

**Performance Funding Annual Report  
2002-2003**

**Points Awarded: 100 out of 100**

**Summary of Points Awarded**

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

**Performance Funding Annual Report for 2002-03**

Standard 1.A: General Education Outcomes

<b>Roane State Community College</b>		<b>Points:</b>	<b>15</b>		
Test Type	<b>ETS</b>	<i>Notable Change Criteria</i>			
		CBASE	4		
Total Eligible Grads:	<b>606</b>	CCTST	1.7		
		ETS	2		
No. Grads Tested:	<b>500</b>	% Tested: 83%			
<b>Current Cycle Data Trends</b>					
Mean Score	2000-01	2001-02	2002-03	2003-04	2004-05
Institution	<b>444.2</b>	<b>442.8</b>	<b>443.2</b>		
National	<b>443.2</b>	<b>441.9</b>	<b>441.9</b>		
Diff (I-N)	1.0	0.9	1.3		
Diff (I-P)	0.0	-1.4	0.4		
Pctile	<b>47%</b>	<b>55%</b>	<b>55%</b>		
<b>Option 1: Comparison to National Norm Trends</b>					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11		
Additional	0	0	0		
Total	11	11	11		
<b>Option 2: Comparison to Previous Inst Score Trends</b>					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11		
Additional	0	0	0		
Total	11	11	11		
<b>Previous Cycle Information (Option 2 - Year 1)</b>					
Points in 2000-01	11				
Last Inst Score (2000-01)	444.2				
<b>Option 3: Comparison to Percentile Ranking</b>					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Total	0	15	15		

**INSTITUTIONAL COMMENTS (OPTIONAL):**

The number of eligible graduates (606) excludes certificates and is for the following terms:  
summer 2002, fall 2002 and spring 2003.

<b>Points Table (Particip 1B)</b>	
Above Norm	11
Below Norm	8
Additional Points	1
Max Points	15

**Performance Funding Annual Report for 2002-03**  
 Standard 1.B: Pilot Evaluations of General Ed Outcomes

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

**INSTITUTIONAL COMMENTS (OPTIONAL):**

A copy of our 2002-03 general education pilot report is included.

## THEC Performance Funding, Standard I.B 2002-03

### 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 Community College sought to clarify and enhance the general education assessment process by establishing more valid and reliable measures for evaluating the college's instructional effectiveness in the general education core. The central objective of the pilot project has been to determine an assessment method that would be most reflective of the competencies that graduating students should be able to demonstrate based upon their educational experience at Roane State.

Leadership for this initiative has been given to the standing General Education Assessment Committee, which was 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, representatives from the Office of Institutional Effectiveness and Research and is chaired by Dr. Richard Baskin, Assistant Professor of English and Director of the Learning Center.

In an effort to formulate an assessment method that would combine ease of implementation with readily quantifiable college-wide results, the committee determined that pre-and-post testing would best meet these needs. Originally the pilot plan called for pre-tests, consisting of 20 locally constructed questions, to be administered during Orientation classes and for post-tests to be administered by adding 20 local questions to the Academic Profile exit exam. However, in 2001-2002, the college obtained approval from THEC for a revision to this plan that calls for the administration of locally constructed pre-and-post tests for individual Roane State courses. The revised plan is built upon course blueprints and test banks previously developed by Roane State faculty and has the advantage of permitting a larger sample of questions per 40-45 minute test and of achieving a more closely matched cohort of students participating in both parts of the exam. Students are tested for entering general education competencies through entry-level general education courses and their scores compared to a matched cohort upon completion of an academic semester.

In 2001-2002, faculty in the general education academic areas sought the guidance of Dr. John Ray, Associate Director of the Institute for Assessment and Evaluation at the UT/Knoxville College of Education for his expertise in the field of psychometrics. Based upon his recommendations, course blueprints were developed that identified major principles of the course content areas and prioritized competencies at basic, intermediate, and advanced levels. The blueprints provided the basis for test question

development and faculty were provided with further guidance on how to develop effective multiple-choice questions.

Blueprints and test questions were developed 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.

### **GENERAL EDUCATION ASSESSMENT PILOT 2002-03 ACTIVITIES:**

The committee decided to implement the pilot on a reduced scale for the first year (2002-03) of test administration, selecting a limited number of key general education courses for participation during the first year of testing. The committee wanted some process and formative evaluation measures in place to allow for future refinement of implementation plans, general education testing instruments, and to modify committee/faculty actions as needed. Efforts will be made in subsequent years to expand the number of participating courses.

Testing began during spring 2003 semester in the following general academic areas and courses:

- **English**
  - Composition I
  - Composition II
- **Mathematics**
  - College Algebra
- **Chemistry**
  - General Chemistry II
- **History**
  - Survey of Western Civilization I
  - Survey of Western Civilization II
  - Survey of World History II
  - Survey of United States History II

Students were pre-tested in the aforementioned courses at the beginning of the semester and post-tested at the end of the semester. All of the courses had a respective pre-test/post-test, with the exception of the history courses. For the history courses, the same pre-test/post-test was used for all classes. Faculty instructed students to report to the Testing Center where the actual exams were administered and records of student participation kept. Pre-tests and post-tests were compiled and analyzed and individual student scores and overall course scores were reported to faculty for their respective course(s). In addition, faculty were provided a test-item analysis for their review.

## **FINDINGS:**

Pre-test and post-test results were analyzed by matched cohorts in the following general education courses: English Composition I, English Composition II, College Algebra, General Chemistry II, and for all of the History courses. Measures of central tendency were computed for the pre-test and post-test scores and gain scores were computed. Pre-test and post-test mean scores were compared by using a paired sample (or dependent) t-test, for each of the participating general education courses and areas to see if there were any significant differences. In all of the participating general education areas there was a significant difference between the pre-test and post-test scores.

College Algebra had the highest average gain score followed by Chemistry II. There was a significant difference between pre-test and post-test scores,  $t(30) = -11.326$ ,  $p = .000$ , among the participating College Algebra students. For Chemistry II, there was also a significant,  $t(20) = -7.426$ ,  $p = .000$ , difference between the scores. Results were indicative of significant differences in all of the general education areas between the pre-test and post-test scores. The post-test mean score, based on the percent correct, are highest for College Algebra followed by English Composition I. However, the mean scores and average gains are marginal for all of the general education areas except for College Algebra. This may be attributed to the way in which faculty held students accountable for these tests.

For the first year of implementation, faculty were given the prerogative to choose how they would make their students accountable for participation in this pilot. Some faculty chose to give extra credit for the pre-test and post-test, while others calculated this as a course requirement that would have significant weight in students' overall grades. Students taking College Algebra, for example, were required to pass the final post-test exam in order to successfully pass the course.

The scores were analyzed for each course and by faculty member. For the faculty that required their students to take these tests and attached to the tests a significant value/weight toward the overall course grade, the overall post-test mean scores and gain scores were far better when compared to those faculty members that only assigned extra credit or some other accountability measure for participation. Thus, for the upcoming year a more standardized accountability measure will need to be implemented in order to make this a more valid measure of student achievement in general education courses.

Further test results are provided in Table 1.0 below.

**Table 1.0: General Education Pre-Test/Post-Test Results**

<b>General Education Area</b>	<b>Mean Pre-Test Score</b>	<b>Mean Post-Test Score</b>	<b>Average Gain</b>	<b>Probability/Significance</b>
<b>College Algebra</b>	36.00	73.50	37.50	.000*
<b>Chemistry II</b>	29.75	53.25	23.50	.000*
<b>English Composition I</b>	56.86	65.05	8.18	.000*
<b>English Composition II</b>	50.38	55.62	5.23	.002*
<b>History</b>	41.65	47.08	5.43	.001*

### **USE OF FINDINGS:**

For faculty participating in the General Education Pilot, a debriefing of results will be held at the beginning of fall semester 2003. Findings derived from this pilot will be discussed in detail with participating faculty and the entire General Education Assessment Committee. The meeting will be facilitated by the Institutional Research Analyst, Kristi Roberson-Scott.

During this meeting the aggregate results for all general education areas will be discussed and a dialogue of the test-item analyses will be prompted. Perhaps more importantly, the findings should prompt a discussion regarding the assessment tools, and the ways in which these may need to be modified to represent more valid measures of student learning outcomes for each general education area. To that end, discussions of how to more appropriately craft an assessment tool that represents the knowledge that all students should master by the end of a given semester in a respective general education course will be revisited. Faculty will need to pay more conscious attention to areas and types of knowledge where student achievement is weak and use the results of this year's assessment to strengthen instructional effort in those areas.

### **ACTIVITIES AND OBJECTIVES FOR 2003-2004:**

The assessment findings from 2002-2003 should provide faculty with a more comprehensive picture of general education entering and exiting competencies, based upon Roane State specific course work. Although graduating students are tested using the Academic Profile (short version), Roane State faculty wished to augment this test, with its focus on critical reading and thinking, by testing using an instrument more closely aligned to the Roane State core curriculum. It is anticipated that this effort should result in the college being able to more accurately measure general education learning outcomes, in valid and reliable ways, and allow faculty to adapt, modify, and

improve instructional efforts as needed to accommodate the Roane State student population. It is anticipated that the college, under the leadership of the General Education Assessment Committee will engage in the following activities during 2003-2004:

- Review the findings from test administration conducted during 2002-03;
- Revisit the intended general education learning outcomes by area/courses;
- Revise the testing instruments as needed;
- Begin construction of a test item bank of questions for each general education area that will enable post-tests to represent 80% new material/questions, while, at the same time, test for the same competencies as the pre-test;
- Modify instructional efforts as needed to improve learning outcomes in areas of weakest student achievement;
- Increase the number of general education courses participating in the pre-and-post test project;
- Recruit more faculty participants for the pilot;
- Develop training opportunities to provide faculty with tools for improving general education competencies across the curriculum;
- Implement a more standard student accountability policy, to be utilized by all participating faculty, in order to reduce the ability of this factor to confound results.

**Performance Funding Annual Report for 2002-03**  
 Standard 1.C.1: Accreditation of Academic Programs

<b>Roane State Community College</b>	
<b>No. Accreditable:</b>	10
<b>No. Accredited:</b>	10
<b>Percent Accredited:</b>	100%
<b>POINTS REQUESTED:</b>	<b>10</b>

<b>Roane State Community College</b>		<b>Accreditable Programs</b>		
Major Code	Major Name	Degree(s)	Accredited?	Year of accr.
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	Yes	2006
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	2004-05
31.51.1601.00	NURSING	2.3.AAS	Yes	2006-07
31.51.1801.00	OPTICIANRY	2.3.AAS	Yes	2008-09
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	Yes	2009
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	Yes	2005
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):**

**Opticianry:** The Commission on Opticianry Accreditation granted accreditation (April 2003) to the RSCC Opticianry Program for a period of six years. A letter confirming accreditation is included in this report.

**Somatic Therapy:** The Commission on Massage Therapy Accreditation (COMTA) granted initial "conditional accreditation" in April 2002. An interim report and additional materials were sent (September 1, 2002) to COMTA, as requested. After reviewing the report/materials, the conditional accreditation status was removed on October 25, 2002, and the program is now fully accredited. See supporting documentation, of accreditation status, included in this report.

**Other Updates:**

**Other Updates:**

**Business Management Technology:** 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.

**Paralegal Studies:** The program has submitted an application and self-study report to the American Bar Association (ABA) for "approval" status. The ABA does not "accredit" paralegal programs ; they only grant "approval" status to such programs. The ABA has requested additional materials for the self-study and these are due by the end of August 2003. An approval decision is expected during fall 2003.

**Table2a**

Percent	Score
0%	0
69%	0
70%	0
71%	1
72%	1
73%	1
74%	1
75%	2
76%	2
77%	2
78%	2
79%	3
80%	3
81%	3
82%	7
83%	4
84%	4
85%	5
86%	5
87%	5
88%	6
89%	6
90%	6
91%	7
92%	7
93%	7
94%	8
95%	8
96%	8
97%	9
98%	9
99%	9
100%	10

**Performance Funding Annual Report for 2002-03**  
Standard 1.C.2: Program Review (Undergraduate)

<b>Roane State Community College</b>							
Reporting for Cycle:		Points Requested					5
Major Field Code	Major Field Name	Degree	Year Reviewed	Total No. Standards	"NA" Standards	# Stand. Met	% Met
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	2003-04				n/a
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2002-03	26		26	100.0%
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2004-05				n/a
16.24.0101.01	GENERAL EDUCATION	2.3.AA	2001-02	26		26	100.0%
16.24.0101.01	GENERAL EDUCATION	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	26		26	100.0%
				<b>182</b>	<b>0</b>	<b>182</b>	<b>100%</b>

**Please submit copies of the peer review documentation and summary material with the template.**

**Additional Comments**

The Criminal Justice (A.A.S.) Program, including the Police Management Certificate, underwent a self-study and peer review during academic year 2002-03. The Criminal Justice Program, including the certificate in Police Management, met all TBR standards. A Copy of the program review summary report is included.

**Table 2B**

Score	Points
0%	0
49%	0
50%	1
55%	1
56%	1
60%	1
61%	2
65%	2
66%	2
70%	2
71%	3
75%	3
76%	3
80%	3
81%	4
85%	4
86%	4
90%	4
91%	5
95%	5
96%	5
97%	5
99%	5
100%	5

**Performance Funding Annual Report for 2002-03**

Standard 1.D: Major Field Testing

Roane State Community College			Total Cumulative Score: 1.25				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	72	72	93.1	86.4	10.54	72
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	27	27	83.4	75	16.16	27
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	2002-03	038	6	6	100	66.32	28.75	6
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
<b>TOTALS</b>					<b>188</b>	<b>180</b>				<b>1.25</b>

**INSTITUTIONAL COMMENTS:**

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

**Nursing:** Please note that 72 graduates were eligible to take the exam and 67 passed on the first attempt, yielding a pass rate of 93.1% (reported in the template). The remaining 5 graduates took the exam again and all passed the exam on the second attempt except one graduate. The remaining student passed the exam on the third attempt, yielding an overall pass rate of 100%. Documentation is included.

**Radiological Technology:** Please note that 27 students were eligible to take the exam and all passed (total scaled score of 75 or greater). These scores are only reported aggregately; therefore, individual scores have not been provided in the major field template. Documentation is included.

**Respiratory Therapy:** Please note that 6 students were eligible to take the exam and all 6 passed, yielding a pass rate of 100%. Documentation is included for 5 of the 6 students. One of the students, Yevonne Carol Harrison, was readmitted to the program and she was already certified at the time of reentry into the program. She was readmitted to allow her to complete her degree and to become registry eligible. This profession has two levels of credentialing: certified and registered. Her certification exam results are unavailable due to the number of years she has been certified. The program director can attest to her certification status, because she had documentation when she was previously a student in the program. However, we have no documentation of her certification to include in this report.

**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

**ENTER PROGRAM INFORMATION HERE**

<b>Institution:</b>	RSCC
<b>Program name:</b>	Nursing
<b>Test name:</b>	National Council Licensure Examination for Registered Nurses
<b>Test type:</b> (P=pass rate or leave blank)	Pass Rate
<b>National Mean/ Pass Rate:</b>	86.34
<b>OR</b>	
<b>Previous Mean/ Pass Rate:</b>	

<b>MAJOR FIELD TEST RESULTS</b>	
<b>Institution:</b>	<b>RSCC</b>
<b>Program name:</b>	<b>Nursing</b>
<b>Test Name:</b>	<b>National Council Licensure Examination for Registered Nurses</b>
<b>Test Type:</b>	<b>Pass Rate</b>
Number of student scores:	72
National Mean/Pass Rate:	
OR	
Previous Mean/Pass Rate:	86.34
Institutional Mean:	93.10
Standard deviation:	89.47
Standard error:	10.54
Inst'l Mean - Nat'l Mean:	6.76
Final Score:	NA
Final Score (Pass Rate):	2
<b>WEIGHTED SCORE</b>	<b>144</b>

**ENTER PROGRAM INFORMATION HERE**

**Institution:**

RSCC

**Program name:**

Respiratory Therapy

**Test name:**

National Board for Respiratory Care

**Test type:**

Pass Rate

**(P=pass rate or  
leave blank)**

**National Mean/  
Pass Rate:**

**OR**

**Previous Mean/  
Pass Rate:**

<b>MAJOR FIELD TEST RESULTS</b>	
<b>Institution:</b>	<b>RSCC</b>
<b>Program name:</b>	<b>Respiratory Therapy</b>
<b>Test Name:</b>	<b>National Board for Respiratory Care</b>
<b>Test Type:</b>	<b>Pass Rate</b>
Number of student scores:	7
National Mean/Pass Rate:	
OR	
Previous Mean/Pass Rate:	
Institutional Mean:	71.43
Standard deviation:	70.43
Standard error:	26.62
Inst'l Mean - Nat'l Mean:	71.43
Final Score:	NA
Final Score (Pass Rate):	2
<b>WEIGHTED SCORE</b>	<b>14</b>

**ENTER PROGRAM INFORMATION HERE**

<b>Institution:</b>	RSCC
<b>Program name:</b>	Respiratory Therapy
<b>Test name:</b>	Certification Exam of Entry Level Respiratory Care
<b>Test type:</b> (P=pass rate or leave blank)	P
<b>National Mean/ Pass Rate:</b>	66.32
<b>OR</b>	
<b>Previous Mean/ Pass Rate:</b>	

<b>MAJOR FIELD TEST RESULTS</b>	
<b>Institution:</b>	RSCC
<b>Program name:</b>	Respiratory Therapy
<b>Test Name:</b>	Certification Exam of Entry Level Respiratory Care
<b>Test Type:</b>	Pass Rate
Number of student scores:	6
National Mean/Pass Rate:	66.32
OR	
Previous Mean/Pass Rate:	
Institutional Mean Rate:	100.00
Standard deviation:	
Standard error:	0.00
Inst'l Mean - Nat'l Mean:	
Final Score:	NA
Final Score (Pass Rate):	
<b>WEIGHTED SCORE</b>	<b>6</b>

**ENTER PROGRAM INFORMATION HERE**

**Institution:** RSCC

**Program name:** Radiologic Technology

**Test name:** The American Registry of Radiological Technologists

**Test type:** Pass Rate  
(P=pass rate or  
leave blank)

**National Mean/  
Pass Rate:** 75  
**OR**  
**Previous Mean/  
Pass Rate:**

<b>MAJOR FIELD TEST RESULTS</b>		
<b>Institution:</b>	<b>RSCC</b>	
<b>Program name:</b>	<b>Radiologic Technology</b>	
<b>Test Name:</b>	<b>The American Registry of Radiological Technologists</b>	
<b>Test Type:</b>	<b>Pass Rate</b>	
Number of student scores:		27
National Mean/Pass Rate:		75
OR		
Previous Mean/Pass Rate:	#N/A	
Institutional Mean:		83.40
Standard deviation:	#REF!	
Standard error:	#REF!	
Inst'l Mean - Nat'l Mean:		8.40
Final Score:	NA	
Final Score (Pass Rate):	2	
<b>WEIGHTED SCORE</b>		<b>54</b>

## Performance Funding Annual Report for 2002-03

### Standard 2.A: Employer Survey

Roane State Community College	Points
<b>The Employer Survey report should contain (1) survey findings, (2) copy of survey and/or interview questions, and (3) implementation plan to remedy any identified weaknesses.</b>	<b>10</b>
<b>Points Requested:</b>	<b>10</b>

**INSTITUTIONAL COMMENTS (OPTIONAL):**

The employer assessment instruments and a summary report, including plans to remedy identified weaknesses, are provided.

Analytic Methods – Based on employer contact information provided by recent Roane State graduates, surveys were mailed to 245 employers across RSCC’s eight-county service area. A total of 135 surveys were returned yielding a response rate of 55%.

Findings – Employers ranked work ethic, honesty/integrity, and practical skills necessary for employment as the most important skills/values. Respondents’ satisfaction with Roane State graduates on these items ranked all three in the top four skills. The most evident gap between employer importance and satisfaction with RSCC graduates was with time management skills, which employers ranked as 4th in importance and ranked satisfaction with RSCC graduates as 12th. Additional areas of improvement include oral and written communication skills and problem-solving and critical thinking skills.

Implementation Plan – Survey results are to be widely distributed across campus. Specific improvement areas include time management skills and oral and written communication skills. Faculty will be encouraged to adopt more oral presentation assignments in all academic disciplines.

**Performance Funding Annual Report for 2002-03**  
Standard 3.A: Mission Distinctive Institutional Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2002-03 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 (increase from 26 to 39)	30%	100%	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 (increase from 298 to 322).	310	324	100.0%
<i>Average of goal attainments:</i>				<b>100%</b>
			<b>Total Points Requested:</b>	<b>5</b>

**INSTITUTIONAL COMMENTS (OPTIONAL):**

**Goal 1:** The benchmark for 2002-03 was to increase the programs offered by **30% (34)** from the baseline of 26. RSCC offered **52 programs** during 2002-03, yielding a **100% increase** over the baseline benchmark. Please see supporting documentation for evidence of cultural and educational programs offered during this past year.

**Goal 2:** The benchmark for 2002-03 was to increase the technology-based resources by **1** and RSCC **added 5 new resources/activities** for this year. Please see supporting documentation for evidence of resources/activities.

**Goal 3:** The benchmark for 2002-03 was to increase the number of student transfers by **6% (310)** from the baseline of 292. RSCC had **324** students transfer into public institutions during 2002-03, **yielding a 11% increase** over the baseline benchmark. Please see supporting documentation for evidence of increase in the number of transfers.

**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

## Performance Funding Annual Report for 2002-03

Standard 3.B: State Strategic Plan Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2002-03 Attain	Percent Attained
1	Adapt two new or existing courses to distance learning delivery each year.	2	16	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.	12%	110%	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	16	100.0%
<i>Average of goal attainments:</i>				<b>100%</b>
<b>Total Points Requested:</b>			<b>5</b>	

**INSTITUTIONAL COMMENTS (OPTIONAL):**

**Goal 1:** Please see supporting documentation included in this report for increases or adaptations **(16 adapted)** to distance learning courses.

**Goal 2:** The benchmark for 2002-03 was to **increase by 12% (87)** from the baseline of 78 programs. RSCC offered **164 faculty/staff professional development training sessions** during 2002-03, **yielding a 110% increase** over the baseline benchmark. Please see supporting documentation for evidence of cultural and educational programs offered during this past year.

**Goal 3:** Please see supporting documentation included in this report for increases **(16 offerings)** 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

**Performance Funding Annual Report for 2002-03**

Standard 4.A.1: Retention and Persistence

<b>Roane State Community College</b>		<b>Benchmark Data</b>		
<b>Goal No.</b>	<b>Brief Description of Goal</b>	<b>Benchmark</b>	<b>2002-03 Attain</b>	<b>Percent Attained</b>
1	RSCC will meet or exceed the total population fall to fall retention rate for two year institutions in Tennessee.	<b>59.41%</b>	<b>62.06%</b>	100.0%
2	RSCC will meet or exceed the total population persistence to graduation rate for 2-year institutions in Tennessee.	<b>23.98%</b>	<b>28.35%</b>	100.0%
<b>Goal Average:</b>				<b>100%</b>
<b>Points Requested:</b>				<b>5</b>

**INSTITUTIONAL COMMENTS (OPTIONAL):**

We met both our fall-to-fall retention rate and our persistence-to-graduation rate for 2002-03. Supporting documentation (THEC retention and graduation data) is included in this report.

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

**Performance Funding Annual Report for 2002-03**

Standard 4.A.2: Job Placement

Roane State Community College						Points	15		
<b>Total No. Programs:</b>						<b>28</b>			
<b>Total Placeable</b>						<b>430</b>			
<b>Total Placed</b>						<b>398</b>			
<b>Placement Rate</b>						<b>93%</b>			
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	40	3	0	37	30	81%	
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	5	2	0	3	2	67%	
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	60	12	0	48	45	94%	
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	25	3	1	21	20	95%	
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	11	0	0	11	10	91%	
31.51.0999.01	DIAGNOSIS & PROCEDURAL	2.1.C1	22	10	0	12	11	92%	
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	13	0	0	13	13	100%	
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	25	0	0	25	25	100%	
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	5	0	0	5	5	100%	
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	42	8	0	34	31	91%	
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	5	1	0	4	4	100%	
28.45.0702.00	GEOGRAPHIC INFORMATION	2.3.AAS	2	2	0	0	0	n/a	
31.51.0707.00	HEALTH INFORMATION	2.3.AAS	7	0	0	7	5	71%	
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	21	0	0	21	19	90%	
31.51.1601.00	NURSING	2.3.AAS	72	5	0	67	66	99%	
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	7	0	0	7	6	86%	
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	6	0	0	6	4	67%	
31.51.1801.00	OPTICIANRY	2.3.AAS	15	0	0	15	13	87%	
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	21	3	0	18	18	100%	
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	12	0	0	12	12	100%	
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	6	0	1	5	5	100%	
31.51.1099.01	POLYSOMNOGRAPHY	2.1.C1	15	0	0	15	12	80%	
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	27	4	0	23	23	100%	
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	5	0	0	5	5	100%	
27.43.0109.00	SECURITY MANAGEMENT	2.1.C1				0		n/a	
07.12.0405.00	SOMATIC THERAPY	2.1.C1	14	1	0	13	12	92%	
<b>Total</b>			<b>487</b>	<b>55</b>	<b>2</b>	<b>430</b>	<b>398</b>	<b>93%</b>	

**INSTITUTIONAL COMMENTS (OPTIONAL):**

Please note a placement rate is not reported for the following programs, because there were no graduates for this period:

- 1) Medical Laboratory Technology (inactive program/effective fall 2001); and
- 2) Security Management (inactive program/effective 1999).

**Table 3C**

Percent	Points
0	0
64%	1
65%	1
66%	2

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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
99%	15

**Performance Funding Annual Report for 2002-03**

Standard 4.B: Self Study/Implementation

<b>Roane State Community College</b>	<b>Points</b>
<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>	<b>10</b>
<b>POINTS RECOMMENDED:</b>	<b>10</b>

**INSTITUTIONAL COMMENTS (OPTIONAL):**

This report is well developed and provides the reviewer with information in a logical and easy to use format. Moreover, it provides a level of detail that allows for an informed assessment to be conducted. The reviewers particularly appreciated the attempt to balance brevity and "to the point" reporting with the need to provide a sufficient level of detail to determine success in achieving objectives. One suggestion would be to continue the "bulleting" approach in the narrative sections in order to draw the reviewer to the critical information.

# **ROANE STATE COMMUNITY COLLEGE**

**2002-2003 Performance Funding Report**

**STUDENT OUTCOMES AND IMPLEMENTATION  
STANDARD 4.B**

**Progress Report 2002-2003**

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

**PROGRESS REPORT 2002-2003**

On the basis of the self-study conducted during 2000-2001 to assess the results of 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 general education outcomes as measured by foundation testing 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 2002-2003 academic year to support the goals and objectives outlined in the Standard Four B 2000-2005 Implementation Plan. The report outlines:

- objectives established for each goal,
- benchmarks of progress set for 2002-2003
- actions taken toward accomplishment of the benchmarks and objectives.

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**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 project 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

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### **Goal I: General Education Outcomes**

#### **Schedule of Attainment/Benchmarks of Progress: 2002-2003:**

- a) Conduct meetings with faculty as proposed in information-sharing plan developed in 2001-2002; disseminate Performance Funding data, assessment data from General Education Program Review, and data from NCHEMS and Noel-Levitz surveys
  - **Benchmark:** 50% of faculty will attend session
  - Evaluation conducted to assess increase in awareness of Performance Funding assessment results; satisfaction with access to and presentation of information
- b) Implement plan to increase faculty familiarity with Academic Profile Exam
  - **Benchmark:** 25% of faculty will take sample test
- c) Implement continuing General Education pre-and-post test pilot project
  - General Education and Assessment Committee works will work with Institutional Research analyst and colleagues in the academic divisions to implement revised General Education pilot assessment
  - Report of results completed and shared with all faculty
- d) Develop in-service activities to provide faculty with tools for improving General Education competencies across the curriculum
  - Develop faculty workshops addressing writing and/or critical thinking/reading across the curriculum
- e) Implement preliminary recommendations for newly expanded Learning Center
  - Professional tutors in writing and math hired

- Online tutoring service implemented
  - Facilities renovations completed
  - Center marketed to faculty and students
- 

Standard 4B challenges institutions to use the results of Performance Funding assessment to identify important issues critical for instructional improvement. 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.

### **General Education Benchmarks 2002-2003**

- a) Conduct meetings with faculty as proposed in information-sharing plan developed in 2001-2002; disseminate Performance Funding data, evaluation results of General Education and General Technology Program Reviews, and data from NCHEMS and Noel-Levitz surveys
  - Benchmark: 50% of faculty will attend session
  - Evaluation conducted to assess 1) increase in awareness of Performance Funding assessment results and 2) satisfaction with access to and presentation of information

### **College Actions:**

Among the lessons learned during the self-study for development of the Standard 4B Assessment Implementation Plan was that a culture of assessment can only be created if the results of assessment are widely and regularly shared and used to determine appropriate improvement strategies. 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 2001-2002, the Office of Institutional Effectiveness and Research (OIER) developed a plan for regular information-sharing with faculty that provides opportunities for discourse and can accommodate faculty requests for targeted analysis of assessment data to meet programmatic and disciplinary needs. Since in-service activities at the beginning of each semester offer the best opportunity for faculty from all of Roane State's campuses to meet together, the research office schedules data presentations with each academic division at their pre-semester faculty meetings. Information provided during these presentations

includes results of 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. Divisions also have the opportunity to request information targeted toward their specific programs and majors or other types of data analysis.

In 2002-2003, OIER staff met with faculty in each academic division during fall and spring in-service meetings to present the results of Performance Funding related assessments, including the results of the General Education and General Technology program reviews, the alumni survey of 1999-00 graduates, and the most recent Academic Profile scores. Since all full-time faculty attend these pre-semester division meetings, the proposed benchmark of 50% attendance was exceeded, and these meetings should continue to provide an optimum opportunity for comprehensive information-sharing.

Faculty were provided an analysis of Alumni Survey findings that included demographic characteristics, an overview of general satisfaction ratings, and a more detailed analysis of strengths and weaknesses revealed by value-added questions directed toward respondents' perceptions about knowledge and skills acquired at RSCC. Comparisons were provided on these survey items between RSCC alumni rankings, TBR two-year institution rankings, national rankings (when available), rankings from the most recent Enrolled Student Survey, and rankings from previous RSCC alumni surveys.

Academic Profile Exam results were also presented to faculty, including sub-scores in the skills areas of critical thinking, reading, writing, and mathematics and context-based sub-scores in Humanities, Social Sciences, and Natural Sciences. Faculty received an interpretation of the score results based upon proficiency levels in the skills dimensions of the exam, and OIER staff also presented an analysis of the Academic Profile results by selected academic programs and by GPA.

In order to make assessment results available to the college community on an ongoing basis, the Office of Institutional Effectiveness and Research continued to expand its webpage, placing a full facsimile of the 2001-2002 Performance Funding Report on its webpage, as well as reports providing detailed results of the spring 2002 Alumni Survey and results of the Noel-Levitz student satisfaction and institutional priorities surveys and the NCHEMS survey of institutional culture and performance. The OIER webpage also contains a wide variety of additional data, including the college Factbook, detailed enrollment reports, the college strategic plan, and information about the development of departmental planning and evaluation documents. The OIER webpage provides faculty and staff an ongoing opportunity to take a user satisfaction survey which includes space for suggested topics for additional reporting and analysis as well as suggestions for improvement of reports and presentations. Feedback from this online survey has been uniformly positive.

In preparation for presentations to faculty in 2003-2004, the OIER staff has surveyed the academic division deans to gauge their satisfaction with OIER presentations and their level of awareness regarding Performance Funding related assessment as a result of those presentations. The deans were also

asked to rate, based upon their perceptions, the level of awareness and satisfaction of the faculty within their division. The deans rated their own awareness between “quite a bit” and “very much;” their faculty between “some” and “quite a bit.” Survey respondents indicated that both they and their faculty were “satisfied” or “very satisfied” with presentations of assessment information and results. Supplementary written material provided to faculty during information sessions was uniformly rated as “very helpful.” The deans were split in their opinion of whether similar sessions would be helpful to adjunct faculty. In the interests of wider information-sharing, the OIER staff will consider the most effective ways to build awareness of assessment issues and results among adjunct faculty.

### **General Education Benchmarks 2002-2003**

- b) Implement plan to increase faculty familiarity with Academic Profile Exam
  - **Benchmark: 25% of faculty will take sample test**

### **College Actions:**

When Tennessee higher education institutions were given the opportunity, during the process of developing their Performance Funding plans for the 2000-2005 cycle, to re-consider their choice of examination to use for the purposes of foundation testing of general education, Roane State replaced the College Base exam with the short version of the Academic Profile exam. Objections to the College Base primarily focused on the amount of questions that asked for recall of specific information, some of which Roane State students might not have been exposed to. The Academic Profile, on the other hand, focuses on the academic skills developed through general education courses by testing college-level reading and critical thinking in the context of the humanities, social sciences, and natural sciences. (The exam tests mathematics and writing skills independently of context areas.)

Although Roane State faculty generally regarded this method of general education testing as a more appropriate assessment of Roane State graduates, many faculty members had only the sketchiest familiarity with the form and content of the exam. In order to place the Academic Profile 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 needed to increase their familiarity with the exam. A plan was developed to administer the test to faculty volunteers.

Approximately 30 faculty members were needed to meet the established benchmark for the plan and to satisfy ETS requirements for scoring. During the beginning of fall semester 2002, 33 faculty volunteers took the Academic Profile exam at one of the Roane State Testing Centers at the main campus or the Oak Ridge Branch Campus. In order to engage the faculty volunteers in a dialogue about the exam, Dr. Wade McCamey and the OIER staff facilitated a meeting to discuss the faculty’s perceptions about the test structure, its content in relation to

the college curriculum and students' classroom experience, and ways to enhance the process and the results of foundation testing in the future.

Much discussion during the meeting centered on the exam's emphasis on critical thinking and reading and the evaluative skills needed to do well on this type of test. The Dean of Health Sciences pointed out that many health science fields are moving toward this type of testing for licensure exams and for exit exams that qualify students to progress within their disciplines. She also noted that this type of test construction is relatively sophisticated and that many faculty are not skilled in writing these kinds of context-based multiple choice questions. The group suggested that more faculty be encouraged to take the exam in order to broaden the discussion of initiating a comprehensive effort among the disciplines to raise students' critical reading skills and faculty test construction skills.

Also discussed were ongoing problems associated with student motivation on exams such as the Academic Profile which students perceive to be "low stakes" tests. The group proposed sending a letter to students scheduled to take the exam that includes some test-taking strategy tips and encouragement from the President to make their best effort. Another proposed idea to increase student motivation was a brief "kick-off" welcome by the Vice President for Academic Services or one of the division deans prior to the start of each test session. All of the ideas generated during this discussion will be shared with faculty college-wide during the August 2003 in-service division meetings.

### **General Education Benchmarks 2002-2003**

- c) Implement continuing General Education pre-and-post test pilot project
  - General Education and Assessment Committee works will work with Institutional Research analyst and colleagues in the academic divisions to implement revised General Education pilot assessment
  - Report of results completed and shared with all faculty

### **College Actions:**

During 2002-2003, Roane State Community College implemented the first phase of its revised General Education Pilot plan. While the original pre-and-post test pilot called for pre-tests to be administered during Orientation classes and post-tests to consist of 20 locally constructed questions added to the Academic Profile exam, the revised plan approved by THEC for adoption in 2002-2003 calls for the administration of pre-and-post tests in individual Roane State courses. The new plan is built upon the course blueprints and test banks previously developed by Roane State faculty and has the advantage of permitting a larger sample of questions per 40-45 minute test and of achieving a more closely matched cohort of students participating in both parts of the exam.

Through the development of course blueprints, faculty identified the competencies to be mastered at the end of a class, noting three hierarchical levels of cognitive difficulty for each competency. Faculty were asked to construct test questions of varying levels of difficulty based upon the weighted

percentage of course time dedicated to the mastery of each level. Students took these course tests outside of class at one of Roane State's Testing Centers upon entry to the course and, again, as an exit exam. Instructors built the test into the overall grading percentage of their course, although the manner in which they handled this (extra credit, quiz-equivalent, etc.) was left to their discretion.

Pre-and-post tests were administered in Chemistry, College Algebra, English Composition, and History. In addition to raw test scores, faculty were provided with percentage scores in order to aid in item analysis. This data can be used to identify potential needed revisions in the construction of questions and/or trends in learning difficulties encountered by students. A full report of this first pilot test year will be shared with faculty during August division meetings. Future plans of the General Education and Assessment Committee (faculty coordinators of the project) include an expansion of the course test banks as well as the addition of other general education courses to the assessment project.

### **General Education Benchmarks 2002-2003**

- d) Develop in-service activities to provide faculty with tools for improving General Education competencies across the curriculum
  - Develop faculty workshops addressing writing and/or critical thinking/reading across the curriculum

### **College Actions:**

Dr. Richard Baskin, Director of the RSCC Learning Center, began development of workshop material for an In-Service presentation to faculty on the subject of writing across the curriculum; however, timing conflicts with another large-scale Humanities Division presentation prevented the workshop from being scheduled during 2002-2003. Dr. Baskin and staff from the Office of Institutional Effectiveness and Research, working to determine the best time to present the writing workshop, decided that alternatives to In-Service days should be considered.

Although faculty assemble in the greatest numbers at In-Service, their attention is often divided between class preparation, training for new technology applications, and advising. In order to present workshops that will engage faculty more fully in discussion of learning outcomes and assessment topics, a series of "Brown Bag" sessions will be scheduled periodically throughout the 2003-2004 academic year during the noon hour on the main campus and Oak Ridge Branch Campus.

This option follows a successful model initiated several years ago by RSCC's Coordinator of Teaching Effectiveness. Although typically a smaller number of faculty attend this type of workshop, the interest and engaged discussion is far better than for larger group sessions. Topics under consideration are: "Assessment Tasks that Measure Students Ability to Think Critically and Solve Problems," "Teaching Thinking through Writing," and "Helping Students Read Difficult Texts."

## **General Education Benchmarks 2002-2003**

- e) Implement preliminary recommendations for newly expanded Learning Center
  - Professional tutors in writing and math hired
  - Online tutoring service implemented
  - Facilities renovations completed
  - Center marketed to faculty and students

### **College Actions:**

Central to Roane State's strategic plan is a commitment to the enhancement of educational excellence through the development of effective learning-centered instructional and service environments. Based upon the success of the college Writing Center, Roane State faculty and academic leadership worked together to plan an expansion of this resource into a comprehensive Learning Center. Developed to augment learning activities in the classroom, the center was designed to provide an environment conducive to learning, with services for independent, dependent, and collaborative learners. Input from students was sought in order to develop a multi-disciplinary environment that students would want to come to for a variety of learning activities.

Implementation moved ahead of the schedule originally cited in the Standard 4B Implementation Assessment Plan, and the Center opened fall semester 2002. Located on the second floor of the library on the Roane State main campus, the Learning Center has space allocated for tutoring, individual as well as group study, and "quiet" and open computer work areas. Two professional laboratory tutors with Masters degree level credentials and teaching experience were hired; one as Writing Specialist, the other as Math and Science Specialist. In order to offer a full schedule of tutoring assistance, the Center also employs 4-5 student tutors, qualified to provide students with help in a number of subjects.

The Center is open from 8:00 a.m. to 8:00 p.m. Monday through Friday and 9:00 a.m. to 1:00 p.m. on Saturday. Tutoring is available in Writing, Literature, Algebra, Calculus, Spanish, History, Political Science, Biology, Chemistry, and Anatomy and Physiology.

The faculty committee that developed the Learning Center recommended that the 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 space and budget constraints will likely curtail the physical growth of the center concept to other campuses, the Oak Ridge Branch Campus continues to have a much-used, professionally-directed Writing Center, and the Cumberland County Campus has dedicated space for a full schedule of student math and English tutoring. Discussions about joint use of the Library and Writing Center in Oak Ridge for learning center activities are planned for fall 2003.

Distance learning students and students at all Roane State campuses also have access to the online resources of the Learning Center. These include Roane State's Online Writing Lab (OWL), Expressways Writing Tutorials, and The Math Tutor. Students who have purchased Keys for Writers for their English Composition courses have access to online tutoring through SMARTHINKING.COM. Using the password accompanying their textbook, students can open a free account for five months of writing assistance and one year of assistance in math courses (18 months for Calculus). SMARTHINKING.COM services include 20 hours a week of real-time, one-on-one instruction, 24/7 submission of questions with response by an e-instructor within 24 hours, and connection to independent study resources. Most students taking web-based mathematics courses also have access to this service. During August 2003, Learning Center Director Richard Baskin will be conducting workshops on using SMARTHINKING.COM for faculty at the branch campuses and those teaching online courses.

In order to familiarize students with the services of the Learning Center and to reinforce the supportive and student-centered atmosphere of the facility, the Director and the professional tutors make presentations to English, math, and orientation classes. Learning Center flyers distributed on campus bulletin boards remind students that "We're Not Just About Tutoring." Students are encouraged to use the group study rooms to study with friends (these have become quite popular with Chemistry classes), and students are permitted to bring food and drink into Center. In fact, vending machines have been installed on the first floor of the Library as part of a joint effort by Library and Learning Center staff to welcome students to a comfortable after-class learning environment. Plans for 2003-2004 include the addition of interactive, campus-to-campus technology to facilitate tutoring and group study among campuses.

As students and faculty members become more familiar with its services, the Learning Center is poised to become an even more valuable resource for strengthening student learning outcomes. The coach of Roane State's Men's Basketball Team, for example, has plans to establish team study groups in the Learning Center to reduce failure rates in required math courses. Student use has consistently increased since the Center opened in fall 2002. Writing consultations at the Learning Center increased by 25% over the previous year at the Writing Center, and tutoring sessions in math and science increased from 99 during fall semester 2002 to 180 in spring semester 2003. Total sign-ins to the Center for study, computer use, and tutoring were 1,874 – a major accomplishment for the Center's first year of operation.

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## 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

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### **Goal II: Cultural and Global Awareness and Experience**

#### **Schedule of Attainment/Benchmarks of Progress: 2002-2003:**

- a) Implement interdisciplinary, team-taught World Studies course to introduce broad cultural and historical perspectives to curricular topics
- b) Identify options for development of International Education Program (expand international exchange opportunities for faculty, staff, and students)
- c) Begin development of A.A.S. program with international focus based upon favorable determination of feasibility and market factors
  - Faculty interest determined
  - Needs assessment and budget analysis conducted
  - Draft curriculum developed

- d) Conduct faculty workshop on the importance of the Humanities
    - **Benchmark:** At least 50% of RSCC faculty attend
  - e) Implement interdisciplinary, team-taught Great Works course
    - Faculty and student evaluation conducted to assess course effectiveness
  - f) Conduct focus groups to refine interpretation of Noel-Levitz and prior Enrolled Student Survey data
    - Report results of focus group study
- 

Just as Goal I of Roane State's Standard 4B 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." Similarly, relatively lower rankings were given in response to the question about value added to their "understanding of global environmental concerns."

Analysis of student perceptions about these issues, conducted during 2001-2002 as part of a major Noel-Levitz survey project, confirmed that satisfaction rankings with opportunities for learning about and experiencing arts, culture, and international issues were significantly low among the items surveyed. However, when factored alongside the relative rankings of perceived importance that this survey also probes, the gaps in performance, i.e. expectations met, were among the slightest recorded by the survey. In other words, while students did not rank these aspects of their education as satisfactory when compared to others, they clearly indicated that they were not as important either.

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. Many Roane State students, like those surveyed in the national "Community College Survey of Student Engagement," have multiple demands on their time and spend limited time on campus. The national CCSSE survey finding that more than 80% of students do not participate in college-sponsored extracurricular activities is consistent with RSCC data.

In developing objectives to accomplish the goal of strengthening students' cultural and global awareness and experience, Roane State faculty and academic leaders concurred with the conclusion of the CCSSE researchers that "capture time – the time colleges have to engage students – is limited, and therefore, the most powerful strategies "will likely center around the classroom and classwork." With this in mind, a series of ambitious proposals for new curricular and co-curricular initiatives was outlined in 2000-2001 as part of the Standard 4B Implementation Plan for this goal.

In the period since these proposals were developed, however, a number of statewide educational priorities, as well as events on a national and international scale, have negatively impacted the implementation of the objectives as originally outlined and forced the college to re-think the strategic direction that will most effectively lead them to the accomplishment of this goal. Not only did the statewide initiatives to establish a General Education core curriculum and to reduce the number of credit hours required for graduation demand major organizational attention, but ongoing budget shortfalls discouraged planning for new and experimental programming. The tragic events of September 11, 2001 and the ensuing War on Terrorism also cast a pall over potential plans to expand international exchange.

Thus, the following progress report reflects both a record of unsuccessful and/or discontinued activities as well as a re-focused attention to successful strategies for enhancing student learning in these areas.

### ***Cultural and Global Experience Benchmarks 2002-2003***

- a) Implement interdisciplinary, team-taught World Studies course to introduce broad cultural and historical perspectives to curricular topics
- b) Identify options for development of International Education Program (expand international exchange opportunities for faculty, staff, and students)
- c) Begin development of A.A.S. program with international focus based upon favorable determination of feasibility and market factors
  - Faculty interest determined
  - Needs assessment and budget analysis conducted
  - Draft curriculum developed

### ***College Actions:***

As a result of circumstances cited above, no action was taken on these objectives/benchmarks.

### ***Cultural and Global Experience Benchmarks 2002-2003***

- d) Conduct faculty workshop on the importance of the Humanities
  - **Benchmark:** At least 50% of RSCC faculty attend
- e) Implement interdisciplinary, team-taught Great Works course

- Faculty and student evaluation conducted to assess course effectiveness

**College Actions:**

On August 14, 2002, faculty in the Humanities Division presented a special session in the Roane State theatre during In-Service activities to raise awareness among faculty and staff about a new interdisciplinary, team-taught course titled “Great Works – Big Questions.” Under the leadership of Dr. Robert Vaughan, Dean of the Humanities Division, the course was designed to fulfill the Humanities elective requirement. Using masterpieces of art, music, drama, and literature, the course focused on the existential questions raised by great works of every genre. Approximately 70% of Roane State full-time faculty attended the presentation that included visual art, music, poetry reading, and dramatic performances to highlight the importance of the arts and humanities to a well-rounded general education and to a well-examined life.

To extend the reach of the intellectual discourse outside the classroom, a series of Great Works reading groups, open to all faculty, staff, and students, were conducted at the Roane County and Oak Ridge libraries. A Great Works Listserv was also placed online to facilitate broader discussion of reading selections. Three reading group sessions took place, centered on discussion of “Life is a Miracle: An Essay against Modern Superstition” by Wendell Berry; “The Death of Ivan Illych” by Leo Tolstoy and “The Dream of a Ridiculous Man” by Fyodor Dostoevsky; and selections of American poetry. Although these sessions were sparsely attended, the participants were uniformly positive about the experience.

Unfortunately, the course itself did not fare as well. Despite internal “marketing” to students, the course was cancelled twice due to low enrollment. The course remains in the RSCC General Education Core Curriculum submitted to the Tennessee Board of Regents for approval, however, and team members involved in the development of the course will take up the challenge of raising awareness and interest among students to offer the class in future semesters.

**Cultural and Global Experience Benchmarks 2002-2003**

- f) Conduct focus groups to refine interpretation of Noel-Levitz and prior Enrolled Student Survey data
  - Report results of focus group study

**College Actions:**

Although the plan originally called for conducting focus groups to further probe student perceptions about their learning related to global issues, culture, and the arts derived from these previous surveys, the Office of Institutional Effectiveness and Research deferred this project in order to assist with a new wide-ranging survey conducted by various departments associated with the delivery of student services. Since the survey sampling plan was designed to track the responses of the 1,000 students surveyed to determine such variables as age, full-or-part-time status, day or evening attendance, and campus of

attendance, this survey promised to provide valuable information about student attitudes toward extra-curricular and co-curricular activities that might help direct college planning.

Among the questions that Student Services personnel wished to ask were queries related to the types of campus events students "would be likely to participate in." This was posed as an open-ended question in order to elicit more thoughtful, qualitative information from respondents. Not surprisingly, many respondents indicated that job, family, and study commitments as well as distance from campus prevented them from participation in events. Some respondents took the opportunity to request more events during school hours and at satellite campuses. A number of students listed Multicultural Day – an indication that the college-wide event, now in its fourth year, has had a positive impact. The most unexpected result was that plays and concerts were listed most frequently as the campus events in which students would be likely to participate – certainly a positive indicator for efforts to engage students more fully in the performing arts.

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### ***College Actions Related to Strengthening Cultural and Global Experience 2002-2003:***

In February, 2003, Roane State's Strategic Planning Committee met to engage in a dialog about institutional priorities and to re-visit college goals and objectives in order to align them to new forces impacting higher education in the state. While acknowledging the challenges involved in fulfilling this goal, the committee reinforced the college's commitment 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.

In order to focus appropriate attention on the enhancement of these areas of the learning experience through activities that can be successfully implemented within the parameters of the highest level of "capture time," the committee decided to concentrate on augmenting activities and initiatives in which the college has had the most success.

To produce an institutional snapshot of the ways in which students are currently exposed to artistic, cultural, and global issues and experiences and to provide benchmarks from which to assess efforts to enhance this exposure in upcoming years, the following report of 2002-2003 curricular, co-curricular, and extra-curricular activities is provided.

### ***Curricular and Co-Curricular:***

#### ***Roane State courses specifically designed to enhance learning about the arts, culture, and global issues:***

Roane State offers a number of courses, many of them within the proposed General Education Core, that are specifically designed to provide students with opportunities to learn about the visual and performing arts, world

cultures, and global environmental issues – through discussion and/or direct experience. These are popular courses with high enrollment every year. Art Appreciation, for example, enrolls approximately 140 students a semester; Music Appreciation, over 200 students. A video course in Humanities through the Arts is popular with distance learning students.

A number of students choose elective credits that enable them to experience the arts more directly. Each semester 25-30 students, with majors in a wide variety of academic disciplines, participate in Roane State's Concert Choir class. More than 50 students a semester enroll in acting courses offered on the main campus and the Oak Ridge Branch campus. Some of these students go on to participate in theatrical productions at the Roane State Theatre; others are simply interested in augmenting their education with a learning experience that stretches their physical, vocal, and emotional awareness through artistic expression.

Other popular courses expose students to a more global perspective through the examination of other cultures. Cultural Anthropology classes, which include art, religion, and language among the structural components studied, typically enroll over 100 students per semester. The Introduction to Religions of the World course extends students' awareness of other world views through required field experiences to places of worship or cultural events of religious significance that are new to students. An unusual interdisciplinary course that has been popular with students for many years is Associate Professor Gary Heidinger's Death and Dying. A humanistic study of death, dying, bereavement and the cultural rituals surrounding the end of life, the course includes contributions from Anthropology, Art, Ethics, Health Science, History, Literature, Philosophy, Religion, Sociology, and Public Policy. Heidinger has recently earned a Thanatology Certificate from the University of Alabama in order to enhance the material used in the course.

### ***Use of Film Media to Augment Curricular Concepts:***

A number of Roane State faculty integrate the use of film into their class instruction. Not only does the RSCC Audio Visual department contain a wide array of documentary and educational titles, but they also have classic and contemporary movie titles that are used by RSCC faculty to illustrate concepts in compelling ways. While the use of theatrical films to enliven a discussion of dramatic works or ideas in a literature course is not unusual, Roane State faculty also use movies in less traditional ways.

Associate Professor Chris Whaley, Director of Roane State's Paralegal Studies program, uses excerpts from movies as varied as "Dead Man Walking," "Kramer vs. Kramer," "To Kill a Mockingbird," "The Chamber," and "A Civil Action." For a short, comedic look at contract law, Whaley even shows a short scene from "Willie Wonka and the Chocolate Factory."

Dr. John Thomas, whose traditional and Web-enhanced video classes in American History fill to capacity every semester, uses popular movies as a major instructional resource, giving his students an education in modern American film as well as a vividly illustrated understanding of concepts in American history and

cultural change. “The Last of the Mohicans,” for example, is used to help define the conflicts of the French and Indian War and the political clashes that set the stage for the American Revolution. Thomas also uses the film to illustrate the concepts of mercantilism and the Columbia Exchange, i.e., changes resulting from contact between European and Native-American culture. “A River Runs Through It” gives students vivid images to illustrate the Jazz Age, Jim Crow laws, new gender role expectations in the middle class, social reform in the Progressive Era, etc.

***RSCC Multicultural Day:***

2002-2003 marked the fourth year of college-wide Multicultural Day activities. Faculty, staff, and students are encouraged to celebrate, investigate, and discuss other cultures and issues related to cultural diversity. In addition to fun activities like the departmental “Adopt-A-Country” and the Food Fest that have become annual favorites, a wide variety of more thoughtful activities occur in classrooms and libraries at all RSCC campuses. The Roane State Library webpage provides special resources for students and teachers to explore all aspects of multiculturalism – from general information about other cultures and race/gender/human rights issues to specialized resources for various academic disciplines.

More and more faculty are incorporating Multicultural Day activities into their course syllabi; some have even included assessment of the effectiveness of Multicultural Day participation in their Institutional Effectiveness Planning Documents. While teachers of English, History, and Social and Behavioral Science find obvious relevance of multicultural activities to their curriculum, faculty in other disciplines have adopted innovative strategies for integrating the event into their classes. The director of the Respiratory Therapy program, for example, asked her students to research health care services and training offered in other countries.

One of the most ambitious classroom projects celebrating Multicultural Day is in its second year at the Cumberland County Campus. Associate Professor of Mathematics Joye Gowan, a frequent experimenter with student group study projects, uses the occasion of Multicultural Day to engage her students in a project that has become very popular. Students in Math 1420 (Problem Solving/Geometry) work in teams, pick a country to study, and construct a quilt consisting of four quilt blocks. Each quilt block shows some aspect of the country as well as demonstrates the students’ ability to use the mathematics associated with the block. Block One is a flag block drawn to scale using the metric system; Block Two is a tangram puzzle representing a custom, event, or symbol of the country; Block Three is a design constructed from the computation of various shapes; Block Four is a symmetry, rotation, flip and tessellation block. In addition to the group work, each student writes a paper discussing their block designs. Now that this has become an annual project, quilts from previous years are brought to the main campus library for display.

This year, four students in Associate Professor Maria Barriga’s Spanish class made multiculturalism a year-round activity, forming a Multicultural Club as

part of a two-semester Honors Project. The club project included various Powerpoint presentations over the course of the year, guest speakers, and a food-tasting fiesta.

***RSCC Honors Program:***

Roane State's Honors Program offers students with a 3.5 GPA the opportunity to enrich their educational experience through independent study on a research project of their choosing. Honors students enter into a contract with a faculty mentor to complete their chosen project, which can be associated with any RSCC course. The number of student honors contracts has steadily increased, with students participating in 115 projects during fall semester 2002, and 90 in spring 2003.

A number of students each semester use this independent study opportunity to explore artistic, cultural, and global issues more deeply. Honors students are also invited to present their projects annually at an Honors Forum and Banquet for students, faculty sponsors, and invited guests. This year's Forum was given a distinctly international flavor when an Honors student, whose project was in the field of environment law, brought guests who were chemists from South Africa and Russia. The Russian chemist, speaking through an interpreter, made an impromptu presentation to the group.

***Field Trips:***

Among the other benefits of the Honors Program are the opportunities for students to participate in field trips to artistic and cultural sites. This year students chose to visit the Houston Museum of Decorative Arts in Chattanooga to see an antique glassworks and ceramics exhibit with historical significance to the decorative arts of the area. These trips annually bring together 20-30 students from all of Roane State's campuses for the kind of enriching social, educational and cultural opportunity many of them have never before experienced.

Field trips are used by a number of faculty to give their students face-to-face experience with concepts and issues addressed in the classroom. Students gain a broader view of the interconnectedness of the world environment through field trips in Geology, Astronomy, and Environmental Science classes. Field experience, as noted above, is pivotal to exposing students to unfamiliar worldviews and cultures in the Religions of the World course, and Roane State speech and acting students must attend at least one live theatrical production, on campus or at one of the area theatres and be prepared to discuss their experience.

Field experiences engage students in a number of popular co-curricular activities and organizations. Roane State's student chapter of the American Chemical Society is very active. In April 2003, faculty sponsors accompanied approximately 30 students, many of whom were pre-professional majors, on a trip to the Dupont Company. The STARS (Student Artists at Roane State) Club for art and photography students regularly travels to area galleries and, this year, to the University of Tennessee Graphic Design Portfolio Night.

In addition to producing full-length plays with student actors and technical personnel in the Roane State theatre, this year Assistant Professor Michael Goliebewski provided an opportunity for interested students to participate in an improvisational acting experience, creating a set of short dramatizations of children's stories and performing them for area elementary schools.

Undoubtedly, the most life-altering co-curricular experiences available to Roane State students, however, are the European Studies Trip and the Southwest Field Trip to the "Four Corners" area of the American Southwest. Both trips are credit courses requiring study of resource material as well as written reflection by students in the form of journals and other assignments. European Studies Trips usually focus on a single country for a one-week tour of historical, artistic, and cultural sites. Although a trip to Britain two years ago was cancelled due to the "Mad Cow" disease outbreak, last summer's class traveled to Spain.

Every year for the past 25 years, Roane State has provided the opportunity for students to travel to the southwest United States. The interdisciplinary Southwest Field Trip involves students in the study of Native American art and culture and the preservation of these resources, the fate of the National Parks, natural resource-based problems, and many other topics involving cultural anthropology, archeology, biology, ecology, geography, history, and practical astronomy. Students must apply for this two-week trip, describing both their educational/career goals and objectives and what they hope to gain from this experience; they must also provide two faculty references. This is a rough camping trip, but it has become so popular with students that the alternate list each year is as long as the list of students selected. Information about the trip, along with photos and descriptions of locations on the itinerary and course objectives, are available at [www.rscclcc.tn.us/swft](http://www.rscclcc.tn.us/swft).

### ***World Events Forum:***

At Roane State, in 2002-2003, global issues were thrust upon the consciousness of the campus, as they were all across the country and around the world. As the United States made preparations for war in Iraq and as military action went forward, many Roane State students asked their instructors for some sort of formal outlet for discussion of the myriad issues and questions that the war was generating. The result was the World Events Forum, presented both at the main campus in Roane County and at the Oak Ridge Branch Campus.

Sponsored by the faculty Arts and Lectures Committee and the Student Government Association, these structured educational forums were led by a moderator who presented each of seven faculty presenters and, following their presentations, directed written questions from the audience to the appropriate speakers. As the moderator explained, the intention of the forums was to provide a respectful, responsible dialogue, offering a multiplicity of viewpoints on current world events supported by knowledgeable information. Presenters provided comprehensive insights into the international situation through discussion of the following topics: Religious Issues and the Idea of Jihad, Linguistics and War, U.S. Foreign Policy, International Law and the United Nations, U.S. Constitutional

Law, Cultural/Anthropological Issues, Military Issues, Economics and War, and Environmental Issues. An audience of approximately 150 faculty and students at each location participated in these unique and informative sessions.

To assist faculty who wished to continue the discussion in the classroom and to facilitate informed dialogue and information gathering for all users, the Roane State library also prepared special links to war information, including links to newspaper articles, an online discussion for college faculty and staff, and guidance about how to talk to children about war.

### **Extracurricular:**

While Roane State faculty and academic leaders determined that the most effective way of enhancing the cultural and global experience was through a renewed focus on the sort of curricular and co-curricular activities and initiatives described above, 2002-2003 also saw increased student interest and participation in a number of extracurricular activities and events.

#### ***RSCC Theatre:***

The RSCC Playmakers kicked off the 2002-2003 theatre season with a production of Robert Harling's "Steel Magnolias." Whether as a result of the outstanding production quality or the accessibility and popularity of the play, the six performances of "Steel Magnolias" enjoyed greater attendance than any other play at the college theatre. Particularly gratifying were the large numbers of students who attended the production, sometimes more than once!

Attempting to strike a balance between the attraction of more familiar works and the desire to provide audiences with more experimental and thought-provoking material, theatre director Michael Goliebewski also presented two less well-known works for the 2002-2003 season – "Private Wars" and "The Praying Mantis." More than 50 students and community volunteers actively participated in the production of this year's theatrical performances, and over 2000 people attended as audience members.

#### ***RSCC Art Gallery:***

In order to "share" the theatre audiences, Roane State's art department developed gallery exhibits to coincide with the college's theatrical performances. "The Art of Steel Magnolias," for example, featured the works of area women artists. After an opening night artists' reception with fried green tomatoes, pecan pie, and other southern favorites, the gallery show remained open throughout the run of the play. Three other special gallery shows were scheduled at the same time as musical concerts and/or plays performed in the theatre.

#### ***Library Brown Bag Reading Sessions:***

For several years, the Roane State library has attempted to attract participation in monthly lunchtime reading/discussion sessions. Undaunted by sparse attendance, library staff has kept working to find the right formula to build

participation and, this year, a regular – and growing – group of students, faculty, and college staff have come together for monthly readings of poetry. Participants are encouraged to bring their own work or samples of their favorite poets. Sessions are open to all college and community members, and participants are welcome to read or merely listen. These sessions have become increasingly popular and have provided an excellent means of bringing together a diverse group of people for cultural enjoyment.

***RSCC Literary Magazine:***

Through a combination of the growth in popularity of the poetry reading sessions and strong faculty sponsorship, the Roane State literary magazine, “The Caney Creek Sampler,” was an even more ambitious and successful venture in 2002-2003 than in previous years. Indeed, the collaborative effort is more accurately described on its frontispiece as the college’s “Magazine of the Arts” since the “Sampler” not only contains poetry, short stories, and essays but also illustrations and, this year, a CD included with the magazine that contains selections of music and art.

“The Caney Creek Sampler,” which is supported in part by the Student Government Association and includes contributions by students, faculty, staff, and alumni, is produced by a student staff of different ages from several different campuses. This year’s edition even included an original poem by President Wade McCamey. Liner notes about the magazine’s other contributors reveals a diverse and interesting group from a wide variety of disciplines – a student from Scott County majoring in English and Computer Science, a biology lab instructor at the Oak Ridge Campus, a student and new mother from Cumberland County, a nursing major from Roane County, and the Radiologic Technology program director, to name only a few.

To kick-off this year’s publication of “The Caney Creek Sampler” a party was held on the courtyard of the main campus. More than 50 people celebrated with food and entertainment, including readings by the artists and performances by the “Sampler” musicians. Copies of “The Caney Creek Sampler” were available on all campuses for \$3.

***Benchmarks for Future College Actions Related to Strengthening Cultural and Global Experience 2003-2004:***

As the above review demonstrates, the efforts of Roane State faculty to enhance the learning experience of their students through exposure to the arts, different cultures, and global issues are ongoing and deliberate. Thus, while implementation of a number of the objectives and benchmarks originally established for this plan have been derailed, faculty commitment to this means of educational enrichment is evident as they interact with students both in class and out-of-class.

***In order to build upon the curricular, co-curricular, and extra-curricular activities and initiatives that have the greatest potential for strengthening***

students' cultural and global awareness and experience, the following new benchmarks have been set.

***Curricular:***

- At least one new course will be developed or existing course revised with artistic and/or multicultural/global focus.
- At least one faculty member from Social Science and Humanities divisions will add/increase artistic and/or multicultural/global multimedia resources in their class instruction.
- The Business Technologies division will obtain articulation agreement with Tennessee Technological University's World Cultures and Business program.

***Co-Curricular:***

- At least one play produced for the RSCC Theatre can be integrated into the curriculum of one or more disciplines.
- At least 15% of RSCC faculty will link Multicultural Day participation into their curriculum.
- 10% of student Honors Contract projects will focus on artistic, multicultural or global study.
- Faculty sponsors will be identified and student interest will be cultivated for establishment of SIFE (Students in Free Enterprise) Club (international student business organization).

***Extra-Curricular:***

- At least one play produced for the RSCC Theatre will have broad, popular entertainment appeal.
- A movie library for student use will be initiated.

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## **ACADEMIC ADVISEMENT**

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

**Goal III. Objectives:**

Objective 1: To improve institutional academic advisement policies through ongoing assessment of advisement policies and practices

Objective 2: To improve technology-based advisement services and increase faculty and student utilization of these services

- Objective 3: To enhance faculty advisement development through exposure to various training and information-sharing strategies
- Objective 4: To enhance student academic advisement services by integrating a more comprehensive advisement approach
- Objective 5: To improve the advisement process by improving current advisement materials
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### **Goal III: Academic Advisement**

#### **Schedule of Attainment/Benchmarks of Progress: 2002-2003:**

- a) Conduct additional assessment of advisement-related services
  - Develop and administer student survey to probe usage and satisfaction with advisement, orientation and technology-based advisement resources
  - Benchmark: At least one improvement will be initiated based upon survey feedback
  
- b) Add enhancements to technology-based resources for advisement
  - Develop Intent to Articulate Form for Web for Students
  - Expand faculty access to student advisement records in Web for Faculty
  
- c) Increase student usage of Web for Students
  - Benchmark: At least 85% of students registering during the first week of open registration will use Web for Students
  - Provide training opportunities for entering Freshmen
  
- d) Benchmark best practices in online advising and adopt strategies appropriate for RSCC advising practice and culture
  - Benchmark: At least one strategy from best practice review will be piloted and faculty trained in its use
  
- e) Task force will identify improvements to RSCC catalog, including process for implementing changes
  
- f) Explore additional improvements to advisor assignment process
  - Benchmark: At least one strategy will be implemented for use in 2003-2004
  
- g) Develop options for “mandatory/intrusive” advisement strategies; implement one or more pilot programs

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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 at Roane State Community College with the greatest need for improvement.

Because the delivery of academic advisement is such a comprehensive process, Roane State faculty and student support services staff 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 and planning critical action steps toward improving advisement services. The council is equally comprised of key administrative staff and faculty from each academic division and from representative programs.

Through their ongoing deliberations, the council has considered multiple aspects of advisement, including college policies and processes, advisement materials, training and awareness-building for faculty and students, and the potential uses of technology to enhance advisement services. The following report of progress for 2002-2003 reflects actions taken on the basis of recommendations from the council as well as initiatives undertaken by Dr. Adolf King, Roane State’s new Interim Vice President of Academic Services.

### **Advisement Benchmarks 2002-2003**

- a) Conduct additional assessment of advisement-related services
  - Develop and administer student survey to probe usage and satisfaction with advisement, orientation and technology-based advisement resources
  - Benchmark: At least one improvement will be initiated based upon survey feedback

### **College Actions:**

During the course of 2001-2002, a number of new technology-based services were initiated. Web for Students gives students immediate access to their unofficial transcripts, grades, and degree audit information and permits them to register for courses online. Campus Pipeline, the college intranet and student email system, notifies students of their assigned faculty advisor and their advisor’s contact information. As with any new technology-based resource, a learning curve and period of awareness-building is necessary before the true benefit of the service can be ascertained. In order to gauge the level of student usage and satisfaction with these new resources and to gather feedback about barriers that might be impeding utilization, a survey was developed and administered to a representative sample of 1,000 students.

A decision was made to use the survey project to elicit feedback on a number of other advisement-related issues as well. The survey instrument also

included questions about usage of articulation agreements, new student orientation, and ways of obtaining advisement information. Students were also asked to make recommendations for improving advisement-related services. Although the survey only returned a response rate of 21%, the aggregate responses constituted a valid sample, representative of Roane State’s student population by age, gender, student type (day/evening, full-time/part-time), and primary campus location. Respondents were also very forthcoming on the open-ended survey items, providing both qualitative and quantitative data for a good snapshot of current usage and perceptions regarding advisement services.

Based upon an analysis of the open-ended comments in relation to the usage and satisfaction percentages, the data indicated that services which were the easiest to access were the most frequently used. Campus Pipeline, for example, which continues to have “growing pains” associated with log-in problems and to compete unsuccessfully with students’ home email accounts, was only used by 58% (n.117) of respondents. Web for Students was used by 69% (n.138) of respondents; and the general Roane State website was used by 86% (n.172).

When asked to rate their satisfaction with Web for Students, 96% (n.134) of those who used the service indicated that they were satisfied or very satisfied with it. For a first year of implementation, these were extremely positive results; however, a more detailed probe of the applications for which Web for Students was being used revealed that the system has barely tapped its potential as an advisement tool. Only 20.6% (n.43) used the system to access their degree audit and only 28% (n.59) went to Web for Students to check their advisor assignment. More frequently the system was used to view transcripts (46%, n.97) and check grades (55%, n.115).

Students were asked to indicate which of the following means they used to obtain information about academic advisement. Accounting for duplication, since respondents were asked to note all that applied, an interesting picture emerged of the continued importance of traditional information materials, the growing importance of online resources, and the ongoing need to increase one-on-one contact to counter the potential negative outcomes of reliance on self-advisement.

<b>How do you obtain information about academic advisement? (circle all that apply)</b>	
College catalog	67% (n.139)
RSCC website	38% (n.79)
Counseling staff	31% (n.64)
Assigned faculty advisor	28% (n.59)
Other faculty	21% (n.44)

The open-ended portion of this survey provided a good deal of information that confirmed anecdotal data regarding problems associated with Web for Students and Campus Pipeline. In an effort to correct problems and/or make improvements based upon this user feedback, these survey results were shared with the college Information Technology staff. While significant challenges

remain, one major improvement has already been implemented as a result of the survey. Users who attempted to access Web for Students in the later evening hours expressed extreme frustration with the fact that the system was not accessible after 9:00 p.m. This parameter had originally been established so that the college Computer Services department could complete back-up procedures prior to midnight. However, after reviewing the survey results, Computer Services staff investigated and implemented an accelerated back-up system which enables them to leave the Web for Students/Web for Faculty systems open until 11:00 p.m.

Student feedback has also been considered in a number of other recent college actions, which will be noted as applicable in subsequent sections of this progress report.

### **Advisement Benchmarks 2002-2003**

- b) Add enhancements to technology-based resources for advisement
  - Develop Intent to Articulate Form for Web for Students
  - Expand faculty access to student advisement records in Web for Faculty

### **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 Advisement Council encouraged the development of continued enhancements to the advisement services of Web for Faculty and Web for Students. During 2002-2003 the following services were added.

An "Intent to Articulate" Form can now be accessed in Web for Students. When a student completes this online form, it is automatically sent to Roane State's Articulation Coordinator, who forwards this information to the student's faculty advisor and to the appropriate senior institution to which the student intends to articulate. This advanced information-sharing puts the student on the mailing list of the receiving four-year program and alerts the student's advisor to advise according to the guidelines of the appropriate articulation agreement.

Enhanced linkages among Web for Faculty, Campus Pipeline and the SIS systems were implemented this year to facilitate advisor-to-student communication. Students' Campus Pipeline email addresses are now entered into the SIS system, enabling faculty to view their advisees email addresses in Web for Faculty and sending out advisement information at the click of the mouse. (also see Benchmark "D" below)

Web for Faculty has also been modified to enable faculty members to view any student record, not simply those of their own advisees. As the above survey data revealed, students almost as frequently request advisement from other faculty as they do from their official advisors. If a student is in need of immediate assistance, this feature will permit an alternate advisor to have access to all the information needed to appropriately advise the student.

### **Advisement Benchmarks 2002-2003**

#### **c) Increase student usage of Web for Students**

- **Benchmark: At least 85% of students registering during the first week of open registration will use Web for Students**
- **Provide training opportunities for entering Freshmen**

#### **College Actions:**

As the recent survey data indicated, a majority of students who have used Web for Students are satisfied with the service. As a potential means by which students can receive advisement information, the system has great promise. The Advisement Council and other staff involved in student services determined that the college should develop ongoing strategies to increase student usage in order to better tap into Web for Student's potential as an advisement resource.

One process in which all students participate is registration; however, the survey data revealed that only 41% (n.85) of students use the web to register. In order to increase student usage of the web for this gateway process, a pilot project was developed for the first two weeks of open registration spring semester 2003. During this pilot period, students were only permitted to register using Web for Students. Additional computers were set up in the student lounge, in the lobby outside the main Office of Records and Registration, and at satellite campus central areas. If students needed assistance using the system, staff members were available at all campuses to help.

An analysis of registration transactions from April 24-May 8, 2003 showed that 86% (n.5796) of total transactions (registrations and adds) were done using Web for Students. Averaging 5-6 transactions per student, this represents approximately 1060 students. During the same time period in 2002, only 30% (n.1560) of total registration transactions (approximately 280 students) were done using the Web for Students

In order to ensure that new students are trained in the use of Web for Students, online registration has also been incorporated into New Student Orientations. In the past, once new students had worked out their class schedules during Orientation, they would be sent to the Registrar's Office to be registered by a staff member. Now, they are sent to a computer lab where Registrar's staff teach them how to register using the web. They are also introduced to some of the other features of the online service.

### **Advisement Benchmarks 2002-3002:**

#### **d) Benchmark best practices in online advising and adopt strategies appropriate for RSCC advising practice and culture**

- **Benchmark: At least one strategy from best practice review will be piloted and faculty trained in its use**

#### **College Actions:**

As part of their study of options for enhancing online resources for academic advisement, the Advisement Council reviewed a number of comprehensive, integrated web-based methods used by colleges and

universities across the country. Among the best of these were Weber State University's "Choosing and Using a Major" links for choosing classes to explore different majors; Pima Community College's Online Orientation Tutorial, complete with a quiz that students are required to pass in order to register; and the online Career Interests Game used by various institutions.

Another powerful idea came from material presented during a workshop at the 2000 NACADA conference. The conference monograph describes a system of email messaging that provides a sense of connection between advisor and advisee. A series of letter templates are used by faculty advisors to send alerts, reminders, and simply general greetings to students at regular intervals throughout the semester.

The Advisement Council has adopted this idea and worked in collaboration with the Director of Roane State's Learning Center to develop letter templates for advisors. These letters include such topics as Introductory Greetings, Registration Reminder, Appointment Prompt, Poor Attendance Alert, etc. These templates will be accessible to faculty through Web for Faculty. This method of building communication between student and advisor will be especially helpful in cases where, in order to make an advisor assignment in the appropriate academic program, faculty advisor and student are located on different campuses. This tool should also assist program directors who have a large number of advisees.

Training on the use of these letter templates, creation of advisee distribution lists, etc. will be provided to faculty during In-Service workshops, August 2003.

#### **Advisement Benchmarks 2002-2003:**

- e) Task force will identify improvements to RSCC catalog, including process for implementing changes

#### **College Actions:**

As the above-referenced student survey data revealed, the college catalog remains a powerful means of communication about academic planning, curricular requirements, etc. During 2002-2003, a sub-committee of the Advisement Council was formed to review the Roane State catalog and the process by which annual revisions are implemented. Not only were they charged to consider items that should be added to the 2003-2004 catalog to enhance academic advisement information, but also to recommend improvements to the revision process to ensure accurate and timely information in future editions.

Despite improvements to the advisor assignment program made during the previous year, many students still do not know their assigned advisor. Although Campus Pipeline is a quick and efficient means of notifying students of their advisor assignments, regular student utilization of the intranet/email system is still not universal. The Catalog Task Force, therefore, recommended that information about the process of advisor assignments be added to the Roane State catalog.

Beginning 2003-2004, information is included in the advisement section of the catalog explaining that advisor assignments are made within 48 hours of application, readmit application, or change of major and that email notification of advisor name and contact information will be sent to the student's Campus Pipeline account.

In order to further harness the awareness-building power of the college catalog for educational program planning, the 2003-2004 catalog has added an extensive description of the Tech-Prep program, including articulation options for secondary students as well as those with credits from one of the Tennessee Technology Centers belonging to Roane State's Tech-Prep Consortium. Ready access to the information should be helpful to students, parents, and faculty advisors alike.

In order to ensure that important changes affecting academic advisement are included in annual updates of the college catalog, the task force also recommended several improvements to the current process that would make the process of revision more ongoing. Rather than relying on the once-a-year catalog "mark-up," a Catalog Change Form would be developed that could be completed and forwarded to the catalog editor on a monthly basis by the academic division deans and on an as-needed basis by others responsible for catalog sections. In addition, a check-off box would be added to the Academic and Curriculum Council Agenda Form indicating whether an action item approved by the council required a catalog change. This would trigger the completion of the Catalog Change Form regarding the action.

#### **Advisement Benchmarks 2002-3002:**

- f) Explore additional improvements to advisor assignment process
  - Benchmark: At least one strategy will be implemented for use in 2003-2004

#### **College Actions:**

Despite improvements made to the speed with which advisor assignments are made and students notified, the Advisement Council remained concerned that the process of matching students with faculty advisors continued to be dependent upon students' self-selection of academic major. For those students who are following a clear career or educational path, the assignment of an appropriate advisor is relatively straightforward. Among the students most at-risk of academic failure, however, are those who identify themselves as "undecided." To ensure that these students have access to the best possible advisement, a group of faculty, trained in "generalist" advising are now being assigned to students without a specified major.

Students self-identified as A.S./A.A General/Undecided are assigned to one of these 17 "master" advisors. These faculty have been trained to evaluate their advisees' transcripts for A89 (high school) deficiencies at the beginning of their college career in order to put them on the road to removal of these deficiencies as soon as possible. These advisors are also well-versed in the most current articulation agreements to help students as they explore various

majors at the baccalaureate level. Students who list A.A.S./Undecided on their applications will be advised by faculty in the General Technology program. Since this program is designed to articulate a variety of technical credits with a solid foundation in general education courses, students advised under this program will also be assisted to enroll for a broadly applicable series of classes during their career exploration period.

Another group of students who previously “fell through the cracks” with respect to academic advisement are those who list “special for credit” on their application. Although they may be taking classes on a part-time basis and are not prepared to declare their intention to work toward a degree, these students often spend a number of semesters enrolled in this category and can build up a substantial amount of credit. If, as frequently occurs, these students ultimately decide to select a major and attempt to earn a degree, they may have spent valuable time and money on courses not appropriate for their academic goals and will never have been assigned an advisor.

In order to better serve these students at the beginning of their Roane State experience and determine a method of matching them with an academic advisor, the Roane State application has been changed to include 11 categories for “Special” students. In addition to categorization of students enrolled for personal enrichment and audit, these classifications identify students enrolling for certificates of advancement, courses in the Contemporary Management program, and EMT/First Responder. Transient students as well as advanced studies and academically gifted students are also identified through this process. Based upon the category a “special” student selects on the application, an appropriate faculty or staff advisor will now be assigned to answer questions and facilitate a greater connection between the student and the college.

**Advisement Benchmarks 2002-3002:**

- g) Develop options for “mandatory/intrusive” advisement strategies; implement one or more pilot programs

**College Actions:**

Undoubtedly the most difficult issue for the Advisement Council and the college to resolve is the issue of mandatory advisement. Implementation of such a policy would be particularly difficult for Roane State because of its multi-campus instructional locations. Currently, some advisor assignments that are most appropriate from a curricular perspective must, unfortunately, match students with advisors who are primarily located at a distant campus. For some college faculty and staff, a requirement for mandatory advisement in cases such as these would run counter to the college’s commitment to access and convenience. For others, the benefits of a more hands-on approach to assisting students toward the accomplishment of their educational goals outweigh any inconvenience for teacher or student. In fact, a number of respondents to the open-ended questions in the above-mentioned student services survey expressed the opinion that advisement should be mandatory.

The one thing all parties seem to agree upon is the idea that first-time entering students have special needs and should be provided extra guidance as they negotiate the many options and responsibilities involved in their first semester college experience. Thus, as the mandatory advisement discussion continues, Interim Vice President for Academic Services Adolf King, took steps in 2002-2003 to initiate a college-wide Freshman Experience orientation project. Appointed to plan and direct this initiative was one of Roane State's long-time adjunct professors, Valerie Herd – a sociology teacher and “master” advisor.

Under Dr. King's leadership and Ms. Herd's coordination, a committee began to meet and plan the Freshman Experience in spring of 2003. The committee also included the academic division deans, the Dean of Enrollment Management, the Director of Public Relations, the Director of Student Activities, the Placement and Student Work-Study Coordinator, college recruiters, and other faculty members. The committee designed a required two-day event for all full-time and part-time degree-seeking students. The goals of the event are to provide students with the opportunity to meet other students and create new friendships, promote strategies for academic success, establish contact with their advisors, and become familiar with both the main campus and their primary campus.

All full-time faculty are required to participate in the event which begins with the arrival of all incoming freshmen (approximately 1100) to the main campus gymnasium for introductory remarks by the President and Academic Vice President, a brief performance by Roane State choral students, and a short original play, written and performed by two of Roane State's speech and theater teachers. Each student will receive a packet of information about the college that also includes personalized items such as their schedule, their assigned advisor contact information, information about clubs of special interest, etc.

During Day 1 students will meet in group session with their advisor and have the opportunity to ask questions and schedule individual appointments. Immediately following the advising session, students will be asked to take a brief critical thinking test. This test is being designed as a pre-test, and follow-up plans for post-test implementation will be determined during the course of the fall semester 2003. Concurrent sessions will also include training in Web for Students and Campus Pipeline, tips for learning interactive reading techniques and dealing with math anxiety, financial aid information, and other information about the Roane State experience. A 90-minute lunch period with music and door prizes will give students an opportunity to unwind and meet other students. During the second day of the Freshman Experience, students will go to their primary campus for a tour of the campus facilities, an electronic library “tour,” team-building activities, and lunch.

In developing the first Freshman Experience event, scheduled for August 13-14, 2003, the committee used feedback from the student services survey. Student ideas for improving orientation and advisement included more opportunity to ask questions, more advisors on-hand, smaller groups to help put students at ease, handouts with essential information, campus tours, and a “livelier” atmosphere. While there are bound to be growing pains with such a

large-scale initiative, it appears that the Freshman Experience committee has listened well, and the event has the potential to bring new students into the college experience with the right tools and a sense of engagement.

While the Freshman Experience is a large-scale pilot initiative directed toward all entering first-time students, several other smaller-scale efforts at “intrusive” advisement and orientation for specialized, at-risk student populations have also been developed in 2002-2003 for implementation fall semester 2003.

In order to facilitate the transition to a successful college experience for veterans, the RSCC Financial Aid office has scheduled a mandatory advisement session for all veterans prior to certification. A designated veteran’s counselor from the Financial Aid office will be assigned to the approximately 120 students as their contact point for all questions/issues related to their benefits and college requirements related to receiving and retaining those benefits.

Another mandatory advisement/orientation session has been developed for international students registered for classes fall semester 2003. To help ease the transition into the college experience and to life in east Tennessee, Roane State’s articulation/advisement coordinator and the Director of Admissions (who serves as international student advisor) have planned a workshop agenda that includes information related to reporting requirements for legal status, guides for getting a driver’s license and car insurance in Tennessee, options for medical services and health insurance, living arrangements, income tax reporting, and financial aid. International students will also be introduced to different types of college class structure – from live classes to interactively broadcast classes to web and video courses. They will also get training in Web for Student and Campus Pipeline and learn about Roane State sports, clubs, cultural opportunities, and events and entertainment in the service area.

Each of these mandatory advisement/orientation efforts will be closely observed by the Advisement Council to determine the most successful strategies for the development of ongoing improvements to the academic advisement process.