cover the solution of problems requiring an understanding of square roots and the squares of numbers or problems asking for interpretation of trends represented in a graph. Because these kinds of problems are common to the Academic Profile exam, the need for further analysis is indicated to determine whether sufficient numbers of students graduate having only completed these courses and whether that may be a factor influencing students' performance on the mathematics portion of the exam.

The review of all general education courses to determine the inclusion of proficiency levels in reading/critical thinking indicated that all three levels are being addressed in English/Humanities, Science, and Social Science courses. A commitment to across-the-curriculum skills in both reading and writing was evidenced in a number of general education disciplines. In Art Appreciation, for example, students are assigned reading and writing projects throughout the semester requiring an advanced level of skill. Reaction papers on unfamiliar works require two elements - an in-depth description of the work and an analysis of the formal elements and conceptual meaning of the work. On balance, this review provided a framework of data indicating that students' low performance at advanced proficiency levels could not be directly attributed to lack of exposure to instructional activities requiring higher-level competencies.

The General Education Program Review also provided an opportunity to identify assessment efforts within the academic divisions that might serve as models for effective evaluation of student learning outcomes. Faculty members in several disciplines conduct pre-and-post test assessments. Art students, for example, are tested upon entry and pending completion to assess their ability to make creative decisions with specific elements in a design space. Several English instructors have continued the pre-and-post testing that was piloted in the division a number of years ago. This testing is designed to assess students' entering and exiting knowledge of research conventions and grammar in Composition I classes.

Other English faculty utilize a common grading rubric for Composition I classes that follows agreed-upon writing competencies. Student papers are scored for each achieved competency and the total "competency grade" is factored into the overall grade for the paper. The goal of this assessment is to increase the probability that only students who have mastered 70% of the competencies will achieve a passing grade in the course. Selected courses in mathematics and science use departmental final examinations to obtain a broader view of student learning outcomes in these foundation courses.

Roane State's Nursing Program, in response to requirements of its national accrediting agency, has begun to assess the critical thinking skills of its students using the California Critical Thinking examination. Although Nursing faculty are considering an alternate test instrument, the ongoing effort to effectively assess the critical thinking of students in this program will be closely watched by the General Education Assessment Committee. Results of the 2002 Academic Profile Exam clearly demonstrate that critical thinking skills represent a weakness in Roane State students' exiting competency.

Dr. Harriet Calhoun, peer evaluator for Roane State's General Education Program Review, challenged faculty to expand general education assessment efforts by developing and implementing one or more measures to assess each general education competency. As faculty study and prepare to respond to the plan for a common general education core drafted by the *ad hoc* TBR committee, this initiative has become not only challenging but essential to short and long term academic planning. Future Performance Funding 4.B reports will undoubtedly include updates on assessment efforts linked to this statewide undertaking.

General Education Benchmarks 2001-2002

- *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 plan to increase faculty familiarity with Academic Profile Exam*
 - ▶ *Schedule sample test date with faculty volunteers*

College Actions:

The opportunity provided by Performance Funding Standard I.B to augment foundation testing of general education outcomes using national instruments with measures developed to meet institutional needs has engaged Roane State faculty in a number of activities during 2001-2002. A test construction workshop was conducted to assist faculty in the development of local questions to be added to the Academic Profile exam as part of the proposed pilot pre-and-post-test project. Dr. John Ray, Associate Director of the Institute for Assessment and Evaluation at the University of Tennessee/Knoxville College of Education, provided guidelines for effective test development, beginning with the formulation of blueprints for course competencies. Following Dr. Ray's suggestion, faculty developed blueprints for approximately 20 courses

in the general education program which identified major principles of the content areas of these courses and outlined basic, intermediate, and advanced competencies for each.

Using these blueprints, faculty then began the process of constructing a bank of test questions based upon Dr. Ray's recommendations for effective writing of multiple-choice questions. Questions were constructed for College Algebra, English Composition I and II, World Literature I and II, British Literature, American Literature I and II, General Biology I and II, General Chemistry I and II, Physical Geology, Historical Geology, Survey of Western Civilization I, Survey of World History I, Survey of United States History I, General Psychology, Introduction to Sociology, and Principles of Economics I. Dr. Ray subsequently reviewed the test bank for such factors as gender and ethnic bias, content coverage, and validity, etc.

While the original Standard 1.B pilot plan called for the first administration of these questions as a pre-test in Spring 2002, the time required for the development of course blueprints and the question bank was greater than anticipated, and pre-testing was not initiated. At the same time that faculty were engaged in the process of developing blueprints and test questions, the General Education Assessment Committee charged with leadership for this pilot project continued to struggle with unresolved questions about the ability to obtain a valid matched cohort for pre-and-post testing using the proposed plan for test administration and about the reliability and validity of adding only 20 local questions to the Academic Profile exam. While the committee wanted to maintain the benefits of using the short form of the exit examination, they had valid concerns about the adequacy of assessing learning outcomes on the basis of 4-5 questions per subject area.

The opportunity provided by the Commission to revise the General Education Pilot Plans enabled the committee to draft a new plan for 2002-2003 that incorporates the foundation work accomplished on the plan so far and moves pre-and-post-test administration away from the Academic Profile exam and into the divisions for outcomes assessment within selected general education courses. Pending Commission approval of the plan revision, a schedule of implementation will be incorporated into subsequent Standard 4.B benchmarks.

Another pilot assessment project in which Roane State participated during 2001-2002 was the Academic Profile Essay Pilot test coordinated by the Educational Testing Service (ETS). Despite providing an incentive gift (Borders Books store certificates) funded by the Roane State Foundation, only 18 students could be recruited to participate in the essay test. Of those, 17 essays were scored, with an average score of 2.71 out of 4 possible points (scale of 1-4). At this time, the English department has decided not to continue with the Essay Pilot but, instead, to concentrate their assessment efforts on finalization of course pre-and-post-testing as outlined in the Standard 1.B pilot plan in order to more effectively align assessment results with locally developed blueprints and RSCC course competencies.

While the General Education Pilot Plan represents an opportunity to conduct institutional assessment of the general education outcomes of students in Roane State courses, assessment to gauge student performance against national norms for writing, mathematics, reading and critical thinking is also important. While the Academic Profile exam is widely regarded by faculty as a more appropriate test of Roane State students' exiting knowledge and skills than the College Base, many faculty members have only the sketchiest familiarity with the form and content of the exam. In order to place the assessment results - both the summary scores provided by ETS and additional analyses provided by Roane State's research office - in meaningful context to their students and their courses, faculty need to increase their familiarity with the exam.

Since nothing can accomplish this more effectively than having faculty members take the exam themselves, a plan had been developed to officially administer the test to faculty volunteers. During the beginning of fall semester 2002, the Roane State Testing Centers at the main campus and the Oak Ridge Branch Campus will designate a number of days/times during which faculty volunteers can take the exam. Approximately 30 faculty are needed to fulfill the projected institutional objective and to satisfy ETS requirements for scoring. ETS will provide individual scores as well as the batch mean score and national mean score. President McCamey is very interested in engaging the faculty volunteers in a dialog about the exam and will facilitate a meeting to discuss their perceptions of the test, its content in relation to our curriculum and our students' classroom experience, and ways to enhance the process of foundation testing.

General Education Benchmarks 2001-2002

- *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*

College Actions:

Faculty and student perceptions regarding the Roane State educational experience were studied extensively during 2001-2002 as part of a Title III Planning Grant that the college was awarded. Grant funds were used to support the administration of two major survey projects, the NCHEMS Institutional Performance Survey and the Noel-Levitz Student Satisfaction and Institutional Priorities surveys. While these surveys are primarily designed to gauge perceptions about overall institutional effectiveness and, in the case of Noel-Levitz, have a strong focus on student service; a number of questions were relevant to the effectiveness of Roane State's general education mission and others were added to the surveys to probe this issue further.

Faculty, staff, and Foundation Board members who were administered the NCHEMS Institutional Performance Survey were asked to rate the effectiveness of Roane State's general education program by responding to the following statements:

- 1) RSCC's general education curriculum provides innovative and creative learning experiences
- 2) The Roane State general education curriculum effectively leads students toward the achievement of the general education competencies – critical thinking skills, personal and professional motivation, communication skills, and a sense of community

The following table shows the total institutional responses to Item #1 above.

RSCC's general education curriculum provides innovative and creative learning experiences.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
Total (233)	2.1% (5)	4.7% (11)	9.9% (23)	58.4% (136)	11.2% (26)	11.2% (26)

The following table shows the total faculty (only) response to the same item.

RSCC's general education curriculum provides innovative and creative learning experiences.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
Total Faculty (101)	2.0% (2)	5% (5)	10.9% (11)	54.5% (55)	17.8% (18)	7.9% (8)

Item #2 above resulted in the following responses.

The RSCC general education curriculum effectively leads students toward the achievement of the General Education competencies.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
Total (233)	1.7% (4)	8.6% (20)	15% (35)	49.4% (115)	11.2% (26)	13.3% (31)

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Know
Total Faculty (101)	2.0% (2)	10.9% (11)	16.8% (17)	52.5% (53)	11.9% (12)	4% (4)

As indicated by the survey responses, 70% of faculty, staff, and Roane State Foundation Board members and community leaders agree or strongly agree that students are exposed to innovative and creative learning experiences. The percentage is even higher (72.3%) when faculty responses only are examined. Among survey respondents overall, 61% agree or strongly agree that the Roane State general education curriculum effectively leads students to the achievement of the stated competencies of the program; among faculty only the percentage who agree/strongly agree is 64%. While the responses indicate a strong level of confidence in the program, the data also reveal the potential for institutional improvement.

The Noel-Levitz survey project involved the administration of perception surveys to students and to faculty/staff concurrently. Questions related to areas such as campus climate and services, student-centeredness, advisement and registration, instructional effectiveness, etc. were posed. Students were asked to rate the level of importance they placed upon each attribute or item of service as well as their level of satisfaction with the college’s effectiveness in delivering that item. Of 4,525 student surveys administered, 1946 were completed, yielding a response rate of 43%. Faculty and staff were given the same questions and asked to rate importance level as well as their level of agreement about the extent to which Roane State satisfied expectations for delivery of those items. The Institutional Priorities Survey was administered to 432 faculty and staff and completed by 241, yielding a response rate of 56%.

In general, the responses of Roane State students revealed them to be more engaged than their national peers. Their overall scores both for importance and for satisfaction were uniformly higher than the national mean scores. (The overall responses of faculty and staff were lower on all items, possibly reflecting a more professionally critical perception of the gaps between actual and ideal services.)

The Noel-Levitz survey area of inquiry most relevant to perceptions about general education was “instructional effectiveness;” i.e., students’ academic experience, the curriculum, and the campus’s overriding commitment to academic excellence. The following table illustrates the responses to the Noel-Levitz survey items with the greatest applicability to the general education program.

Item # (ranked from 1-7)	Student Importance	Student Satisfaction	Student Performance Gap	Faculty/Staff Importance	Faculty/Staff Agreement	Faculty/Staff Performance Gap
#69 There is a good variety of courses provided on this campus.	6.43	5.64	.79	6.43	5.52	.91

Item # (ranked from 1-7)	Student Importance	Student Satisfaction	Student Performance Gap	Faculty/Staff Importance	Faculty/Staff Agreement	Faculty/Staff Performance Gap
#70 I am able to experience intellectual growth here.	6.39	5.88	.51	6.51	5.64	.87

Out of 80 total survey items, students ranked Item #69 sixth in importance and 22nd in satisfaction. They ranked Item #70 eighth in importance and sixth in satisfaction. These responses were very positive based upon both measures of the survey. Not only did Roane State students indicate that intellectual stimulation and growth were extremely important to them, but they also indicated that their expectations were being met. (Even at a satisfaction ranking of 22nd, the performance gap on Item #69 was well under 1.00 and, as such, considered low by Noel-Levitz standards.

It is somewhat more difficult to draw conclusions about faculty/staff responses. While the overall lower satisfaction/agreement score on the two survey items may be attributed to a greater professional understanding of the standards for ideal service in these areas and a greater sensitivity to the gaps between actual and real delivery, the extent to which these items ranked as less important is more puzzling. The answer may lie in the demographics of the survey respondents. Faculty members represented 40% of those completing the survey; 60% were administrators or support staff employees. Since the Noel-Levitz survey instrument itself is weighted toward student support services, the majority of respondents may have also ranked items in their area of influence as higher priorities. Further analysis of the data to isolate faculty responses is still needed.

The results of these surveys do indicate, however, that efforts to improve general education outcomes will be based upon a foundation of sound educational programming. Dr. Harriet Calhoun further confirmed the core strength of Roane State's general education program in her evaluative report, citing the following as particular strengths:

- A strong commitment to general education within all degree programs;
- A clear mission for general education that supports the mission of the institution;
- A commitment to preparing students to demonstrate both "skills" and "knowledge" as outcomes of general education;
- A well prepared and highly motivate faculty;
- A broad array of co-curricular and extra-curricular enrichment opportunities that complement general education courses.

General Education Benchmarks 2001-2002

- *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"*

College Actions:

Effective writing skills are arguably among the most important general education competencies, and a number of initiatives during 2001-2002 were implemented to strengthen writing across the curriculum. Although proposed activities for 2001-2002 included an in-service workshop on "How to Incorporate Writing into your Courses," this formal workshop was deferred in favor of more one-on-one assistance to faculty and students. Dr. Richard Baskin, newly appointed Director of the Writing Center at the Roane County campus, initiated a number of strategies to revitalize the center. The mission of the Writing Center, which began as a Center of Emphasis in the late 1980's, is to promote excellence in writing across the curriculum and to develop approaches that put writing at the center of the academic and professional enterprise.

Over the course of the past year, Dr. Baskin raised awareness about the center through a series of letters and emails to his faculty colleagues. A number of faculty members worked closely with Baskin to develop ways in which the Writing Center could provide writing assistance targeted to the special requirements of their academic disciplines. Information that instructors provided about the effective use of writing in their fields was shared with tutors assigned to assist students during writing consultations at the center. In collaboration with faculty, Baskin also built a library of writing files containing sample papers illustrating exemplary writing in various disciplines. The files contain papers in subjects ranging from history to law to health sciences and include professional examples as well as samples of exemplary student work.

Efforts to increase awareness of the services of the Writing Center have been particularly effective for students and faculty in technical fields. Students in Dr. Adolf King's Organic Chemistry course, for example, are required to write lab reports that are graded for form as well as for content. Opticianry students can access "writing abstracts" at the Writing Center to help them with essay projects in their courses. One student who came to the Writing Center for assistance with an opticianry essay won a contest sponsored by the Contact Lens Society of America for a scholarship to the national professional conference. (Other efforts to improve student writing in technical professions include the appropriation of Technology Access Funds (TAF) to purchase software for the Physical Therapy program to teach writing for documentation.)

Based upon discussions with faculty about weaknesses in student writing, the Writing Center also conducted MLA workshops for students as well as workshops on Introductions and Thesis Statements. Dr. Baskin is also planning workshops for faculty to share ideas about how writing assignments can be effectively integrated into their curricula.

General Education Benchmarks 2001-2002

- *Convene faculty group to explore expansion of Writing Center to Learning Center*
 - ▶ *Learning Center task force convened*

College Actions:

Central to Roane State's strategic plan is a commitment to the enhancement of education excellence through the development of effective learning-centered instructional and service environments. Based upon the successful model of the Writing Center, faculty and the academic leadership of the college began to explore the idea of expanding the center into an interdisciplinary Learning Center. While the proposed Performance Funding plan 2001-2002 benchmarks for this initiative only called for the convening of a Learning Center Task Force, this idea so thoroughly engaged all involved that far greater progress can be reported for this year than originally proposed.

The Learning Center Task Force, comprised of faculty representatives from all academic divisions, the directors of the Writing Centers in Roane County and Oak Ridge, and the Director of Library Services, began meeting during fall semester 2001. Their initial work involved benchmarking best practices through research of published material, websites, and professional organizations devoted to college learning centers. Their research confirmed the committee's preliminary vision of the center as a multi-disciplinary environment that students would want to come to for a variety of learning activities. The task force sought the input of students as they began to plan the design of the center.

The committee recommended that the Learning Center be a resource central to the academic life of the college, accessible to Roane State students at all campus locations as well as to online students. While the development of the Learning Center continues to be a work in progress, the task force's recommendations were approved, space on the main campus allocated, and preliminary funds appropriated to open the center fall semester 2002.

Dr. Richard Baskin, Director of the Roane County Writing Center, will direct the new Learning Center, which will be housed on the second floor of the main campus library. Space will be allocated for individual as well as group study, a computer lab, and a cappuccino bar (targeted for spring 2003). Professional laboratory tutors with Masters degree level credentials and teaching experience will be hired to tutor students in writing and math. As funding allows, tutors will be added in other disciplines. These tutors will be onsite at the center 35 hours per week; student tutors will cover additional hours. The proposed hours of operation for the center are 7:30 a.m. to 9:00 p.m. Monday through Thursday, 7:30 a.m. to 4:30 p.m. Friday, and 8:00 a.m. to 3:00 p.m. on Saturday.

To provide tutoring services for students at the branch and satellite campuses and to distance learning students, online tutoring will be available through SmartThinking.com. Seed money for the purchase of 250 of hours of online tutoring access has been provided through TAF funds. Workshops, group projects, and interactive tutoring for individuals or groups will be facilitated at the

Center through video-conferencing technology or in the interactive classrooms that currently link six of Roane State's seven campus locations.

Perhaps no other initiative has such great potential to positively impact the teaching and learning of general education competencies than the growth and development of the Roane State Community College Learning Center. As college maintenance crews work on renovating the designated space in the library, the excitement of students and faculty has grown. Designed to augment activities in the classroom, the center will provide an environment conducive to learning, with services designed for independent, dependent, and collaborative learners. As ongoing assessment of student learning outcomes provides more comprehensive analysis of areas of weakness in General Education competencies and opportunities for improvement, the Learning Center will serve as a centralized resource for students and faculty alike.

CULTURAL AND GLOBAL AWARENESS AND EXPERIENCE

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
-

Just as the first major goal of the 4.B Assessment Implementation Plan is based upon the study of longitudinal data and aligned with the college's strategic plan, the goal to strengthen students' learning experiences related to the arts, culture, and the global environment is founded on efforts to address weaknesses identified through Performance Funding data and upon institutional planning priorities.

For a number of years, the data from Enrolled Student and Alumni surveys revealed relative weakness in the area of cultural experience. This was demonstrated when students were asked to rate their overall cultural experience as well as through questioning about the extent to which their education at Roane State added to "their understanding and appreciation of the arts." Similar low rankings were given in response to the question about value added to "understanding global environmental concerns."

The enhanced sense of community that comes with increased cultural and global awareness is central to Roane State's general education mission and has recently been affirmed by the Board of Regents draft goals and outcomes for a common general education core curriculum. Through exposure to humanistic and artistic expression, students are better able to "create a comparative context in which to engage critically the ideas, forces, and values which have created the world in which we live." Through study of cultural and global concerns, students are better able to "understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life."

Cultural and Global Experience Benchmarks 2001-2002

- *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*

College Actions:

While the value of cultural and global awareness for improving the quality of student life and contributing to a more highly engaged citizenry is widely acknowledged, the challenges of integrating these elements into the educational experience of two-year commuter students are great indeed. In order to focus planning efforts on the most potentially effective activities and initiatives for accomplishing this goal, the college used the opportunity provided by the Title III

Planning Grant survey project to establish the most current perceptions of students and faculty on this issue.

The Noel-Levitz survey administered during fall semester 2001 includes an important element in the study of student perception missing from the satisfaction surveys administered through the Performance Funding program. The Noel-Levitz Student Satisfaction Inventory not only gathers information about students' satisfaction with various elements of the college experience but also asks students to rank the importance they place on each item. Student perception can thus be more clearly analyzed by means of the resulting performance gap, i.e., the difference between importance and satisfaction.

In order to probe student attitudes on the issues of cultural and global experience, local questions were added to the Noel-Levitz survey. Students were asked to respond to the following two statements:

- RSCC classes provide opportunities to think about and discuss issues of international interest and concern. (Item #76)
- My education at RSCC has included the opportunity to learn about and experience different forms of cultural and artistic expression. (Item #75)

Out of 80 items, students ranked their satisfaction with Item #76 (global issues) 42nd and Item #75 (cultural issues) 44th. On a percentile basis, these responses are generally consistent with satisfaction rankings indicated from the previous Enrolled Student and Alumni surveys that ranged from 55% to 65% satisfaction with these aspects of the college experience, indicating relatively low scores on these measures.

The addition of an importance scale, however, sheds light on one of the greatest challenges to setting improvement goals in these areas of collegiate education. Out of 80 items, students ranked their perception of the importance of Item #76 (global issues) 55th and Item #75 (cultural issues) 56th. Based upon students' expectations in these areas, the performance gaps were among the slightest recorded by the survey. Thus, while students did not rank these aspects of their education as satisfactory as they ranked others, they clearly did not believe they were as important either.

When the responses of Roane State faculty and staff to analogous questions on the Institutional Performance survey were analyzed, an even more interesting picture emerges. Factoring in the generally more negative responses of faculty and staff to the same survey questions asked of students, the rankings for importance and expectations met on these issues were very similar. Item #76 (global issues) ranked 58th in importance to faculty and staff and 39th in expectations met. Item #75 (cultural issues) ranked 56th in importance and 31st in expectations met. The perception that these elements of a liberal education are valuable, yet not among the highest priorities, appears to be as consistent with the thinking of faculty and staff as it is with students.

From data gathered during Roane State's SACS self-study process, this is particularly evident when artistic and multicultural exposure is seen as a function of purely extra-curricular activities. Because most busy community college students juggle work and family commitments with their educational goals,

engaging them in these issues is highly dependent upon linkage with classroom priorities. To this end, Roane State's objectives for strengthening learning experiences related to cultural and global issues focused on raising awareness of their importance and on integrating them into the academic life of the college.

Cultural and Global Experience Benchmarks 2001-2001

- *Restructure required Humanities electives sequence to increase student's exposure to broader cultural focus*
 - ▶ *Obtain approval from Academic and Curriculum Council*

College Actions:

The objectives and benchmarks proposed for 2001-2002 would have been ambitious at any time; however, 2001-2002 was no ordinary year. During this period, a number of extraordinary challenges confronted higher education in the state of Tennessee, and several of the objectives related to Standard 4.B Goal II were impacted by state as well as national factors. There can be little doubt that the state budget crisis was among the greatest factors influencing institutional planning during 2001-2002. Organizational attention to the development and implementation of new programs and initiatives was diverted to planning for potential cutbacks in programs and services.

In response to the Tennessee General Assembly's call for higher education institutions to "study their operations to determine how they can operate more efficiently and with more limited resources," the Tennessee Board of Regents put forward the *Defining Our Future* recommendations. Included in this plan are several proposals that call for sweeping curricular changes, namely the reduction in the number of credit hours required for graduation with an associate degree to 60 and the establishment of a common lower division general education core that is fully transferable within the TBR system. While the pros and cons of these recommendations can be argued, their impact on curricular decision-making at the institutional level cannot be underestimated.

As Roane State considered the implications of these initiatives for the college's short term and long term academic planning, a number of locally developed ideas were deferred until they could be factored into statewide curricular goals. For example, Roane State's Humanities division had considered seeking approval from the Academic and Curriculum Council to restructure the required Humanities electives as a way of increasing students' exposure to a broader cultural focus. In anticipation of engaging in the process of aligning Roane State's general education courses to the common core, this proposed restructuring seemed premature. As the college begins the work of determining which courses meet category requirements for the general education core, the originally envisioned concentration in the number of required Humanities electives might naturally occur.

Cultural and Global Experience Benchmarks 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*
- *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*

College Actions:

In addition to the statewide circumstances impacting higher education, the tragic events of September 11 resulted in unexpected consequences for Roane State's academic planning. The college's five-year strategic plan calls for "increasing the Roane State college community's awareness, understanding, and interaction with the larger global community," and a number of preliminary plans were being drafted to develop an international education program. As Americans across the country responded to the shock and horror of the terrorist attacks, however, a growing sense that the world was a dangerous place and Americans were not welcome everywhere had an immediate chilling effect upon travel beyond perceived "safe havens." Although recent opinion research by the American Council on Education indicates that, since September 11, general support for international initiatives in higher education remains strong, the support for study abroad is more conditional.

The apparent reluctance to travel on the part of students and their parents had a negative impact upon an exciting new course developed as part of Roane State's fledgling international education initiative. The International Studies seminar course, developed by Dr. Donald Miller, Professor of Anthropology and Sociology, was designed to combine international study or field work with academic research in the Social Sciences and Humanities. Research options included topics in anthropology, geography, history, sociology, education, family and kinship, politics, economics and business, religion, art, and literature. Students were encouraged to engage in themes that would address current international concerns such as human rights, the environment, terrorism, population, famine, and/or international relations.

In addition to travel and/or field work the course consisted of seminar discussions, presentations by students and guest speakers, and preparation of a final research paper on a topic determined at the onset of the course in consultation with faculty and/or community sponsors. In its first time offered, the course had no students enroll and was cancelled for the fall semester.

The impact of world events led Roane State faculty and administrators to defer further plans for activities involving international travel and/or exchange

until the entire initiative could be re-evaluated. Thus no direct action was taken on several of the proposed benchmarks for accomplishment outlined in the original Assessment Implementation Plan. The process of re-visiting international education planning, however, has begun.

During the first of several strategic planning retreats, Dr. McCamey recently began a dialogue about whether and in what form to reaffirm an institutional commitment to this strategic goal. Senior administrators and faculty acknowledged the critical complexities of this issue and the need to identify ways in which understanding and engagement with the global community can remain an institutional priority. While the current climate makes activities related to international travel and exchanges problematic, the need to study and increase awareness of other nations and cultures could not be timelier or more necessary. One of the course objectives outlined in Dr. Miller's proposed International Studies seminar course expresses the obligation succinctly – "to realize the relativity of culture and to remove ethnocentric barriers that prevent nations and peoples from seeking common goals and solutions to problems."

The outcome of this initial discussion was a determination that the most effective means of engaging students in the study and discussion of these issues would be to continue efforts to accomplish this strategic goal through feasible and relevant integration of international issues into the current curriculum. This strategy, too, will have to be approached cautiously since curriculum planning will need to be consistent with statewide academic planning goals cited above; however, every effort will be made to add a global perspective to courses in appropriate and relevant ways.

Cultural and Global Experience Benchmarks 2001-2002

- *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*
- *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*

College Actions:

One way in which this strategy was originally envisioned for this Performance Funding plan goal was through the development of interdisciplinary elective courses. While recognition of the upcoming reduction in required degree credit hours caused faculty to proceed with new course development more slowly than proposed for 2001-2002 benchmarks, some exciting plans have been implemented. While international projects and the interdisciplinary World Studies course have not been put into place, faculty in the Humanities division have developed an extraordinary plan to enhance opportunities for students to study and experience the arts and culture.

Under the leadership of the Dean of the Humanities Division, Dr. Robert Vaughan, an interdisciplinary course titled "Great Works – Big Questions" has been developed. This course, which is designed to fulfill the humanities elective requirement, will focus on masterpieces of art, music, drama, and literature. The course will be taught by a team of faculty from the Humanities Division and will focus on the existential questions that the Great Works have always raised. To raise awareness among faculty and staff about the new course and the importance of the arts and humanities – to a well-rounded general education and to a well-examined life – a special session was presented during August 2002 in-service activities. Titled "What are the Humanities Anyway, and Why Should I (or my Students) Care?" the session included presentations and performances by art, music, drama, and literature faculty members.

To extend the reach of the intellectual discourse outside the classroom, a regular series of Great Works reading groups, open to all faculty, staff, and students, will take place at the Roane County and Oak Ridge libraries. The goal of these reading groups is to bring the "big questions" into discussions in college classrooms, labs, courtyards and offices. Discussion of reading selections will also take place online on a Great Works Listserv.

Such efforts to combine curricular and extracurricular discussions of the arts and humanities through collaboration with college Library Services will be expanded in the Brown Bags and Books discussions sponsored by the library for the coming year. Regularly scheduled events will include Poetry Readings on the 2nd Wednesday of every month where faculty, staff, and students are encouraged to bring their own or their favorite poetry to read. The 4th Tuesday of the month is reserved for Science Fiction and Fantasy. A special discussion session will be scheduled to coincide with the performance of Steel Magnolias at the Roane State Theatre fall semester 2002. Participants will be able to discuss the play and the performance with the director and the actors.

While the current social and educational climate has presented challenges to the implementation of this goal in the form of perceptions to be altered and statewide academic initiatives to address, the college remains committed to the idea that the quality of student life and the overall educational experience can be improved through a purposeful exposure to cultural and global issues. As the strategic planning committee continues to work with President McCamey to align

college goals and objectives to new forces impacting higher education in the state, effective strategies for accomplishing this goal will be explored.

ACADEMIC ADVISEMENT

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, manuals, etc. and the mechanism for student advisor assignments
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Academic advising is a comprehensive campus process, involving students, faculty and staff at all levels, and is therefore among the most complex and difficult processes to "get right." Data gathered through Performance Funding and other institutional self-studies have shown advising to be the process area with the greatest need for improvement.

With the support of Title III Planning Grant funds, Roane State was able to administer the Noel-Levitz Student Satisfaction Inventory, one of the most comprehensive student satisfaction survey instruments available, in order to gather information about students' current perceptions about advising at Roane State. The advantage of the Noel-Levitz survey program is that a companion survey instrument, the Institutional Priorities Survey, is available to probe faculty and staff perceptions of the same issues. During fall semester 2001, both surveys were administered concurrently to students and to college faculty and staff.

The student survey asked respondents to rank both the level of importance placed upon an item and the level of satisfaction that their expectations regarding that item were being met. The faculty/staff survey, likewise, asked respondents to rank the importance of items and asked them to rank their level of agreement that the college was meeting expectations for those items. The difference in important rankings and satisfaction/agreement rankings results in a Performance Gap score that helps to identify areas where expectations are not being met and, thus, where improvement opportunities exist.

The survey results revealed that the largest performance gaps exist in the area of academic advising/counseling. Academic advisement ranked last in satisfaction and fourth in terms of overall importance among both faculty/staff and students. This scale was comprised of the following questions related specifically to academic advisors: "help students set goals to work toward;" "are concerned about students' success as individuals;" "are knowledgeable about transfer requirements of other schools;" "are approachable;" and "are knowledgeable about program requirements." "The school does whatever it can to help student's reach their educational goals" was also a question included in the advisement scale. Table 1.0 displays the performance gap scores for both the IPS and SSI. The data are indicative of several large performance gaps; that is, where faculty and students perceive their advisement expectations are not being met adequately. These findings were shared during college-wide presentations and on the Institutional Effectiveness and Research web page.

Table 1.0 Noel-Levitz Findings – Academic Advisement

Components of Scale (All components ranked 6.0 and above in importance for both students & faculty/staff)	Student Performance Gap	Institutional Performance Gap
Academic advisors help students set goals to work toward.	1.11 (1 st)	1.49 (4 th)
Academic advisors are concerned about students' success as individuals.	1.02 (2 nd)	1.27 (5 th)
Academic advisors are knowledgeable about transfer requirements of other schools.	0.98 (3 rd)	1.62 (1 st)
Academic advisors are approachable.	0.96 (4 th)	1.57 (2 nd)

Components of Scale (All components ranked 6.0 and above in importance for both students & faculty/staff)	Student Performance Gap	Institutional Performance Gap
Academic advisors are knowledgeable about program requirements.	0.92 (5 th)	1.52 (3 rd)
This school does whatever it can to help students reach their educational goals.	0.84 (6 th)	1.12 (6 th)

Because the delivery of academic advisement at Roane State is a comprehensive process, involving faculty and student support services staff, the college determined that efforts to improve the process would require a multi-faceted approach involving all parties. To this end, in fall 2001, an Advisement Council was convened, charged with the task of making recommendations and identifying, planning and implementing critical action steps toward improving advisement services. The council's objectives involve analysis and development of strategies aimed at affecting policy, technology, faculty, students, and the overall academic advisement delivery process.

The council is equally comprised of faculty and key administrative staff. It was deemed vital to the success of the council to have faculty representation, since their ownership is critical to the successful implementation of any selected strategies for improvement. Thus, faculty members from every academic division and from representative programs have been asked to participate. Likewise, administrative staff who function in a capacity where student advisement is a primary duty and whose input and ownership is critical have also been asked to join the council. Since the inception of the council, meetings have been held monthly or, during the summer, bimonthly.

The council's purpose has been to consider advisement as a coherent and ongoing student experience and to organize current resources effectively, while concurrently identifying weaknesses and developing recommendations to address gaps in the current system in order to best maximize advisement services for students throughout their academic experience at Roane State. To structure their preliminary work, the council posed five questions:

- What are ideal advisement services for students based upon their needs?
- What level of advisement can we offer our students within the parameters of our current system?
- What are the limitations or "gaps" of our current advisement system?
- How can we creatively fill these gaps?
- How can we maximize student benefits via our advisement system?

Although the climate of fiscal austerity at the institutional and state level required the council, on the one hand, to plan conservatively, the formulation of a Title III Development Grant proposal for submission March 2003 provided the framework for the council also to think creatively about what "might be."

The council began its task by examining various diverse student advisement scenarios and identifying general and academic student advisement needs. Council members wrestled with generating a comprehensive list of needs, but successfully accomplished this and examined these needs in relation to the

college's current level of services. This provided the council with a picture of the scope of current services offered at the college and enabled them to pinpoint areas of weakness. Members were then asked to determine innovative ways to remove these barriers to advisement through either more effective use of current resources, new resources and/or other ideas.

The formation of the council provided the venue to examine advisement in a comprehensive manner. As a result of the council's work, there have been a number of marked improvements in the delivery of advisement services. Progress accomplished during 2001-2002 is outlined below.

POLICY

Policy Objective 1: To improve institutional academic advisement policies through assessment of current advisement policies and practices.

Council Recommendations:

- 1) *To investigate the feasibility and effectiveness of implementing a mandatory advisement policy for students.*
- 2) *To investigate implementing a mandatory first year college orientation class policy and revising content and duration to enhance academic advisement/first year experience.*

Council/College Actions:

The council is still exploring the possibility of implementing a mandatory advisement policy for students. At this time further study of this issue is warranted, but the council is considering this type of policy. The council is also exploring implementation of a mandatory policy that would require students to enroll in the college orientation class during their first semester. The council has been reluctant to act on this recommendation, however, due to the impending reduction in required credit hours at the community college level to a maximum of 60 hours. This recommendation will be reconsidered during 2002-2003, but the results of any changes within the TBR system related to maximum credit hours in degree programs will likely affect further actions by the council.

TECHNOLOGY

Technology Objective 2: To improve and increase the utilization of faculty and student technology-based advisement services through the use of RSCC's Campus Pipeline, email services, website and any other appropriate technological venues

Council Recommendations:

- 1) *To form a subcommittee charged with examining information technology at the college and identify areas of improvement and make necessary changes.*
- 2) *To review cutting-edge technology and benchmark best practices in innovative academic advising web sites and other uses of technology and evaluate their effectiveness related to academic advising.*

Council/College Actions:

With teaching locations in seven counties, the need for Roane State to augment human resources with technological resources in order to meet student needs has driven institutional strategies for learning and service since the early 1990's. Recognizing this, the council devoted a portion of their work during 2001-2002 to benchmarking best practices in the use of information technology to provide effective advising services. The Director of Institutional Effectiveness and Research, in her role as Title III Planning Grant Director, made a presentation to the council highlighting a number of state-of-the-art online advising web resources and programs that other institutions across the country are using to improve academic advisement. Council members were very enthusiastic about some of the ideas presented and will continue to review exemplary technology-based advisement resources to assist them in making informed recommendations for technology improvements in the coming year(s).

The council also began to examine the information technology resources that are currently available at the college and discuss how these resources could be improved to provide better student advisement services. The Advisement Council Chair worked in collaboration with the council and computer services staff to identify and remedy weaknesses in our current information technology. During the course of 2001-2002 some marked progress has been made.

Previously, the evaluation of student transcripts was done primarily by accessing the SIS Degree Audit Program or by hard copy. A new method of running Degree Audits was created through the college's new Web for Faculty/Advisors and Web for Students interface system. A Web for Faculty/Advisors option was added to enable faculty or advisors to access a multitude of student information for their student advisees including: student schedules, unofficial transcripts, institutional coursework, transfer credit, degree audits, and student contact information. The information is readily available and easily accessible to advisors simply by logging in and viewing their list of advisees and selecting a student. Students also have access to similar information (grades, unofficial transcripts, coursework, transfer credit, degree audit, etc.) in the new Web for Students.

Faculty were formally introduced to this new system during fall in-service 2002. Training will be available both online and through professional development sessions that faculty can attend to learn more about using this system to better advise students. While students enrolled in the Orientation Class (EDU 100) will receive training on how to access and use Web for Students, returning students will have to be trained by faculty and staff. Training on the use of Web for Faculty/Advisor and Students will be provided for all campus site directors and their respective staff members, faculty and staff who actively participate in student orientation, and other interested faculty to ensure that a trained pool of college employees is available to assist new and returning students and their colleagues as well. New faculty hires will receive training on the system as a part of their orientation session provided by the Office of Human Resources.

To enhance the system further, the Chair of the Council is working with the Tennessee Board of Regents to enhance the SIS program to allow for the addition of student email addresses (e.g. Hotmail, AOL, etc). This will allow faculty to have their students' most up-to-date and frequently used student email address, not simply their Campus Pipeline email address.

A new orientation CD Rom was created and will be distributed to all students fall semester 2002. This CD includes academic advisement information, along with institutional policies, procedures and educational programs. This CD contains information and resources for students (and faculty) that are readily accessible as well as useful planning tools that aid in the advisement process. Although much of this information is provided during orientation sessions, students can often be "overloaded" with information when they first enter college. This portable information source can be accessed whenever a student has a question or needs information.

A career assessment computer program, Career Scope, was installed at all seven RSCC campus locations to assist students in career planning. This is a useful tool for students to access prior to advisement sessions. This inventory assesses personal skill sets and matches these skills to professional careers.

A new mechanism for student advisor assignments was implemented after technical modifications were made to the student advisor assignment computer program. Previously, it was several weeks into the semester before students received advisor assignments. Under the new system, assignments for new students, re-admitted students, change of major requests, and change of advisor requests are processed within 48 hours. Once the system assigns advisors, students are automatically emailed through their Campus Pipeline email account, alerting them of their assigned faculty advisor and the advisor's contact information. The system assigns faculty advisors by campus site and major. The Web for Faculty/Advisors will automatically be updated to ensure that faculty can see the addition of their new advisees. An updated advisee list will be emailed to faculty monthly.

It is critical that advisees be informed about the availability of faculty advisors, and it is currently often difficult for students to determine when faculty are available for advisement. Planning is underway to post faculty advisement schedules and course rotation plans on the Roane State website to allow students to view these with search capabilities. This tool should improve students' ability to plan meeting times with their faculty advisors.

The Council realized that advisement is an information-intensive undertaking, requiring the most up-to-date information technology available to ensure that both advisors and students have accurate information about the student's record, program requirements, and institutional requirements and that the resources are available for quick, appropriate and confidential advisement sessions. The measures described above have been put into place in an effort to improve technology and/or processes in order to foster a more productive advising environment and a more effective relationship between students and advisors. Having optimum information technology support releases professional and faculty advisors from unnecessary or redundant clerical work, freeing up time

for more direct interaction with students, which is key to an effective advisement program. The council recognizes the need for improved information technology and will continue to explore new options and make recommendations as needed about infrastructure, hardware, and software in collaboration with computer services to optimize student services.

FACULTY/STUDENTS

Faculty Objective 3: To enhance faculty advisement development through exposure to various training strategies.

Student Objective 4: To enhance student academic advisement services by integrating a more comprehensive advisement approach.

Council Recommendations:

- 1) *Faculty and student CD Rom will be completed and disseminated to all new and returning students via the RSCC catalog and other appropriate venues.*
- 2) *Web for Faculty training and/or On-Course degree audit sessions will be offered during fall professional development days as well as periodically throughout the academic year.*
- 3) *All faculty will be surveyed using the Noel Levitz Institutional Priorities Inventory instrument and analyze data in relation to student Noel Levitz Student Satisfaction Survey.*
- 4) *Survey findings related to advisement will be communicated to entire faculty, Advisement Council, and students.*
- 5) *Other possible training opportunities relative to advisement that might be beneficial to faculty and students will be explored.*

Council/College Actions:

The Noel-Levitz Institutional Priorities Survey was administered to Roane State faculty and staff during fall 2001. Data results from the survey project (see Table 1.0 page 18 above) confirmed that the advisement process was perceived by faculty and staff to be among the college's greatest areas of weakness. This data provided a framework of consensus upon which to jump-start the improvement process. Survey findings were presented to faculty and staff during a college-wide meeting and on the Institutional Effectiveness and Research web page.

Academic advisement is a responsibility of the teaching faculty in addition to the professional counseling staff. Faculty advisors are responsible for the orderly progression of their advisees through their chosen program of study. During the advisement session, the advisor must verify that the student's subject choices are consistent with his/her program. In order to successfully complete this task, faculty advisors need tools and technology to be readily available when advising students. Not only does advisement require accurate information, but it also requires the skills to convey it.

Web for Faculty and Students software was purchased and is currently being used to interface with the college's SIS system to allow faculty to easily access up-to-date academic information on advisees during advisement sessions. As described in Objective 2 above, this new system and the added Web for Advisors option give faculty advisors user-friendly access to a wide range of student information needed for accurate and effective advisement. Faculty were introduced to this new system during fall in-service 2002. Training will also be available online and through additional professional development sessions.

A faculty and student CD Rom was created and is currently being reviewed by faculty, administration and students for improvement feedback. This CD will be made available to faculty and students for their use to access information about advisement, policies, programs, etc.

The Council also began initial discussion and planning for an early alert system for at-risk students, but no formal action plan has been formulated at this time. Preliminary discussions of such a system have focused on implementing this as a pilot, defining at-risk students as new students enrolled in developmental studies. The council will continue to work on this initiative in the coming year(s).

The Advisement Council Chair and several council members evaluated video advisor training available through Noel-Levitz. Such training resources will be re-evaluated for possible implementation later in the cycle, once the council has outlined a more comprehensive advisement improvement plan.

Process

Objective 5: To improve the advisement processes by improving current advisement materials, i.e., catalog, manuals, mechanism for student advisor assignments, etc.

Council Recommendations:

- 1) *Evaluate the process of student advisor assignments and make improvements accordingly.*
- 2) *Evaluate the entire student advisement process and make recommendations for improvement for both new students and returning students.*

Council/College Actions:

The Academic Advisement Council reviewed the current institutional process of student advisement and examined this process in relation to the council's view of an ideal advisement system and relative to the college's student population and its unique multi-campus facilities. This exercise enabled the council to pinpoint general areas of improvement. To further investigate the advisement process, two subcommittees were formed. A New Student Advisement Subcommittee was formed to examine the process relative to new students and a Returning Student Advisement Subcommittee was formed to examine the process relative to returning students. Both subcommittees have

been asked to formulate a set of recommendations for improving the advisement process for their respective student populations and present these recommendations to the full council.

The full council made a variety of recommendations that have been accomplished or are in the process of being completed:

- Improved the admission checklist used by front line staff for general advisement issues;
- Improved academic planning sheet used by faculty advisors used during student advisement sessions;
- Enhanced international student advisement as a result of policy changes since the September 11th attack, by identifying the Director of Admissions as a point of contact for all international students;
- Separated SIS system student status categories (e.g. transient, dual credit, certificate of advancement, personal enrichment, holds, and etcetera) to advise these students more effectively;
- Implemented the use of a student counseling and career services referral form;
- Revised faculty and staff procedures to assist in preparation for new student orientation sessions;
- Conducted Adult Student Information Fairs at all seven campus locations, with faculty, staff and students available to assist prospective students;
- Provided updated articulation notebooks to all departments and entered this information in the Web for Faculty/Advisors/Students;
- Began planning preliminary stages of training all admissions counselors, frontline staff, and others to assist with general advisement;
- Began revising the process of posting transcripts for more timely availability to faculty, advisors, and students;
- Began developing a “special for credit” and “undecided” career assessment instrument;
- Began developing an English as a Second Language program (with the purpose of bringing bilingual advisement into the mainstream of the College)

Even minor process improvements can facilitate the flow of information and enable faculty, advisors and staff to ask informed questions. In the near future, subcommittees will present their recommendations to the full council and facilitate further discussion of academic advisement improvement actions. As the College prepares its Title III Development Grant Proposal, the Planning Grant Task Force will work in conjunction with the Advisement Council to develop new advising processes and plans – both those that can be supported with institutional resources and those for which external funding will be requested.

As the council continues to explore strategies to improve academic advisement, discussions with students, faculty, and staff will be initiated to further pinpoint problem areas and obtain feedback and input on process modifications and new initiatives.