Performance Funding Annual Report
2003-2004

Points Awarded: 100 out of 100

Summary of Points Awarded

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

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Standard 1.A: General Education Outcomes

Roane State Community College	Points:	15

Test Type	**ETS**	*Notable Change Criteria*	
		CBASE	4
Total Eligible Grads:	**621**	CCTST	1.7
		ETS	2
No. Grads Tested:	**603**		
			97%

Current Cycle Data Trends					
Mean Score	2000-01	2001-02	2002-03	2003-04	2004-05
Institution	**444.2**	**442.8**	**443.2**	**444.5**	
National	**443.2**	**441.9**	**441.9**	**441.7**	
Diff (I-N)	1.0	0.9	1.3	2.8	
Diff (I-P)	0.0	-1.4	0.4	1.3	
Pctile	**47%**	**55%**	**55%**	**61%**	

Option 1: Comparison to National Norm Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11	11	
Additional	0	0	0	1	
Total	11	11	11	12	

Option 2: Comparison to Previous Inst Score Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11	11	
Additional	0	0	0	0	
Total	11	11	11	11	

Previous Cycle Information (Option 2 - Year 1)	
Points in 2000-01	11
Last Inst Score (2000-01)	444.2

Option 3: Comparison to Percentile Ranking					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Total	0	15	15	15	

INSTITUTIONAL COMMENTS (OPTIONAL):

The number of eligible graduates includes the following semesters: summer 2003, fall 2003 and spring 2004.

Points Table (Particip 1B)		Year
Above Norm	11	**4**
Below Norm	8	
Additional Points	1	
Max Points	15	

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Standard 1.B: Pilot Evaluations of General Ed Outcomes

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

INSTITUTIONAL COMMENTS (OPTIONAL):

A copy of the 2003-04 institutional general education pilot report is included.

Pilot Evaluation: Assessment of General Education Learning Outcomes

PURPOSE AND BACKGROUND

In seizing the opportunity to develop and implement a pilot assessment of general education learning outcomes, Roane State Community College has 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. Although graduating students are tested using the Academic Profile (short form), Roane State faculty wished to augment this test, with its focus on critical reading and thinking, by testing using instrument(s) more closely aligned to the Roane State core curriculum.

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 2000 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 was chaired by Dr. Richard Baskin, Assistant Professor of English and Director of the Learning Center until his departure from the institution in December 2003. Dr. Diane Raines, Associate Professor of English has taken over the committee chairmanship.

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 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 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 competencies in a selected number of key general education courses and their scores compared to a matched cohort upon completion of an academic semester.

To assist in the development of the test instruments, the General Education Committee 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. Dr. Ray further provided faculty with guidance on the development of effective multiple-choice questions.

Testing began during spring semester 2003 in the areas of English, mathematics, chemistry, and history. Students were pre-tested at the beginning of the semester and post-tested at the end of the semester. During the first semester of test administration, all students took the exams at the Testing Centers in Roane County or Oak Ridge. Pre-and-post-tests were compiled and analyzed by the Office of Institutional Effectiveness and Research and individual student scores and overall course scores were reported to faculty for their respective courses. Additionally, participating faculty were provided with a test item analysis and scores for all participating courses within their discipline.

The following summary provides an overview of 2003-04 activities of the General Education and Assessment Committee, findings from the fall 2003 and spring 2004 pre-post-test administrations, and project objectives for 2004-05.

GENERAL EDUCATION ASSESSMENT PILOT 2003-04 ACTIVITIES:

The adoption of a new lower division general education core for all Tennessee Board of Regents Institutions and the Board's requirement that all institutions establish a General Education Committee led Roane State's General Education and Assessment Committee to re-visit its statement of purpose to ensure that its role and scope extended beyond the parameters of the Performance Funding pilot. The following statement of purpose is the result of the committee's review and confirmation of its role:

The purpose of the General Education and Assessment Committee is to monitor the college's ongoing efforts to provide competency-based instruction and to provide leadership in the use of assessment results to evaluate and facilitate learning. The committee is also charged with providing oversight of issues concerning the general education core curriculum.

In its role of conducting systematic and broad-based efforts to improve the assessment of learning outcomes, the committee will:
- *develop viable instruments for the assessment of General Education competencies,*
- *coordinate the implementation of General Education assessment projects,*
- *coordinate efforts to expand the scope of assessment projects across the disciplines,*
- *analyze the results of assessment,*
- *widely communicate the results of assessment to faculty across the disciplines, and*
- *provide leadership in the use of assessment results to facilitate learning.*

As a means of continuing to raise awareness of the pilot and expand participation among faculty, the committee decided to conduct a workshop on the project during the

January 2004 faculty in-service. The goal of this workshop was to familiarize all faculty with the tests, to demonstrate how the course competencies, blueprints, and test instruments in the given disciplines were related, and to show how the results can be used as an effective tool for evaluating the curriculum, course materials, and student learning outcomes.

As part of the committee's preparation for the workshop, the chair and several members met with the Vice President for Academic Services and the academic deans to elicit their support and feedback on ways to strengthen the testing project. Committee members believed that the deans could play a key role in expanding the project to additional faculty and into additional disciplines. Objectives set as a result of this meeting were to:
- Increase participation by faculty teaching courses for which pre-and-post tests had already been developed;
- Develop tests for additional courses;
- Work toward developing a consistent accountability method within each discipline/course to increase student motivation and to enhance the validity and reliability of results.

On January 6, 2004, the General Education and Assessment Committee presented an in-service workshop on the pre/post-test project attended by all faculty. The presentation included a history of the project, an explanation of the development of course blueprints and test instruments, examples from the Algebra and English Composition exams, results of the spring 2003 and fall 2003 test administrations, and discussion of the needs and future goals of the project.

The General Education and Assessment Committee, now under the leadership of Dr. Diane Raines, has recently added the membership of two key academic leaders, Dr. Myra Peavyhouse, Dean of Humanities, and Robert Alfonso, Director of the Learning Center. Other project developments for 2003-2004 include the addition of a test for Chemistry I, individual tests for World History and U.S. History to replace the combined History test used at the beginning of the project, and the development of a new College Algebra exam to better reflect recent changes in the curriculum.

The General Education and Assessment Committee has also been charged with oversight for another initiative to evaluate student learning outcomes begun in 2003-04. Although not a formal part of the Performance Funding pilot plan, a critical thinking pre-test was administered to all entering students who participated in the August 2003 Freshman Experience orientation. Preliminary plans are to post-test a matched cohort (student ID's were recorded on the pre-tests) prior to registration spring 2005 via WebCT. Since Dr. Richard Baskin (former General Education Committee chair) was asked by Vice President Adolf King to develop the test instrument in a short period of time, current committee members determined a need to re-visit the project to ensure that it can become a useful method of assessment that will give faculty results that can help them improve student learning.

Thus, one committee meeting was devoted entirely to analysis and evaluation of the critical thinking test which Dr. Baskin developed using Bloom's Taxonomy of Cognitive Learning to create questions that would assess critical thinking at several levels.   A review of the exam led committee members to agree that, while the reading passages were appropriate, several of the questions and the answer prompts may be confusing. While the committee agreed that further discussion might lead to an entirely different test instrument, the current test has merit and should continue to be used, with slight modifications, for this fall's Freshman Experience cohort. The exam will be slightly modified and administered to a few English classes during summer semester to determine any additional areas warranting modification or improvement. This project is a natural extension of the Performance Funding pilot assessment of General Education outcomes and will contribute to an enhanced culture of assessment throughout the college.

2003-04 PRE/POST-TEST ADMINISTRATION AND FINDINGS:

Pre-and-post-tests were administered and results analyzed by match cohorts (except where noted in the Tables 1.0 and 2.0) in the following General Education courses: English Composition I and II, College Algebra, Chemistry I and II, U. S. History II, and World History II. 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 courses (with sufficient numbers of students taking the exam) to test for significant differences.

Average gain scores were similar to results reported during last year's pilot test administration in spring semester 2003. College Algebra had the highest average gain score followed by Chemistry I (fall semester 2003) and Chemistry II (spring semester 2004). There was a statistically significant difference between pre-test-and-post-test scores, $t(83) = -17.146$, $p = .000$, among the participating College Algebra students for spring 2004 semester. Pre-test-and-post-test matched scores were statistically significant for all general education areas both semesters (except where low n values are noted in Table 1.0 –2.0); however, English Composition I had a *negative* gain score that was statistically significant. The new U.S. History II exam results showed more promising gain scores than the previous combined exam, reinforcing the faculty's decision to develop test instruments more closely aligned to specific course competencies. See Tables 1.0 and 2.0. for results.

Mean scores and average gain scores remained highest in College Algebra, demonstrating the significance that can be attributed to the manner in which faculty held students accountable for test results. Some faculty assigned extra credit for the pre-test and post-test, while others calculated the tests as a course requirement with varying levels of weight in determining the student's overall grade. Because it is nearly impossible for students taking College Algebra to successfully pass the course if they have failed the final post-test, they are highly motivated to do well on the exam.

Scores were analyzed for each course and by faculty member. For the faculty who required their students to take these tests and who attached to the tests a significant value/weight toward the overall course grade, the post-test mean scores and gain scores were far better when compared to those faculty who only assigned extra credit or some other accountability measure. As mentioned previously, one confounding result from the spring 2004 test administration is the statistically significant negative gain score on the post-test for English Composition I. Investigation is ongoing; however, preliminary analyses indicate that a low accountability measure is the contributing factor to this anomaly. Only one faculty member participated in pre-and-post-testing for English Composition I during spring semester 2004, and it appears that this professor only used "the better of the two scores" to count as one of ten quiz grades for the course (quizzes accounted for only 10% of the overall course grade). Therefore, there were no real stakes for students to achieve a high post-test score.

The general education pilot results are provided in Table 1.0 (fall semester 2003) and Table 2.0 (spring semester 2004) below.

Table 1.0.: General Education Pilot Pre-Test/Post-Test Matched Cohort* Results Fall 2003 Semester

General Education Area	Number of Students Tested	Mean* Pre-Test Score	Mean Post-Test Score	Average Gain	Significance**
College Algebra* Post-test Median=70.0	311 (Post-tested)	Old Exam	New Exam 69.60	N/A	N/A
Chemistry I Post-test Median= 7.5	21	20.8	35.7	14.9	.007**
English Composition I Post-test Median=70.6	94	59.6	69.9	10.3	.000**
English Composition II Post-test Median=64.0	25	54.9	61.9	7.0	.003**
History Post-test Median=43.15	16	45.18	47.04	1.9	.004**
Total	467				

Note: *A new College Algebra exam was used for post-testing; therefore, matched cohort results were not computed for this semester.
     Significant value (two-tailed) for a paired sample or dependent t-test.

Table 2.0: General Education Pilot Pre-Test/Post-Test Matched Cohort* Results Spring 2004 Semester

General Education Area	Number of Students Tested	Mean* Pre-Test Score	Mean Post-Test Score	Average Gain	Significance**
College Algebra Matched Cohort Post-test Median= 70.0	83	33.31	69.64	36.33	.000**
College Algebra Post-Test only Post-Test Median=70.0	268	N/A	70.32	N/A	N/A
Chemistry II Post-test Median= 45.0	3	25.0	43.5	18.5	Low n*
English Composition I Post-test Median= 50.0	40	56.05	48.8	-7.25	.000**
English Composition II Post-test Median= 64.0	64	53.69	60.69	7.0	.000**
U.S. History II Post-test Median= 55.0	19	42.89	56.05	13.16	.001**
World History II Post-test Median = 65.0	3	51.67	58.33	6.66	Low n*
Totals	**Matched cohort = 212** **Post-test= 397**				

Note: *A paired sample or dependent t-test (two-tailed was not computed due to low n values.
   **Significant p-value

USE OF FINDINGS

Probably the most significant use of findings during 2003-04 was the revision of test instruments resulting from the initial scores and item analyses for each general education area.

Following the fall 2003 pre-test administration, Kristi Roberson-Scott, Research Analyst in the Office of Institutional Effectiveness and Research, presented participating faculty with a test item analysis, focusing on questions that had a failure rate of 75% or greater. This analysis, which helped faculty discover potential errors and ambiguities in some of the questions, led to revisions of some test items. As noted above, test item analysis

and the marginal gain scores on the combined History exam led faculty to develop separate exams for U.S. History and World History.

As part of the ongoing effort to expand faculty participation in the pilot and increase awareness of all assessment activities of the General Education and Assessment Committee, committee meeting minutes will be distributed to all faculty via email. Throughout the course of the year, the committee also discussed the need to make reporting of assessment results more "user friendly." The Institutional Research Analyst agreed to augment statistically valid, but sometimes unfamiliar, terminology in reports with brief narrative explanations that should help make these reports more useful to faculty.

Discussions among General Education and Assessment Committee members have been energized by the addition of new members, leading to consensus that the most important step in developing meaningful assessment of learning outcomes is to facilitate dialogue among faculty about their discipline and their courses. One new member suggested small-group best-practice forums for faculty teaching the same courses as a good way to generate some discussion regarding the most effective pedagogical methods for difficult content areas and tips for improving student learning outcomes. As the college's departments of English and Biology make preparations to participate in the upcoming TBR pilot Academic Audit, such a focus on collegial dialogue as a critical element in the development of coherent curricula and effectively aligned assessment should emerge.

With the additional participation this year of all College Algebra faculty, the human resources of the Testing Center were severely strained and there remains a lag time to process the test results. To address this issue, the Institutional Research Analyst is working with the WebCT administrator to experiment with the use of WebCT to administer some of the tests. WebCT has the potential to afford faculty with better accessibility and more timely delivery of results. The committee discussed a possible concern that some students who are not comfortable using computers might be negatively impacted by this testing method. To gauge this factor, the Research Analyst suggested using the Web testing on a pilot basis with a small group of classes only and having a control group to study for differences in performance that might be explained by differences in test administration.

Findings related to student accountability will also be used to substantiate arguments in support of consistent, meaningful accountability methods to decrease the likelihood of this variable confounding the results and to ensure results are valid and reliable. As preliminary results have already indicated, this factor can confound results; that is, negatively affect gain scores.

ACTIVITIES AND OBJECTIVES FOR 2004-05

As more faculty join the pre-and-post-test project through participation in ongoing testing or development of new tests, as more and more students expect to participate in

some type of pre-and-post-testing (from the critical thinking test during orientation to course exams each semester), and as departments begin to engage in the comprehensive self-study called for by the Academic Audit, the final year of the pilot should plant strong seeds for the growth of continuing assessment activities in the General Education program.

It is anticipated that the college, under the leadership of the General Education and Assessment Committee, will engage in the following activities during 2004-05:

- Widely communicate the findings from test administration conducted during 2003-04;
- Form committees within the academic disciplines to re-examine course blueprints, evaluate tests, and expand test question banks;
- Recruit more faculty to join testing currently in place;
- Increase the number of General Education courses participating in the pre-and-post-test project (efforts are underway to develop a test for biology);
- Examine the role of critical thinking in the curriculum and evaluate the current test of entering freshman to determine the most appropriate and valid assessment instrument;
- Modify instructional efforts as needed to improve learning outcomes in areas of weakest student achievement;
- Implement a more consistent and meaningful student accountability policy, to be used by all participating faculty within disciplines, in order to reduce the ability of this factor to confound results.

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Standard 1.C.1: Accreditation of Academic Programs

Roane State Community College	
No. Accreditable:	11
No. Accredited:	11
Percent Accredited:	100%
POINTS RECEIVED:	10

Roane State Community College			Accreditable Programs	
Major Code	**Major Name**	**Degree(s)**	**Accredited?**	**Year of accr.**
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	Yes	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
14.22.0103.00	LEGAL ASSISTING	2.3.AAS	TBA	

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

INSTITUTIONAL COMMENTS (OPTIONAL):

Respiratory Therapy: The program is scheduled to submit an annual progress report on or before   September 1, 2004 to the Committee on Accreditation for Respiratory Care and a reaccreditation decision is expected in November 2004. Documentation is included.

Business Management Technology: The Association of Collegiate Business Schools and Programs (ACBSP) granted full accreditation with no conditions or notes in April 2004. A letter confirming accreditation is included in this report. This is one year earlier than originally scheduled on RSCC's Peformance Funding plan.

Legal Assisting: In lieu of program review, RSCC's Legal Assisting Program has chosen to seek "approval" through the American Bar Association's (ABA) Standing Comittee on Legal Assistants. The ABA conducted a site visit January 26-27, 2004, and they deferred their approval decision until April 2005. The ABA recently revised its approval guidelines, expanding the scope of the self-study parameters, which means the program has a few new areas to assess and report on to the ABA before a final decision can be made. (Please note: the ABA does not accredit paralegal programs; they only grant "approval" status to such programs.)

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
100%	10

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

Roane State Community College							
Reporting for Cycle: Cumulative			**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	26		26	100.0%
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	26		26	100.0%
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%
				234	**0**	**234**	**100%**

Please submit copies of the peer review documentation, summary material and reviewer's vita with the template.

INSTITUTIONAL COMMENTS (OPTIONAL):

The **Computer Art and Design (certificate)** and **Medical Transcription (certificate) Programs** conducted self-studies and underwent peer reviews by external consultants during academic year 2003-04. Both programs met all TBR standards. Copies of the program review summary reports are 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

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Standard 1.D: Major Field Testing

Major Code	Major Name	Degree	Test Year	Test Code	No. Grads	No. Tested	Inst. Score	Comp. Score	Std Error	Wgt. Score
Roane State Community College					**Total Cumulative Score:**	**1.38**		**Points Received:**		**#N/A**
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	12	12	81.9	75	1.43	24
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	11	8	100.25	70	5.35	16
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 ASSISTING	2.3.AAS	2003-04	056	18	17	78.44	70	2	34
TOTALS					**229**	**217**				**1.38**

INSTITUTIONAL COMMENTS:

Dental Hygiene Technology: Documentation is included.

Medical Records Technology "Health Information Technology": This program had 11 graduates for this reporting period and 8 Registered Health Information Technician scores have been reported by the American Health Information Management Association (AHIMA). AHIMA reports scores biannually and the remaining graduates' (3) scores should be available in September 2004. We will forward these upon receipt. Documentation for 8 students is included.

Legal Assisting Major Field: Although the Paralegal Studies Program Director worked cooperatively with Volunteer State to develop an exit exam, RSCC's curriculum was sufficiently different from Volunteer State's that RSCC's program director felt obligated to modify the cooperative exam content by more than 20%. Therefore, the exam likely fits the parameters of a "locally constructed" exam rather than a cooperatively developed test. The exam was piloted during fall 2003 semester and administered to spring and summer 2004 graduates. One graduate (Gail Young) was unable to take the exam due to major medical problems and hospitalization. (A copy of the exam was forwarded for approval to THEC on December 18, 2003.)

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

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Standard 2.A: Enrolled Student Survey

Roane State Community College	
Total number of undergraduate students enrolled in Spring 2004:	4,816
No. of students surveyed:	1,249
No. of students in data file:	885
% of students surveyed:	25.93%
Number of successful question items:	
Points Received:	**10**

INSTITUTIONAL COMMENTS (OPTIONAL):

We surveyed more than the required 20% (mandatory sample size = 963/1,249 surveyed) of spring 2004 enrolled students (4,816 headcount). Surveys were sent to degree-seeking students. We had 885 (1,249 surveyed) surveys returned yielding a response rate of 70.9%. Survey results were forwarded to the THEC on May 20, 2004 for analysis.

Roane State Community College
Spring 2004 Enrolled Student Survey: Scoring Analysis

Scoring Criteria
Scoring for the Enrolled Student Survey is as follows: Success is demonstrated by scoring at/above the external norm (state norm used if national norm not available) or at/above the institution's prior performance. Furthermore, if an institutional mean is above the external norm (state norm used if national norm not available) or their prior mean, they will receive a positive value for the question item. Conversely, if the score is below each of the indicators listed above, the institution will receive a value of zero for the question item.

Number correct	% Successful	Points
37-33	91.9%	10
32-30	83.8%	9
29-27	75.7%	8
26-24	67.6%	7
23-21	81.5%	6
20-17	48.6%	5
16-13	37.8%	4
12-9	27.0%	3
8-5	16.2%	2
4-2	8.1%	1
1-0	0.0%	0

	Response Item and data source	Inst. Avg. 2004	State Avg 2004	Nat'l Norm *	Inst. Prior Avg. 2001	Successful?
1	Educational experience (Q1)	3.34	3.26	n/a	3.25	1
2	Academic experience (Q3)	3.25	3.13	n/a	3.14	1
3	Social experience (Q4)/ 1	3.02	2.87	3.19	2.94	1
4	Cultural experience (Q5)/ 1	2.70	2.71	3.26	2.58	1
5	Overall experience (Q6)/ 1	3.22	3.09	3.25	3.07	1
6	Library services (Q8.1)/ 1,3	3.20	3.13	3.35	3.08	1
7	Registration (Q8.2)/ 1,3	3.08	2.99	3.08	3.02	1
8	Financial aid (Q8.3)/ 1,3	3.07	2.85	3.23	2.96	1
9	Computer facilities (Q8.4)/ 1,3	3.35	3.19	3.37	3.25	1
10	Advising services (Q8.5)/ 1,3	2.90	2.82	3.14	2.89	1
11	Skills for employment (9.1)/ 2	2.35	2.30	2.47	2.26	1
12	Getting along w/ people (9.2)/ 2	2.28	2.31	2.13	2.16	1
13	Ability to grow as person (9.3) / 2	2.58	2.51	2.13	2.48	1
14	Ability to lead (9.4)	2.30	2.22	1.89	2.20	1
15	Self-confidence (9.5)	2.45	2.34	1.96	2.33	1
16	Appreciation of diff cultures (9.6)/ 2	2.26	2.23	2.31	2.12	1
17	Planning projects (9.7)	2.46	2.36	n/a	2.35	1
18	Speaking effectively (9.8)/ 2	2.40	2.30	2.36	2.32	1
19	Writing effectively (9.9)/ 2	2.48	2.39	2.50	2.36	1
20	Understand written info (9.10)	2.51	2.41	n/a	2.39	1
21	Understand graphic info (9.11)	2.30	2.21	n/a	2.14	1
22	Use info/computer tech (9.12)/ 2	2.48	2.42	3.31	2.39	1
23	Learning on your own (9.13)/ 2	2.58	2.48	2.10	2.49	1
24	Defining problems (9.14)/ 2	2.46	2.37	n/a	2.32	1
25	Working in group (9.15)/ 2	2.50	2.39	2.07	2.39	1
26	Understand math concepts (9.16)/ 2	2.27	2.23	2.43	2.21	1
27	Understand global concerns (9.17)/ 2	1.92	1.92	1.84	1.82	1
28	Understand the arts (9.18)/ 2	1.98	1.96	1.88	1.87	1
29	Understand scientific principles (9.19)/ 2	2.18	2.07	2.52	2.08	1
30	Availability of advisor (10.1)/ 1	2.82	2.89	3.08	2.78	1
31	Quality of information (10.2)/ 1	2.85	2.89	3.09	2.77	1
32	Clarity of objectives for course (10.4)	3.14	3.02	n/a	3.01	1
33	Opp for student evaluations (10.5)	3.03	2.96	n/a	2.93	1
34	Avail of faculty outside class (10.6)/ 1	3.13	3.02	3.12	3.06	1
35	Quality of courses for employment (10.7)/ 1	3.11	3.00	3.12	2.97	1
36	Quality of instruction in major (10.8)/ 1	3.20	3.07	3.22	3.05	1
37	Opp to express ideas in writing (10.9)/ 2	2.94	2.87	2.13	2.77	1
				Total successful items		**37**
				Total unsuccessful items		**0**

1. Denotes ACT norm for public community colleges
2. Denotes CCSEQ norms.
3. Denotes that scale on last ESS was one point higher. (See note in referenced cells.)
* For this institution, comparative data is CCSEQ norms for public community colleges

	Roane State Community College		**Benchmark Data**	
Goal No.	**Brief Description of Goal**	**Benchmark**	**2003-04** **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)	**40%**	**88%**	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).	**316**	**313**	99.1%
Average of goal attainments:				**100%**
		Total Points Received:		**5**

INSTITUTIONAL COMMENTS (OPTIONAL):

> **Goal 1:** The benchmark for 2003-04 was to increase the programs offered by 40% (36) from the baseline of 26. RSCC offered 48 cultural and educational programs and/or presentations, yielding an **88% increase** over the baseline benchmark. Supporting documentation of cultural and educational program offerings for this past year is included.
>
> **Goal 2:** The benchmark for 2003-04 was to add one technology-based resource. RSCC **added 5** new resources/activities for this past year. Please see supporting documentation of technology-based resource additions.
>
> **Goal 3:** The benchmark for 2003-04 was to increase the number of student transfers by 8% (316) from the baseline of 292. RSCC had **313** student transfers into public institutions during 2003-04, yielding a **7% increase** over the baseline benchmark. Supporting documentation for student transfers is included.

Scoring Table 3.A.1

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

Roane State Community College
Standard 3.A – Goal 1

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

Benchmark: 40% over 1999-2000 or 36 events
In 1999-2000, Roane State Community College offered 26 cultural/educational events open to the college community and to the public.

2002-2003 Progress toward Goal – Attained: 48 events
In 2003-2004, the following 48 cultural and educational programs and presentations were offered:

<u>"Books Without Borders" – Book Discussions with a Cultural Flavor</u> **(9)**
Book discussions celebrating different cultures and heritages led by Roane State faculty and staff familiar with the customs, language, and literature of the selected country. Conducted at the Coffer Library at the Oak Ridge Branch Campus; discussions are free and open to the public.

July 16, 2003	Kilanga, Africa: *The Poisonwood Bible* by Barbara Kingsolver
September 24, 2003	Native Americans: *Yellow Raft in Blue Water* by Michael Dorris
October 22, 2003	Botswana: *The No.1 Ladies' Detective Agency* by R.A. McCall Smith
November 18, 2003	Personal narrative of the Holocaust: *Night* by Elie Wiesel
January 27, 2004	Italy: *Under the Tuscan Sun: At Home in Italy* by Frances Mayes
February 24, 2004	England (before & after WWII): *Atonement* by Ian McEwan
March 24, 2004	India: *Interpreter of Maladies* by Jhumpa Lahiri
April 28, 2004	Mexican Americans: *Caramelo* by Sandra Cisneros
June 15, 2004	Southern culture: *A Virtuous Woman* by Kaye Gibbons

<u>Roane State Playmakers Theatrical Productions</u> **(3)**

November 6-8, November 13-15, 2003	*Of Mice and Men* by John Steinbeck
February 12-14, 19-21, 2004	*Baby with the Bath Water* by Christopher Durang
April 13, 15-17, 20, 22-24	*School House Rock – The Musical* (based on children's classic animated TV show with songs about math, science, and grammar) Daytime performances for area K-12 school children

<u>Roane State Music Department Productions</u> **(3)**

November 20-22, 2003	Holiday Concert featuring RSCC Concert Choir, Celebration Show Choir, and RSCC music faculty
February 1, 2004	RSCC Music Faculty Recital
March 18-20, 2004	Madrigal Dinner performed by RSCC Concert Choir

<u>Art Exhibits: O'Brien Humanities Gallery</u> **(2)**

February 22-March 27, 2004	Regional Artist Marc L. Burnette, a collection of recent works
April 16 – May 4, 2004	Student Art and Design Exhibition, featuring works by RSCC art and design students

<u>Faculty Arts and Lectures Series:</u> **(7)**

<u>2003-2004 Lectures:</u>

October 16, 2003	"The Bush Doctrine: The Past, Present, and Future of Unilateralism as a Foreign Policy," a lecture presented by RSCC faculty Dr. John Thomas
December 5, 2003	Lecture by visiting British artist Graham Rawle, whose "Lost Consonants" series has appeared in the Weekend Guardian since 1990
January 14, 2004	"Linking Sidewalk Astronomy and Steady-State Cosmology," a lecture by visiting lecturer John Dobson, inventor of the Dobsonian Telescope.
March 26, 2004	"Building Bridges in Israel/Palestine Instead of a Separation Wall," a lecture by Corinne Whitlach, Director of Churches for Middle East Peace, a Washington-based coalition of 19 Catholic, Orthodox, and Protestant denominations and church organizations

<u>2004 Film Series</u>

February 10, 12, 2004	*Breakfast at Tiffany's*
March 16, 18, 2004	*Bowling for Columbine*
April 19, 20, 2004	*Blazing Saddles*

<u>Astronomy Events</u> **(15)**

Public Stargazes at the RSCC Tamke-Allan Observatory:
September 6, 2003
October 4, 2003
November 1, 2003 (Music on the Mountain and Public Stargaze)
January 15, 17, 2004 (with visiting lecturer John Dobson; sidewalk astronomy in Oak Ridge 1/15; public stargaze at observatory 1/17)
February 7, 2004
March 6, 2004
April 26, 28, 2004 (with visiting Australian astronomer/teacher Matt Ryan discussing radio and optical astronomy)
May 1, 2004

Stargazes for area teachers and students, home-school families, etc. at the Observatory:
September 20, 2003
October 18, 2003
November 15, 2003
February 25, 2003
March 15, 2003
May 17, 2003

Presentations Sponsored by RSCC Student Activities **(2)**

September 8 – 11, 2003	"Joe and Lefty, Spray Can Art" (national student activities association award winners) (toured all RSCC campuses)
October 2, 2003	"Alfred and Seymour – The Dancing Fools," internationally recognized comedy and dance team

Roane State Presents Special Professional Concerts **(2)**

September 9, 2003	Ballet Magnificat! Founded by Kathy Thibodeaux, silver medalist at the II USA International Ballet Competition
October 16, 2003	"The Cantrells" – Contemporary folk, bluegrass artists

Special Concerts, Lectures, and Exhibits **(5)**

November 19, 2003	United Nations Day Forum: "What Will We Drink When the Water is Gone?" by guest lecturer, Dr. Tom Thomas of the Law and Sciences Initiatives, co-sponsored with the League of Women Voters, Rotary Club of Oak Ridge, Model UN Team of Oak Ridge High School
December 1-5, 2003	AIDS Memorial Quilt display (RSCC Main Campus Library and David and Pat Coffey Library in Oak Ridge)
February 16, 2004	"Trouble Behind: A Racial Profile of an Appalachian Town," sponsored by RSCC Cultural Affairs Committee, film and commentary by Dr. Carol Guthrie of University of Tennessee and RSCC's Dr. John Thomas
February 26, 2004	"Reflections from the Past," an original drama depicting the African American struggle from slavery through the civil rights era into the present; sponsored by RSCC and the Roane County Chapter of the NAACP in honor Black History Month
April 23, 2004	National Symphony Orchestra, "Meet the Performers Panel": special presentation and discussion with Assistant Symphony conductor Emil de Cou and several musicians prior to their evening concert

Roane State Community College
Standard 3.A – Goal 2

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

<u>Benchmark</u>: 1

<u>2003-2004 Progress toward Goal</u> – <u>Attained</u>: 5

1) Implemented "Web For Employees" component of SIS to provide online access to personnel/payroll related information
   a) Personal Information provides employees access to their address, emergency contact information, etc.
   b) Employees have access to current information regarding their benefits, leave balances, etc.
   c) Payroll Information gives employees access to their current "pay stub."

2) Developed various online advisement services for students through Web for Students and Campus Pipeline
   a) Advisor assignments are automatically sent to students (updated continuously upon registration) via email through Campus Pipeline
   b) Change of Major and Intent to Graduate forms have been converted to online, email-able format accessible through Web for Students.

3) Increased usage and implemented improvements to WebCT to enhance teaching and learning
   a) Simplified process of designating WebCT user names for student enrollments; reduced hundreds of calls for login problems down to 30 out of 4000 student enrollments.
   b) Increased the number of WebCT-enhanced courses to 94 (fall 2003) and 98 (spring 2004) – an increase of 64% over 2002-2003.

4) Enhanced teaching and learning through improved use of multimedia instructional equipment
   a) Conducted faculty needs survey to determine best configurations of multimedia teaching stations and audio/visual carts for each teaching location
   b) Increased usability/versatility of multimedia equipment through installation of switchbox that allows for easy, independent change between input devices/media sources

5) Implemented Payment Gateway to allow for processing of credit card and e-checks payments over the Internet.

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Roane State Community College
Standard 3.A – Goal 3

</div>

Increase the number of students who transfer into public universities by 10% over the course of the cycle from a baseline five-year (1995-1999) average benchmark of 292.

Benchmark: 316

2003-2004 Progress toward Goal – **Attained: 313**

In Fall 2003, 222 Roane State students transferred to TBR system universities; 91 Roane State students transferred to UT system universities.

Transfers from Roane State Community College to Public Institutions, Fall 2003*
(Documentation from TN Higher Education Commission Report: Fall 2003 Headcount Enrollment Transfers to Public Universities)

APSU	ETSU	MTSU	TSU	TTU	UM	Total TBR
1	33	26	1	161	0	222

UTC	UTK	UTM	UTMphs		Total UT
4	87	0	0		91

<div align="right">

Total Public Universities
313

</div>

Performance Funding Annual Report for 2003-04
Standard 3.B: State Strategic Plan Goals

Roane State Community College			Benchmark Data		
Goal No.	**Brief Description of Goal**		**Benchmark**	**2003-04 Attain**	**Percent Attained**
1	Adapt two new or existing courses to distance learning delivery each year.		**2**	**12**	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 (78 to 94 activities).		**16%**	**16%**	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%
Average of goal attainments:					**100%**
Total Points Received:					**5**

INSTITUTIONAL COMMENTS (OPTIONAL):

Goal 1: Supporting documentation is included for increases or adaptations (12) to distance learning courses.

Goal 2: Supporting documentation is included for 101 professional development activities.

Goal 3: Supporting documentation is included for increases (16 offerings) in business/industry and professional development training.

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

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

Benchmark: 2

2003-2004 Progress toward Goal – Attained: 12

During the 2003-2004 academic year, the following courses were adapted for delivery via distance learning formats:

Course #	Course Name	Format & Term
BUS 215	Business Ethics	Web – Fall 2003
EDU 201	Child and Adolescent Development	Web – Fall 2003
BUS 100	Career Planning	Web Enhanced – Spring 2004
BIOL 2010	Human Anatomy and Physiology I	Web – Spring 2004
BIOL 2020	Human Anatomy and Physiology II	Web – Spring 2004
CST 105	Database Management I	Web – Spring 2004
CST 204	Database Management II	Web – Spring 2004
DSP 0700	Pre-Algebra	Web – Spring 2004
EDU 101	Introduction to the Teaching Profession	Web – Spring 2004
EDU 111	Introduction to Educating the Exceptional Child	Web – Spring 2004
EDU 210	Child and Adolescent Development	Web – Spring 2004
HIT 242	Automated Health Information Systems	Web – Spring 2004

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

Benchmark: 90

2003-2004 Progress toward Goal – Attained:

Technology Training:	**89**
Other:	**12**
Total Activities:	**101**

1. Roane State's Center for Teaching Arts and Technology (CTAT) provided the following faculty and staff professional development training sessions in 2003-2004.

   When Roane State's Center for Teaching Arts and Technology (CTAT) assumed management of all classroom multimedia equipment in the summer of 2003, a new model for faculty/staff training was required, since each CTAT staff member would be traveling at least one day a week on a rotating schedule to each campus. Although this schedule resulted in fewer formal training sessions at the center's Roane County lab, CTAT staff were actually more available to train faculty and staff in small groups or one-on-one at their home campus. During 2003-2004, The CTAT Training Specialist, IDEA Room Technician, WebCT Administrator, Webmaster, and Director all traveled to install and maintain equipment and to conduct training, resulting in over 75 trips (an average of 2.5 per week). Both faculty and staff members seemed pleased with this new approach. Also, since each staff member has a different specialty, a larger variety of training topics became available at each location. The following is a list of the training sessions conducted during fall 2003 and spring 2004 semesters, resulting in a total of **64** training topics.

Topic	**Total Number of Sessions**
Multimedia Stations	
How to Use the Current Multimedia Stations	52 (7 formal classes)
Equipment for Checkout	
Use of Digital Cameras and Digital Video Cameras	12 (3 formal classes)
Digitization of Video	3 (1 formal class)
IDEA Room	
Orientation to IDEA Room Instruction	12 (2 formal classes)
IDEA Room Training – Taping Classes	9
WebCT	
Orientation to WebCT	13
URL pages, Single Pages, and Organizer Pages	42
Quizzes and Quiz Settings	22
Content Modules	25
Discussion Boards and Chat Rooms	14
Managing Students	38
Tracking Students	11
Respondus	39 (2 formal classes)

Topics	**Total Number of Sessions**

Web Page
| Introduction to Dreamweaver | 1 (1 formal class) |
| Dreamweaver II | 1 (1 formal class) |

Web for Products
| Web for Faculty and Advisors | 2 (2 formal classes) |
| Web for Employees | 2 (2 formal classes) |

Campus Pipeline
| Campus Pipeline | 2 (2 formal classes) |

Adobe Acrobat
Installing Acrobat	8
Adobe Acrobat – Creating pdf Documents	13 (2 formal classes)
Merging and Modifying Adobe Acrobat Files	3

Internet Explorer
Settings and Preferences	11
Popup Blockers	15
Installing and Using Spyware Removal Software	9

WinZip
| Installing WinZip | 3 |
| Zipping and Unzipping Files | 9 |

Windows
Windows – Network Neighborhood	16 (1 formal class)
Windows – Commands, menus, icons, shortcuts, and desktop	23
Windows – Drives, Files, and Folders	12
Adding and Removing Programs	15
Windows – Backing up your data	11

Microsoft Office
| Orientation to Microsoft Office | 5 (2 formal classes) |

Access
Creating a database	3
Converting dBase files	5
Queries	2
Forms	2
Sort, Group, and Print	5
Converting Excel Files to Access Files	9

Excel
Creating a Gradebook	2
Charts	12
Functions and Formulas	14
Filtering Data	6
Linking Workbooks	4
Importing Databases	2

Outlook
Orientation to Outlook	2 (2 formal classes)
Using the Calendar	9
Tasks and Notes	3
Contacts	8

Topics	Total Number of Sessions
Organizing Your Mailbox	3
Setting Options/Creating Rules	9
Sharing files and folders	6
PowerPoint	
PowerPoint Basics	10
Importing Graphics	4
Importing Sounds	6
Importing Video	3
Slide Transitions	3
Creating Autorun CDs	1
Word	
Word Basics	2
Envelopes and Labels	7
Mail Merge	1
Tables	9
Macros	1
Tabs, Indenting, Spacing, and Bullets	6
Columns	4
Total	627 (30 formal classes)
	64 training topics

2. WebCT Faculty Academy: CTAT conducted the first five-day, hands-on learning academy to teach faculty the skills necessary to create and manage an online or Web-enhanced course. Scheduled the week after the spring semester 2004 ended, the academy enrolled 58 faculty and 10 support and administrative staff in 26 hours of training. Course lectures were followed by hands-on lab sessions. **15** training topics included:

- Computer Skills
- Introduction to Web CT
- WebCT File Management and Structure
- Single Pages, Content Modules and URLs
- Quizzes
- Advanced Quiz Techniques
- Elective Set 1
  - Respondus I
  - HTML and WebCT
  - WebDAV
- Elective Set 2
  - Respondus II
  - Streaming Video Introduction
  - WebCT and the Mac
- Course Lab Exercise
- Backing Up Your Course
- WebCT Grade Book Overview

3. In-Service, August 12, 2003, included the following **(4)** professional development activities:
- WebCT version 4.0, presented by RSCC WebCT Administrator Jamie Stringer
- Multimedia Teaching Stations and the Classroom, presented by RSCC CTAT Director Steve Ward and History Professor John Thomas
- The New RSCC Web Page and the Webwizard, presented by RSCC Webmaster Jeremy-Chad Pulcifer

- How to Use Web for Faculty and Advisors, presented by RSCC Articulation Coordinator Tammie Bolling

4. In-Service, January 6, 2004, included the following **(7)** professional development activities:
   - General Education Pre/Post-Testing Workshop, presented by RSCC Director of Institutional Effectiveness Karen Brunner
   - Multimedia Teaching Stations, presented by RSCC CTAT Director Steve Ward
   - Creating Web Pages Using Webwizard, presented by RSCC Webmaster Jeremy-Chad Pulcifer
   - How to Use the U: Drive and Shared Folders Effectively, presented by RSCC Training Specialist Tom Okulczyk
   - Disability Student Issues, presented by RSCC Disability Coordinator Jeff Snell
   - SMARTHINKING Workshop, presented by RSCC Learning Centers Director Robert Alfonso
   - Web for Faculty and Advisors/Web for Employees, presented by RSCC Computer Programmer Shirley Boles

5. PIE (Professional Involvement Experience) Day for support and administrative staff, October 14, 2003 featuring keynote speech on time management by Laura Barron, President, Barron Group. Topics **(6)** included:
   - Techniques for Personal Safety
   - Financial Planning for Retirement
   - Teambuilding/Stress Management
   - Women's Health Issues
   - Time Management
   - Focus on Fitness

6. Workplace Entry Security: for Receptionists, Visitors, Customers, and Employees, a one-day seminar offered at all RSCC campuses, October 21, 22 and November 11, 12, 17, and 19, 2003. The one-day, intensive workshop provided instruction in the skills needed to defuse potentially dangerous situations in the workplace. **(1)**

7. Teleconference Series, broadcast live on the Roane County campus. Conference topics **(4)** included:
   - Promoting the Public Good: Fulfilling Higher Education's Civic Mission, March 4, 2004
   - Creating Engaged Learning Environments for Today's Students, March 25, 2004
   - Re-thinking Retention, April 8, 2004
   - Campus Activities: Creating Intentional Connections for Student Learning, April 29, 2004

(Note for Template Comments Section)
Although technology training <u>topics</u> (89) were used to evaluate attainment of this year's benchmark, actual training sessions (including formal classes, small group and one-on-one sessions) exceeded 600 under the new model adopted by the CTAT (Center for Teaching Arts and Technology) staff.

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

Benchmark: 5

2003-2004 Progress toward Goal – **Attained: 16**

Roane State Community College's Centers for Training and Development added the following new courses to their training schedule in 2003-2004:

Entry Area Workplace Security
Active Listening
Controlling Operations
Controlling Absenteeism
LPN-IV Push Bridge Course
Creating Web Graphics with Paint Shop Pro (online)
Grammar for ESL (online)
Administrative Assistance Applications (online)
Manufacturing Applications (online)
Distribution & Logistics Management (online)
Introduction to PrintShop Deluxe (online)
Purchasing Applications (online)
Where Does All My Money Go? (online)
PowerPoint in the Classroom (online)
Banking (in association with Tennessee Banker's Association)
- Principles of Banking
- Banking Today
- Building and Retaining Customer Relationships
- Ethical Issues in Banking Today
Management Training (in Spanish for Mexican supervisors at Monterey Mushrooms)

Performance Funding Annual Report for 2003-04
Standard 4.A.1:   Retention and Persistence

Roane State Community College		Benchmark Data		
			2003-04	**Percent**
Goal No.	**Brief Description of Goal**	**Benchmark**	**Attain**	**Attained**
1	RSCC will meet or exceed the total population fall to fall retention rate for two year institutions in Tennessee.	**62.29%**	**61.74%**	99.1%
2	RSCC will meet or exceed the total population persistence to graduation rate for 2-year institutions in Tennessee.	**23.82%**	**29.93%**	100.0%
	Goal Average:			**100%**
Points Received:				**5**

INSTITUTIONAL COMMENTS (OPTIONAL):

We exceeded both our fall-to-fall retention and persistence-to-graduation rates for 2003-04. Supporting documentation (THEC data) is included.

Goal 1: Please note the THEC fall-to-fall retention data indicate that Roane State's retention rate should be 67.24% rather than 61.74% (as listed in the template above). Based upon that correction, we exceeded the benchmark of 62.94% by 4.3%.

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

Performance Funding Annual Report for 2003-04

Standard 4.A.2:   Job Placement

Roane State Community College				Points			15

Total No. Programs:	28
Total Placeable	402
Total Placed	370
Placement Rate	92%

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	30	2	0	28	25	89%
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	0	0	0	0	0	n/a
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	61	6	0	55	50	91%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	10	1	0	9	8	89%
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	12	0	0	12	11	92%
31.51.0999.01	DIAGNOSIS & PROCEDURAL	2.1.C1	26	14	0	12	11	92%
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	22	0	0	22	22	100%
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	0	0	0	0	0	n/a
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	1	0	0	1	1	100%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	49	6	0	43	36	84%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	1	1	0	0	0	n/a
28.45.0702.00	GEOGRAPHIC INFORMATION	2.3.AAS	11	0	0	11	7	64%
31.51.0707.00	HEALTH INFORMATION	2.3.AAS	11	0	0	11	11	100%
31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	0	0	0	0	0	n/a
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	10	0	0	10	9	90%
31.51.1601.00	NURSING	2.3.AAS	67	1	0	66	65	98%
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	4	0	0	4	3	75%
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	5	2	0	3	3	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2	0	0	2	2	100%
31.51.1801.00	OPTICIANRY	2.3.AAS	17	0	0	17	14	82%
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	12	0	0	12	10	83%
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	10	0	0	10	10	100%
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	7	0	0	7	7	100%
31.51.1099.01	POLYSOMNOGRAPHY	2.1.C1	7	0	0	7	7	100%
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	46	4	0	42	42	100%
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	6	0	0	6	6	100%
27.43.0109.00	SECURITY MANAGEMENT	2.1C1	0	0	0	0	0	n/a
07.12.0405.00	SOMATIC THERAPY	2.1.C1	13	1	0	12	10	83%
	Total		**440**	**38**	**0**	**402**	**370**	**92%**

INSTITUTIONAL COMMENTS (OPTIONAL):

1) The Computer Art Design Program: Due to the low number of graduates, the Computer Art and Design program continues on monitor status. A program review update was presented to RSCC's Academic and Curriculum Council on April 27, 2004. The council voted to adopt the program report with monitoring status through spring 2006 with progress reports due spring 2005 and spring 2006. Please note: this program also underwent formal peer review for Standard I.C.2 during spring 2004.

2) The Paramedic Program: Although 0 (zero) Paramedic graduates were officially posted for 2003, 19 students completed the program and all passed the registry exam for licensure. One program completer is in the military; the remaining 18 are employed as paramedics. A new regional EMS consultant approved all 19 students to take the registry exam simply upon verification that they had passed required courses, which may explain the anomaly that students did not file "intent to graduate" forms that would have allowed their transcripts to be processed for official graduation from the certificate program. Steps will be taken to ensure that this does not occur in the future.

3 & 4) Medical Laboratory Technology and Security Managment Programs are inactive programs (as noted in the templates) and there were no graduates for this reporing period.

Table 3C

Percent	Points
0	0
64%	1
65%	1
66%	2
67%	2
68%	3
69%	3
70%	4
71%	4
72%	5
74%	6
76%	7
77%	8
79%	9
80%	9
81%	10
83%	11
85%	12
86%	12
87%	13
89%	14
90%	14
91%	14
92%	15
93%	15
93%	15
94%	15
95%	15
95%	15
96%	15
97%	15
98%	15
99%	15

Roane State Community College	Points
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?	
Points Received:	**10**

INSTITUTIONAL COMMENTS (OPTIONAL):

A progress report is included for your review and scoring.

ROANE STATE COMMUNITY COLLEGE

2003-2004 Performance Funding Report

STUDENT OUTCOMES AND IMPLEMENTATION STANDARD 4.B

Progress Report 2003-2004

PROGRESS REPORT 2003-2004

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 2003-2004 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 2003-2004
- actions taken toward accomplishment of the benchmarks and objectives.

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

Goal I: General Education Outcomes

Schedule of Attainment/Benchmarks of Progress: 2003-2004:

a) Continue annual information-sharing meetings to disseminate Performance Funding and other learning outcomes assessment results; implement improvements based upon previous evaluation of faculty satisfaction
   - Benchmark: 5% increase in faculty attendance
   - Evaluate satisfaction and knowledge/awareness gained

b) Implement continuing general education pre-and-post-test pilot project; continue pre-testing, begin first post-testing
   - Results of pre-tests used to identify areas of weakness, response trends
   - Report of test results completed and shared with faculty
   - Benchmark: 25% increase in faculty participation

c) Develop in-service activities to provide faculty with tools for using assessment results for improvement
   - Develop faculty workshops addressing use of institutional effectiveness process in the academic setting
   - Benchmark: general education faculty will develop curriculum revisions based upon learning outcomes assessment in at least one academic discipline

d) Learning Center opens
   - Report of first year initiatives completed

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 2003-2004

a) Continue annual information-sharing meetings to disseminate Performance Funding and other learning outcomes assessment results; evaluate satisfaction and knowledge/awareness gained
   ➢ Benchmark: 5% increase in faculty attendance
   ➢ 75% of faculty surveyed will indicate satisfaction with assessment reporting

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.

In August 2003, OIER staff met with faculty in each academic division during in-service meetings to present the results of Performance Funding related assessments, including the most recent Academic Profile scores, placement rates, and an overview of the results of the employer survey administered spring semester 2003. Since all full-time faculty attend these pre-semester division

meetings, the proposed 2003-04 benchmark, set at the beginning of the cycle, was met and exceeded during the previous year.

Academic Profile Exam results were 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

Interpretation of the score results was provided based upon proficiency levels in the skills dimensions of the exam.

Faculty members were provided with aggregate results of the employer survey that asked employers of recent RSCC graduates to rate their satisfaction with graduates in a wide range of skills and competencies and to indicate the level of importance they placed on these skills and abilities in their workplace. A summary of employer responses to open-ended questions was also provided, indicating:

- the importance of oral and written communication skills in all employment fields,
- the importance of problem-solving and critical thinking for ongoing learning on the job, and
- the need for more practical, "real-world" experience.

Program directors were also provided with program-specific reports of survey results of employers in their disciplines.

Information-sharing during spring semester in-service (January 2004) consisted of a special workshop for all faculty regarding the pre-and-post-test pilot project assessment of general education learning outcomes (see p. p. 5-7 below for 2003-04 project summary).

In order to make assessment results available to the college community on an ongoing basis, the Office of Institutional Effectiveness and Research continues to expand its webpage, placing a full facsimile of Performance Funding reports on its webpage, as well as 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.

In order to gauge satisfaction and gains in awareness among faculty and academic administrators, the Office of Institutional Effectiveness and Research analyzed the results of a departmental effectiveness survey administered in May 2004 to a sample of 89 faculty, administrators, professional and support staff. Of the total surveys, approximately 50% (n=45) were sent to teaching faculty, program directors, and academic deans and yielded a return rate of 47% (n=21). The following chart shows the responses of these individuals to questions designed to evaluate awareness/satisfaction in areas of academic interest. The results demonstrate achievement of the benchmark set for this outcomes measure for information-sharing.

TABLE 1.0: Faculty Perceptions Regarding OIER* Information-Sharing

Statement/Perception	Agree or Strongly agree
I am satisfied with the assessment/evaluation services provided by OIER	100% (n=21)
I am satisfied with the data and reporting services provided by OIER	100% (n=21)
OIER should continue to report information at academic division meetings	81% (n=17)
The assessment/evaluation information communicated by OIER has been helpful	90.5% (n=19)

*Office of Institutional Effectiveness and Research

Only 71% (n=17) of faculty respondents, however, indicated that they were "aware of information available on the OIER website" despite efforts by the research office to make data accessible (the RSCC Fact Book link is on the college home page) and to provide college-wide communication about this resource. Although faculty appear to be satisfied with "live" reports about Performance Funding and other assessment initiatives, additional efforts will be made during fall 2004 in-service meetings to familiarize faculty with the "self-service" information available online.

In 2004-2005, the Office of Institutional Effectiveness and Research will be joined in the effort to raise faculty awareness about learning outcomes assessment by the General Education and Assessment Committee. Having taken on an expanded role in order to provide oversight for issues arising from the establishment of a new lower division general education core for all Tennessee Board of Regents institutions, the committee recently re-visited its statement of purpose. Among its core functions is the responsibility to "widely communicate the results of assessment to faculty across the disciplines." As one means of accomplishing that objective, the committee has decided to send all committee meeting minutes to the RSCC faculty distribution list via email.

General Education Benchmarks 2003-2004

b) Implement general education pre-and-post-test pilot project; continue pre-testing, begin first post-testing
   - Results of pre-tests used to identify areas of weakness, response trends
   - Report of test results completed and shared with faculty
   - Benchmark: 25% increase in faculty participation

College Actions:

While the general education pre-and-post-test pilot project has had its share of growing pains, the revised plan as approved by THEC in 2002 has progressed beyond the modest objectives set for accomplishment in 2003-2004. As of the end of spring semester 2004, the pilot has gone through two complete pre-and-post-test administrations in four different academic disciplines.

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 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 competency-based blueprints and test banks 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. Test questions of varying levels of difficulty were then constructed based upon the weighted percentage of course time dedicated to the mastery of each level.

Students are tested for entering competencies in a selected number of key general education courses and their scores compared to a matched cohort upon completion of an academic semester. Testing, which began during spring semester 2003, is administered in the areas of English, algebra, chemistry, and history. Instructors build the test into the overall grading percentage of their course, although the manner and weight assigned to the test is left to the instructor's discretion.

The Office of Institutional Effectiveness and Research completes a report of test results, providing faculty with raw scores and percentage scores as well as a test item analysis to assist them in identifying questions that students have the most difficulty in answering. This data has proved to be useful in:
- determining trends in learning difficulties, and
- identifying questions in need of revision.

Following the fall 2003 pre-test administration, for example, faculty were provided with an analysis of questions that had a failure rate of 75% or greater. This analysis helped faculty discover potential errors and ambiguities in some questions and led to revisions of the English composition exams. In addition, this analysis helped faculty identify difficult content areas so they could design instructional delivery to foster student mastery.

Pre-and-post-test results are also analyzed by matched cohorts, computing measures of central tendency for the pre-test and post-test scores and computing gain scores. Pre-test and post-test mean scores are compared by using a paired sample (or dependent) t-test, for each of the participating courses (with sufficient numbers of students taking the exam) to test for significant differences. Results for all three semesters of test administration show College Algebra with the highest average gain score followed by Chemistry I (fall semester 2003) and Chemistry II (spring semester 2004).

Marginal gain scores for a combined World and U.S. History exam, administered during spring and fall 2003, and a thorough review of the test item analysis led faculty to develop separate exams for U.S. History and World History to more closely align assessment with specific course competencies. The higher

gain scores resulting from the spring 2004 pre-and-post-test in U.S. History II reinforced the faculty's decision to develop separate exams.

Perhaps the most significant finding from the pilot project thus far is the apparent importance of student accountability in determination of gain scores. For faculty who required their students to take these tests and who attached to the tests a significant value/weight toward the overall course grade, the post-test mean scores and gain scores were far better when compared to those faculty who only assigned extra credit or some other accountability measure. Mean scores and average gain scores were highest consistently over the course of the pilot project for College Algebra, demonstrating the significance that can be attributed to the manner in which faculty held students accountable for test results. Because it is nearly impossible for students taking College Algebra to successfully pass the course if they have failed the final post-test, they are highly motivated to do well on the exam.

As more faculty join the test project, findings related to student accountability will be used to substantiate arguments in support of consistent, meaningful accountability methods to ensure results are valid and reliable and to decrease the likelihood of this variable confounding the results. (Testing in one course section spring semester 2004 showed a statistically significant *negative* gain score in a case where there were no real stakes for students to achieve a higher post-test score.)

Despite such anomalies, the pre-and-post-test project continues to add value to faculty assessment of student learning outcomes in participating general education courses and continues to grow in faculty participation. The project, which began with 12 faculty in spring 2003 has grown to 18 faculty participants in spring 2004, exceeding the 25% benchmark set for this measure.

Although not an official part of the pilot pre-and-post-test project, another initiative to test gains in general education learning outcomes was begun in 2003-2004 with the first administration of a critical thinking exam during the August 2003 Freshman Experience orientation. This exam, which was developed by RSCC's Learning Center Director using Bloom's Taxonomy of Cognitive Learning, will be administered to a matched cohort prior to online registration spring semester 2005 to evaluate gains in critical thinking skills. The college's General Education and Assessment Committee has been charged with oversight for this project.

General Education Benchmarks 2003-2004
   c) Develop in-service activities to provide faculty with tools for using assessment results for improvement
- Develop faculty workshops addressing use of institutional effectiveness process in the academic setting
- Benchmark: general education faculty will develop curriculum revisions based upon learning outcomes assessment in at least one academic discipline

College Actions:

Although the institutional effectiveness process adopted by Roane State in 1994 has achieved a substantial level of maturity in many administrative and service departments as a means of planning, evaluation, and highlighting accomplishments or areas for improvement, faculty have been slower to implement this process as a roadmap for gauging student learning outcomes. In discussions with faculty members, the Director of Institutional Effectiveness and Research discovered that many did not understand (or misunderstood) how the process of setting objectives for learning outcomes and assessing student progress and perceptions could provide valuable evidence to assist in the revision of curriculum to improve student learning.

In an effort to raise faculty awareness in the use of assessment and to accommodate faculty schedules, the director conducted small group workshops on multiple dates and multiple campuses. These workshops provided an overview of how the planning and assessment process documented in the college's IEPDs (Institutional Effectiveness Planning Documents) could be used as a beneficial tool to guide teaching and learning initiatives rather than an empty administrative "assignment." Participating faculty were encouraged to bring any drafts of IEPDs that they had begun, so the conversation could be specifically relevant to their projects.

A decision was made to conduct small group workshops rather than attempt to address this issue before a large group in-service audience in order to promote more meaningful dialogue and to provide a more "hands-on" approach to developing IEPDs for specific courses or learning projects. The faculty members and academic deans who attended the workshops agreed that this was a better environment for generating discussion and asking/answering questions. Workshops were conducted on the main campus in Roane County, on the Oak Ridge Branch Campus and for faculty at the Cumberland County campus.

Participants worked through the entire IEPD process from an academic perspective:
- Setting learning outcomes,
- Selecting strategies to accomplish the outcomes,
- Determining assessment criteria to define the standards for successful, achievement of the outcomes,
- Determining the assessment methods to be used and analyzed, and
- Using the assessment results for improvement of learning outcomes

Among the "big questions" the director suggested that faculty consider as a guide for this process were: "How do I know if my students are learning what I am teaching?" "How do I know if I'm teaching what my students need to learn?" and "How can I better support student learning?" Participant feedback about the workshops was uniformly positive.

The use of learning outcomes assessment to guide curriculum revision and improvement was most notable in 2003-2004 in the mathematics program.

Although College Algebra faculty were active participants in the general education pre-and-post-test project, they have been post-testing students using their collaboratively developed exam for a number of years. Being able to utilize the test item analysis and gain scores from the pilot project provided data to support the adoption of a new text and the subsequent development of a new test. A College Algebra committee, made up of faculty from all campuses, continues to use student data to make revisions and improvements to the course.

A second course revision in the mathematics department occurred in MATH 1410 – Number Concepts/Algebra Structures, a course targeted especially to the education major. The instructor wished to increase students' critical thinking skills and competence in concepts they must master in order to teach mathematics at the elementary school level. The instructor revised the instructional delivery method to include the use of computer models and set, as an assessment criterion, a goal of 80% of the students scoring at "C" level or higher on projects and exams involving the skills investigated using the computer models. Based upon the results of six class projects and four mini-exams, students consistently scored at the desired level. In fact, the average percentage of students scoring 70 or better on the assessments over the course of the semester was 89.8 percent.

Another interesting curriculum revision during 2003-2004 occurred as a result of a senior English faculty member's assessment that students were lacking exposure to multiculturalism in U.S. literature. Following attendance at a conference on "Teaching Multi-America: Redefining Multiculturalism and U.S. Literature," the professor revised his syllabus for ENG 2110 – Survey of American Literature I to include assignments that asked students to use pairings of traditional and non-traditional materials and to place more emphasis on comparison/contrast activities to stimulate different perspectives. The instructor reports that students probed more deeply into issues such as the role of the early Spanish explorers and adventurers rather than merely accepting traditional textbook views. The professor plans to expand upon the success of this curriculum initiative with the addition of a French perspective and tangential studies (such as Japanese/American) to acknowledge the presence of an increasingly diverse student population in the classroom.

During 2004-2005, Roane State will be participating in the pilot administration of the Academic Audit, coordinated by the Tennessee Board of Regents. The departments of English and Biology will each be conducting a self-study to assess their education quality processes and to identify methodologies for continuous improvement of teaching and learning. As faculty members work collaboratively through this reflective process, they will develop useful evaluative tools which can be shared with their colleagues in other disciplines.

General Education Benchmarks 2003-2004
   d) Learning Center opens
        ➢ Report of first year initiatives completed

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. The center employs two professional laboratory tutors with Masters degree level credentials and teaching experience; 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 Thursday, 8:00 a.m. to 4:30 p.m. on 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. The following report of Learning Center activities during 2003-2004 demonstrates significant progress made toward this goal.

- ❖ Facilities expansion:
    - o Although there has been an active Writing Center on the Oak Ridge Branch Campus for a number of years, students did not have access to tutoring in other disciplines. Following some renovations, in spring 2004, the Oak Ridge Branch Campus Writing Center became a full-fledged Learning Center accessed through the campus library.
        - ▪ Tutoring at the Oak Ridge Learning Center is offered in math, science, writing, and some other subjects during the hours of 8:00 a.m. to 6:00 p.m. Monday through Thursday, 8:00 a.m. to 4:30 p.m. on Friday, and 9:00 a.m. to 1:00 p.m. on Saturday.

- o Tutoring on other RSCC campuses
  - ▪ The Cumberland County campus offers tutoring in writing and mathematics Monday through Friday.
  - ▪ Math and science tutors are available fall and spring semesters on the Scott, Loudon, and Campbell county campuses

- ❖ Online resources: Students at all Roane State campuses and distance learning students have access to the online resources of the Learning Center. These include:
  - o OWL (the Online Writing Lab)
  - o Expressways Writing Tutorials
  - o The Math Tutor
  - o GoMath.com
  - o Information on effective reading and note-taking skills
  - o SMARTHINKING.COM: SMARTHINKING.COM services include 20 hours per 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. The contract for this online tutoring service began in January 2003. Originally access was limited to students in distance learning courses and to students on the Scott and Campbell county campuses to gauge the level of usage. Because usage was low at first, the service was made available to students on all satellite campuses, and the Center director conducted a workshop during in-service to familiarize faculty with the resource. As a result, usage increased dramatically. Although students had only used a little under 34 total hours between January and mid-August, by December 10, 2003, students had used 255 hours, which required a contract extension. Funds have been approved to contract for 500 hours for the 2004-2005 fiscal year.

- ❖ Increased student usage:
  - o The number of users who signed in to the Roane County Learning Center increased by 93% over fall 2002, from 1215 to 2348.
  - o Renovation of the Oak Ridge Branch Campus Writing Center into a Learning Center made tracking of student usage problematic; however, with the opening of the center in January 2004 and an increase in staff and tutoring services, math tutoring sessions should reach an average of 100 per month in fall semester 2004, meeting or exceeding the average number of writing consultations.
  - o Student use of SMARTHINKING.COM has increased exponentially since efforts have been made to raise awareness about this resource

- ❖ Partnerships to enhance learning
  - o The Learning Center Director met with program directors for Physical Therapy, Respiratory Therapy, Radiologic Technology, and Health Information Technology to identify ways in which the Learning Center could meet the special needs of students in these health science programs.
  - o Discussions centered on ways to help students at all campuses (and recent graduates) prepare for certification exams.
  - o It was determined that the best service that could be provided was software that would enable students to take practice exams and work through simulated patient cases.
  - o As a first step, TAF funds have been allocated for a one-year license to the Physical Therapist Assistant Review and Study Guide. (Student access will be restricted by passwords.)

- ❖ Future goals for the Learning Center include:
  - o Expansion of the health science online resource project
    - ▪ Student/faculty creation of web pages for each program accessed through the Learning Center site
    - ▪ Addition of multi-disciplinary links; i.e., art and poetry related to the body, relevant historical articles, etc.
  - o Investigation of interactive, campus-to-campus technology to facilitate tutoring and group study among campuses

Since its opening in 2002, the Learning Center has become the supportive, student-centered environment faculty planners hoped it would be. 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. Feedback from surveys given to students completing tutoring sessions includes such positive comments as the following: "I came in needing a lot of help. The tutor was very friendly, positive, and supportive." "My overall impression was awesome, and I feel confident in the help I received." The director will continue to solicit feedback from faculty and students about ways to advance learning through the center's in-person and online services.

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: 2003-2004:

Curricular:
a) At least one new course will be developed or existing course revised with artistic and/or multicultural/global focus.

b) At least one faculty member for Social Science and Humanities divisions will add/increase artistic and/or multicultural/global multimedia resources in their class instruction.

c) The Business Technologies division will obtain articulation agreement with Tennessee Technological University's World Cultures and Business program.

d) At least one play produced for the RSCC Theatre can be integrated into the curriculum of one or more disciplines.

e) At least 15% of RSCC faculty will link Multicultural Day participation into their curriculum.

 f) At least 10% of students' Honors Contract projects will focus on artistic, multicultural or global study.

g) 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

h) At least one play produced for the RSCC Theatre will have broad, popular entertainment appeal.

i) A movie library for student use will be initiated.

General:

j.) Analyze 2004 Enrolled Student Survey data related to cultural/multicultural/global experience to assess effectiveness of improvement initiative
- ✓ Greater than 58% of RSCC students surveyed will report that their cultural experience was "good" or "excellent."
- ✓ Greater than 63% of RSCC student surveyed will report that their education at RSCC added "somewhat" or "very much" to their understanding/appreciation of the arts.
- ✓ Greater than 63% of RSCC students surveyed will report that their education at RSCC added "somewhat" or "very much" to their understanding of global environmental concerns.
- ✓ Greater than 77% of RSCC students surveyed will report that their education at RSCC added "somewhat" or "very much" to their appreciation of different cultures.

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." Thus, a majority of the 2003-2004 benchmarks set as indicators of success in this area of educational experience are curricular or co-curricular, with a smaller number in the area of extra-curricular activities.

Cultural and Global Experience Benchmarks 2003-2004
Curricular:
a) At least one new course will be developed or existing course revised with artistic and/or multicultural/global focus.

College Actions:

As part of the college's goal to enhance the curriculum and broaden student perspective through the use of multi-disciplinary course offerings, several Roane State faculty members developed courses with a strong multicultural focus.

- ❖ Anthropology of Religion
  - o Dr. Don Miller, Professor of Anthropology and Sociology, developed this seminar course as a general survey of religious beliefs and activities among non-industrial societies, introducing students to

cultures and belief systems outside of their common experience. This social science course, which is cross-listed as a Humanities elective, was quite popular when it was first offered fall semester 2003.

- o Unfortunately, this course was disallowed as part of the new Tennessee Board of Regents lower division general education core. This, coupled with the recently initiated mandatory 60-credit hour maximum for associate degree completion, has given students a disincentive to take elective courses that may not transfer to a senior institution or that would not be necessary for graduation. While the TBR goal of developing a common general education core curriculum in order to ensure transferability and eliminate duplication is laudable, the initiative may negatively impact the development of some innovative, multi-disciplinary courses across the system.
- o This course will continue to be offered as an independent study opportunity.

- ❖ Human Geography
    - o This course is an overview of man's spatial distribution over the Earth's surface. It focuses on the relationship between people, places, and environments and to applying spatial and ecological perspectives to life situations.
    - o Although this course was not accepted in the common general education core, many of the course concepts have been incorporated into World Geography I, an accepted course which likewise studies political, cultural, urban, and economic geography with special attention given to analysis of current world problems and issues.
    - o The World Geography I course is a requirement for many Roane State students who plan to pursue elementary education degrees through Tennessee Technological University.

Other Roane State faculty revised their class syllabi to include the integration of artistic, multicultural, or global focus into the curriculum.

- ❖ Integrating multiculturalism into literature courses
    - o Associate Professor of English, Jim Knox, used methodologies learned from attendance at a summer institute on "Teaching Multi-America: Redefining Multiculturalism and U.S. Literatures" to enhance the syllabi of his Survey of American Literature and Survey of World Literature courses. Students used pairings of traditional and non-traditional materials in course assignments to stimulate deeper analysis and broader perspective than that provided by the course textbook

- ❖ Integrating arts and literature into mathematics
  - o Students in MATH 1410 – Number Concepts and Algebraic Structures wrote and illustrated math storybooks and displayed their work at the Cumberland County campus library.

- ❖ Integrating international perspective into business courses
  - o New faculty member Brad Fox, an M.B.A. in International Business, received a professional development grant to attend a conference on "Entrepreneurship in a Diverse World," sponsored by the U.S. Affiliate of the International Council for Small Business.
  - o Existing business courses will be revised to include increased coverage of entrepreneurship, international commerce, and problem-based learning.

Cultural and Global Experience Benchmarks 2003-2004
b) At least one faculty member for Social Science and Humanities divisions will add/increase artistic and/or multicultural/global multimedia resources in their class instruction.

College Actions:

- ❖ PHIL 201 – Introduction to Religions of the World (this course was developed as RSCC Web course; now also included as RODP offering)
  - o Associate Professor Robert Barth revised this multimedia-enhanced course through the addition of illustrated texts of world religions and links to additional sites and sources not available in the text.

- ❖ Multimedia enhancement of SOC 211 – Introduction to Cultural Anthropology
  - o Professor Don Miller has revised this course for delivery via Powerpoint presentation for improved presentation of photographs, drawing, artifacts, and other instructional materials that will help students develop an awareness of cultures from different parts of the world.

- ❖ Web CT Academy
  - o Roane State's Center for Teaching Arts and Technology (CTAT) conducted a week-long academy during May 2004 to teach faculty how to use the WebCT platform for web or web-enhanced class instruction.
  - o Five Humanities and three Social Science faculty members attended the academy.

Cultural and Global Experience Benchmarks 2003-2004
c) The Business Technologies division will obtain articulation agreement with Tennessee Technological University's World Cultures and Business program.

College Actions:

During 2003-2004, Roane State's Business Technologies division underwent the process of self-study and approval to obtain accreditation by the Association of Collegiate Business Schools and Programs (ACBSP). Because this major project required the time and attention of all division faculty, discussions with Tennessee Technological University to obtain an articulation agreement with its World Cultures and Business program were deferred until 2004-2005. This unique program offers a joint B.S. degree in the College of Arts and Sciences and the College of Business Administration and prepares students for careers in international business.

Cultural and Global Experience Benchmarks 2003-2004
Co-Curricular:
d) At least one play produced for the RSCC Theatre can be integrated into the curriculum of one or more disciplines.

College Actions:

- ❖ John Steinbeck's Of Mice and Men
  - o For several years, director Michael Golebiewski and the Roane State Playmakers have produced one or more works that have strong literary appeal and can be effectively integrated into the curriculum of English and, potentially, other disciplines as well. This year's offering was John Steinbeck's Of Mice and Men.
  - o This work was of particular interest to teachers of English Composition II who frequently include the novel in their syllabus.
    - ▪ Students attended the production and wrote critical essays on different aspects of the play.
    - ▪ Among the classes studying the play was one in which one of the play's performers was a class member, adding to the immediacy of the discussion.
  - o Another professor used the novel in his Basic Reading class citing its ease of reading as a plus for poor readers. Unfortunately few of the students in this interactive class section lived in Roane County (site of the main campus theatre) and only one student attended the production. (Increasing access to out-of-class cultural performances for satellite campus students remains a challenge.)

Cultural and Global Experience Benchmarks 2003-2004
e) At least 15% of RSCC faculty will link Multicultural Day participation into their curriculum.

College Actions:

2003-2004 marked the fifth 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 into class activities, enabling the college to exceed its benchmark participation of 15% for 2003-2004. Out of 131 full-time faculty, at least 25 teachers (19%) developed class activities or participated with students to see campus presentations, performances, or displays.

A new Curriculum and Cultural Events Committee was formed in 2003 to seek out opportunities to enhance co-curricular learning through alignment of classroom activities and cultural/educational events. The ideas and enthusiasm generated by this committee helped to increase participation in Multicultural Day as well as events presented as part of the Martin Luther King holiday.

Following are examples of 2003-2004 Multicultural Day activities:
- Faculty and students at the Roane State Dental Hygiene Clinic studied cultural attitudes toward oral health.
- The Athletics teams displayed "sports around the world."
- Acknowledging the growing Hispanic population in Loudon County, students at the Loudon County campus created a story board from facts gathered about Mexico, completed puzzles in Spanish, hung piñatas, and enjoyed a Mexican taste testing.
- The Social and Behavioral Sciences division adopted the Persian/Iranian culture with map displays, videos, and a dozen different culinary items.
- In Campbell County, math students worked in teams to build bridges located in countries of their choice; speech classes welcomed a native Hawaiian guest speaker; writing classes studied Eskimo culture.
- The Learning Center featured film, photographs, art, and history about the religious faith, homes, legends, trade, and customs of the Native Americans in what would become New England.

- Math students in Cumberland County demonstrated their understanding of a number of geometric skills by working in small groups to create four blocks of a diversity quilt which told the story of 8 countries.

Cultural and Global Experience Benchmarks 2003-2004
f) At least 10% of students' Honors Contract projects will focus on artistic, multicultural or global study.

College Actions:

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 (or projects) 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. A number of students each semester use this independent study opportunity to explore artistic, cultural, and global issues more deeply.

During fall and spring semesters 2003-2004, Honors students contracted and completed 137 creative academic projects. Fifteen of these projects led students to investigate and write research papers or make presentations on subjects in the arts or concerning multicultural or global environmental themes and issues.   Examples of these projects include the following:

- ❖ As art student wrote a research paper on sculptor Frank Tullo's multimedia figures of the 60's and 70's.
- ❖ Three students moderated a WebCT discussion on World Literature class readings, supplementing the discussion with additional research and information.
- ❖ A sociology student conducted research on divorce from a multicultural perspective.
- ❖ A biology student presented a class lecture on ecological/environmental degradation with projections of future global consequences.
- ❖ A student in Introduction to World Religions wrote a research paper on the god Zeus and Greek religious beliefs.
- ❖ A Beginning French student wrote a research paper and made a visual presentation on "A Year in Provence" including the history and culture of the region.
- ❖ An environmental science student researched hydrogen fuel cell technology and wrote an essay on the potential benefits to the economy and the environment.

Cultural and Global Experience Benchmarks 2003-2004

g) Faculty sponsors will be identified and student interest will be cultivated for establishment of SIFE (Students in Free Enterprise) Club (international student business organization).

College Actions:

As mentioned previously, the Business Technologies division underwent the process of self-study and approval to obtain accreditation by the Association of Collegiate Business Schools and Programs (ACBSP). Because this major project required the time and attention of all division faculty, there was not sufficient time to move forward on this objective. Since the conclusion of the self-study, however, a faculty member has volunteered to take leadership for this initiative in 2004-2005.

Other Co-Curricular Events of Note:

In addition to activities and initiatives related to the proposed benchmarks, Roane State's faculty Arts and Lectures Committee planned and presented the following co-curricular events in order to enhance students' out-of-class learning experiences:

❖ Internationally renowned British artist and humorist Graham Rawle presented a lecture and visual presentation on a variety of topics including the creative process and his series of illustrations called "Lost Consonants."

❖ RSCC Professor of History, Dr. John Thomas, presented a lecture titled "The Bush Doctrine: The Past, Present, and Future of Unilateralism as Foreign Policy" comparing 18th century British unilateralism with current administration policy.

Cultural and Global Experience Benchmarks 2003-2004
Extra-curricular
h) At least one play produced for the RSCC Theatre will have broad, popular entertainment appeal.

College Actions:

The spring 2004 production of the Roane State Playmakers, Concert Choir, and Celebration Singers was "School House Rock – The Musical." This high-energy musical based on the classic TV show that taught a generation of children about grammar, math, and science was chosen for its broad appeal to children and families. In addition to regular evening performances for Roane State students (many of whom have children) and the community, matinee performances were scheduled for approximately 1,800 elementary school students in the service area.

i) A movie library for student use will be initiated.

College Actions:

Roane State's Director of Audio Visual Services received grant funding to equip a mobile circulating collection of movie titles for student use. Based upon a survey conducted spring 2003 by library staff at the circulation desk, students were asked to rate the top ten titles from an extensive list of classic films and current releases of social and cultural interest. Among the titles chosen by students were "A Beautiful Mind," "Pearl Harbor," and "The Patriot." To date, over 125 titles have been purchased, including current releases, classics, Shakespeare, and foreign films. The main campus library initiated a monthly film showing using Japanese animation titles. As a result, students began to browse the collection, bring their friends, and spread the word about this culturally entertaining resource.

The Roane State Arts and Lectures Committee also sponsored a Film Festival for the college community and open to the public. The 2003-2004 series featured three films ranging from the provocative to the purely entertaining – "Breakfast at Tiffanys," Bowling for Columbine," and "Blazing Saddles." Each of the films was shown on both the Roane County campus and the Oak Ridge Branch Campus.

Cultural and Global Experience Benchmarks 2003-2004
<u>General:</u>
j) Analyze 2004 Enrolled Student Survey data related to cultural/multicultural/global experience to assess effectiveness of improvement initiative
- ✓ Greater than 58% of RSCC students surveyed will report that their cultural experience was "good" or "excellent."
- ✓ Greater than 63% of RSCC student surveyed will report that their education at RSCC added "somewhat" or "very much" to their understanding/appreciation of the arts.
- ✓ Greater than 63% of RSCC students surveyed will report that their education at RSCC added "somewhat" or "very much" to their understanding of global environmental concerns.
- ✓ Greater than 77% of RSCC students surveyed will report that their education at RSCC added "somewhat" or "very much" to their appreciation of different cultures.

College Actions:

Since trend data from enrolled student and alumni surveys were used to identify weaknesses related to students' perceptions of their learning experience in the areas of the arts, culture, and the global environment, the

Assessment Implementation Plan established benchmarks for the spring 2004 Enrolled Student Survey as a means of gauging the effectiveness of college initiatives to strengthen these areas of the college experience. These benchmarks called for increases in positive responses to the survey questions as cited above.

The Enrolled Student Survey was administered spring semester 2004 to 879 students in classes on all Roane State campuses. Based upon the results reported below, the college met its goals and improved on all measures of student perception.

Table 2.0: Enrolled Student Survey Perceptions (Cultural/Global Experience)

Questions/Perceptions	ESS 2001	Benchmark	ESS 2004
Percentage rating their RSCC cultural experience as "good" or "excellent"	57.6%	> 58%	61.2%
Percentage stating RSCC added "somewhat" or "very much" to their understanding/appreciation of the arts	63.4%	> 63%	69.7%
Percentage stating RSCC added "somewhat" or "very much" to their understanding of global environmental concerns	63.4%	> 63%	70.9%
Percentage stating RSCC added "somewhat" or "very much" to their appreciation of different cultures	78.5%	> 78%	85.4%

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

Goal III: Academic Advisement

Schedule of Attainment/Benchmarks of Progress: 2003-2004:

a) Continue to add enhancements to technology-based resources for advisement
   - Develop email-able Change of Major Form for Web for Students
   - Post A-89 High School Deficiency Information online
   - Expand faculty access to student advisement records in Web for Faculty and Advisors
     - Benchmark: 85% of faculty surveyed will be satisfied with Web for Faculty.

b) Increase student usage of Web for Students
   - Benchmark: 75% of students will register for classes using Web for Students.
   - Train all entering freshmen to use Web for Students

c) 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 implemented.
   - Begin discussions regarding Virtual Advising Center

d) Develop options for "mandatory/intrusive" advisement strategies; implement one or more pilot programs
   - Benchmark: Implement mandatory Freshman Experience orientation; evaluate strengths and weaknesses; use results for improvement

e) Analyze enrolled student survey data related to academic advising to assess effectiveness of changes and satisfaction
   Enrolled Student Survey Benchmarks:
   1) Sixty-five percent or greater of RSCC students surveyed will respond that the quality of information provided by their advisor was "good" or "excellent."
   2) Sixty-five percent or greater of RSCC students surveyed will respond that the availability of faculty advisors is "good" or "excellent."
   3) Seventy-seven percent or greater of RSCC students surveyed will respond that faculty are available to help them outside of class.

4) Seventy-five percent or greater of RSCC students surveyed will respond that they have used advising services.

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 manage effectively. 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 and charged with the task of studying best practices and identifying and planning future initiatives to improve advisement services. The council is equally comprised of key administrative staff and faculty from each academic division and from representative programs.

While the Advisement Council primarily considers initiatives that require long-range planning, college staff in the departments of registration, counseling, articulation and advisement have moved forward to implement a number of resources designed to improve the advisement process for students and for their faculty advisors. The following report of progress for 2003-2004 describes ideas generated by the Advisement Council as well as resources, processes, and projects currently underway.

Advisement Benchmarks 2003-2004
a) Continue to add enhancements to technology-based resources for advisement
  ➢ Develop email-able Change of Major Form for Web for Students
  ➢ Post A-89 High School Deficiency Information online
  ➢ Expand Faculty access to student advisement records in Web for Faculty and Advisors
    ▪ Benchmark: 85% of faculty surveyed will be satisfied with 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 ongoing enhancements to the advisement services of Web for Faculty and Web for Students. During 2003-2004, the following services were added.

❖ Change of Major Form
When a student decides to change his/her major, it is important that this information be processed in a timely manner in order to make the appropriate change of advisor and ensure that the student is following the correct plan of study. Roane State's articulation coordinator and registrar worked together to make the Change of Major Form accessible online through Web for Students. When completed, the form can be emailed to the articulation coordinator who can then quickly make the appropriate change of advisor assignment and forward the information to the registrar. This process could be further improved if it were fully automated to interface with the SIS student information system; however, the transition to a new system-wide administrative software system has led college and TBR computing departments to defer all but the most critical modification projects.

❖ A-89 Deficiency Information
Although information regarding high school deficiencies is available in the college catalog, Roane State's registrar determined that this information should be more readily accessible to students, parents, and high school counselors and teachers in order to facilitate proactive student advisement. Information regarding high school college core requirements and the RSCC classes that will remove deficiencies is now prominently posted on the Records and Registration web page.

❖ Web for Faculty and Advisors
  o Web for Faculty and Advisors is an integrated system of web pages that enables faculty members and other advisors to access all institutional records needed to properly assist students in planning and monitoring their academic progress. Since many students seek advisement from faculty members other than their officially assigned advisor, the system allows faculty users access to all student records. Web for Faculty and Advisors now includes a Guide for Advisors that provides step-by-step instructions (showing the actual web page screen) for a full range of processes from login to degree audit to removing registration "holds."
  o A survey was conducted by the college registrar to identify problems or concerns that faculty may have regarding use of Web for Faculty. Although only approximately 10% (n=37) of full-time and adjunct faculty responded to the survey, 100% of the respondents indicated that they were "satisfied" or "very satisfied" with Web for Faculty and 80% indicated that they had received adequate information and training to begin using the site. Positive feedback included comments such as: "This program is far and above better than the previous methods. Thank you for working on such a positive tool." "I'm really pleased with this program. I really appreciate the [training] sessions during professional development

days." All feedback regarding problems/concerns was addressed, and the registrar was able to resolve or correct over 90% of these issues.

b) Increase student usage of Web for Students
> Benchmark: 85% of students will register for classes using Web for Students.
> Train all entering freshmen to use Web for Students

College Actions:

Just as Web for Faculty and Advisors is a valuable tool for teachers and other academic advisors, so too is Web for Students a rich resource of advisement information for students. They can register, drop and add courses, check their grades, see their unofficial transcript, class schedule, and billing information as well as any "holds" placed on their records (and who to see about clearing them).

In order to improve ease of access to Web for Students, modifications were made to password protocols in 2003 allowing students to use the same password to login to Campus Pipeline (the intranet email system) as they use for Web for Students. From Campus Pipeline, they can then directly access Web for Students.

Following a pilot project in spring semester 2003 requiring students to use Web for Students during the first two weeks of open registration as well as more proactive efforts to provide training on the system, it was hoped that 85% or more of students would register using Web for Students in subsequent semesters. While there has been a marked increase in usage of the online system, especially by second year students, there remain some frustrating barriers. According to the college registrar, students who have been enrolled in developmental studies courses are encountering problems with "holds" that prevent them from registering for college-level English and math courses. Currently, manual overrides are necessary to permit them to register for these courses. It appears that a modification in the way these developmental courses are managed within the student information system (SIS) will alleviate the problem; however, in the meantime, the registrar reports an informal estimate of closer to 75% registration via Web for Students.

In order to familiarize entering freshmen with the resources of Web for Students, both hands-on and "reminder" training are provided as soon as possible. Students participating in New Student Orientation no longer take their class schedules to the Registrar's Office; rather, they go to a computer lab where they are taught how to register using the web. A second, "refresher" training is also provided during Day One of the Freshman Experience (see p.p. 31-32 below for summary of Freshman Experience).

c) 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 implemented.

College Actions:

As part of their study of options for enhancing online resources for academic advisement, members of Roane State's 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, and the online Career Interests Game used by various institutions.

During 2003-2004, Roane State's Counseling and Career Services office incorporated a number of these ideas to enhance the career exploration resources on their webpage. "Nine Common Myths" about career decision-making offers excellent advice on how to approach career planning as a deliberate process of investigating self-interests, abilities, and needs and how to make the most of the college experience to navigate that process of exploration. Links to other career planning resources include:

- ❖ "What Can I Do With This Major?
  - ▪ This site lists over 50 majors with ideas for multiple areas of employment in the field, different types of employers, and strategies for enhancing employability and preparing for employment.
  - ▪ Each major also includes links to multiple additional resources about the field.
  - ▪ Members of the Advisement Council demonstrated this site to students at the satellite campuses to rave reviews.
- ❖ 2004-05 Occupational Outlook Handbook
  - ▪ A nationally recognized source of career information describing for a wide range of occupations, what workers do on the job, working conditions, training and education needed, earnings, and expected job prospects.
- ❖ The Princeton Review
  - ▪ A comprehensive search site for those interested in continuing their education
- ❖ Kuder College and Career Planning System
  - ▪ Free to every student in Tennessee, this system (sponsored by Edamerica) lets students obtain access codes to take three different interest assessments.
- ❖ RSCC Placement Office
  - ▪ Students can directly link to Roane State's placement office for information on assistance with resume preparation, letter

writing, and interviewing as well as job referrals for part-time and full-time positions.

The Advisement Council also particularly liked those online advisement websites that offered students comprehensive directions for negotiating the site. This "best practice" was adopted on Roane State's webpage for accessing registration through Web for Students and Campus Pipeline. Since the menu format for negotiating the pages of Campus Pipeline cannot be altered or customized and the terminology used is not always particularly intuitive, it is extremely important that students are given detailed, easy-to-understand instructions. Thus, online instructions for registration via Campus Pipeline now tell students the exact titles of tabs to click through including their location on the page.

Additional College Actions:

While the college proceeded with the various measures to improve academic advisement cited above, the Advisement Council continued discussions regarding development of a full-fledged Virtual Advising Center on the Roane State webpage. Having studied a number of excellent sites developed by institutions across the country, council members wanted to solicit input and feedback from faculty, staff, and students about the elements needed to implement an effective Virtual Advising Center at RSCC. Council members were assigned different aspects to investigate through interaction with various college constituencies. Their reports to the full council provide an excellent roadmap to guide the development of a comprehensive, user-friendly Virtual Advising Center. Among the reports and their findings are the following:
- ❖ Elements of an effective FAQ (Frequently Asked Questions) link:
  - o Faculty members were asked to provide suggestions for items to include. Some creative suggestions were:
    - ▪ Student "before" and "after" photo video links. The "after" is a graduating student giving a short presentation explaining the importance of advisement.
    - ▪ Brief explanation and icon links to articulation agreements (for ex., scales for pre-law)
    - ▪ Explanations of course formats (video, interactive, Web, RODP, Web enhanced, etc.)
    - ▪ Links to all academic divisions with pull-down menus for curriculum guide selection
  - o Faculty stressed the importance of keeping language "student friendly" in the development of FAQ questions and answers. This means avoiding terminology that students may by unfamiliar with and/or providing clear explanations when using such terminology is necessary.
- ❖ What students should do before, during, and after an advisement session

- o Faculty members suggested a link that would provide students with "tips" for preparing for an advisement session, making the most of the session itself, and taking advantage of follow-up on advice received after the session.
  - o Faculty also expressed interest in their own secured link on a Virtual Advising Center for training, tips, and templates.
- ❖ Feedback from students at RSCC's satellite campuses
  - o Because students at satellite campuses frequently have difficulty scheduling face-to-face meetings with their advisors who may have office hours at another campus, a Virtual Advising Center could greatly benefit these students. Satellite campus directors were asked for feedback and students asked to rate some of the model advising sites.
  - o Some of the elements identified as most beneficial included:
    - ▪ How and why advisors are assigned; the link between designation of major and advisor assignment
    - ▪ Remaining "undecided" (what courses are available, how long undecided status can be maintained, the limitations of remaining undecided, etc.)
    - ▪ Course offerings at each campus; programs/degrees offered at each campus
- ❖ How a prospective student might navigate the site
  - o Students at a local high school were asked to negotiate Roane State's current webpage in order to learn how they go about looking for information
  - o Students were also asked about questions they have regarding the process of admission and enrollment in college (Eye-opening responses included such questions as "Do I have to buy books?")
  - o This focus research led to a recommendation that any future Virtual Advising Center be "pilot tested" by students prior to full implementation.
- ❖ How to keep the "human touch" within a Virtual Advising Center
  - o Streaming videos to get "personal" messages from key college personnel about key topics, such as:
    - ▪ Welcome from the President
    - ▪ "Nuts and bolts" of articulation from articulation coordinator
    - ▪ Financial aid opportunities and procedures from Financial Aid Director
    - ▪ Overview of academic divisions from deans

Along with generating a wealth of excellent ideas, this exercise also highlighted the human and financial resources needed to develop and maintain a truly comprehensive Virtual Advising Center. If, for example, a virtual advising center includes a link for asking questions via email, there

must be some mechanism to ensure that designated faculty and/or staff responses are timely and that students are made aware of the expected timeframe to anticipate a response.

The next task of the Advisement Council will be to use the background information and ideas that were gathered through this fact-finding process to identify needed resources and develop an implementation plan based upon the short-term and long-range availability of resources.

d) Develop options for "mandatory/intrusive" advisement strategies: implement one or more pilot programs
  ➢ Benchmark: Implement mandatory Freshman Experience orientation; evaluate strengths and weaknesses; use results for improvement

College Actions:

Perhaps the most difficult advisement issue that Roane State faculty, academic administrators, and student support personnel struggle 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 faculty and staff, a requirement for mandatory advisement in such cases 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.

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, in spring 2003, Interim Vice President for Academic Services, Dr. Adolf King, appointed a committee to plan and implement a college-wide Freshman Experience orientation for August 2003.

Chair of the committee and project lead coordinator is Valerie Herd, a long-time adjunct sociology professor and "master" advisor. The committee also includes the academic 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 were 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 were required to participate in the event which began with the arrival of all incoming freshmen (approximately 900) to the main campus gymnasium for check-in and introductory remarks by the President and Academic Vice President. Each student received a packet of information about the college that also included personalized items such as their schedule, their assigned advisor contact information, information about clubs of special interest, etc.

During Day One, students rotated through three concurrent sessions. In one session, students met with their advisor and had the opportunity to ask questions and schedule individual appointments. Second sessions were held with college administrators who volunteered to discuss important information contained in the student packets and administer a short critical thinking test. This test is designed as a pre-test, to be followed-up with a post-test administered prior to spring registration 2005. The third of the concurrent sessions included training in Web for Students and Campus Pipeline and tips for learning critical reading techniques and dealing with math anxiety. A 90-minute lunch period with music and door prizes gave students a chance to unwind and meet other students before returning for their third and last concurrent session.

During Day Two of Freshman Experience, students reported to their primary campus for a tour of campus facilities, an electronic library "tour," team-building activities, and lunch.

In developing the first Freshman Experience event, the committee used feedback from a survey conducted by Student Services to solicit ideas for improving orientation and advisement. Student ideas 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. In order to take lessons from the first event to improve subsequent Freshman Experience orientations, two measures of evaluation were implemented.

First, Dr. King asked Roane State's Director of Internal Audit to walk around informally during the course of the event to gather feedback from faculty, staff and students about their perceptions. Generally, college personnel identified more problems than students did. The biggest plus for students were the advisement sessions; the biggest negative was the length of Day One and the uncomfortable temperature in the gymnasium.

A more formal survey of students was also conducted on all campuses during Day Two. The Office of Institutional Effectiveness and Research developed a short survey which students completed and returned in exchange for a ticket qualifying them for door prize drawings following lunch on Day Two. Out of 474 surveys returned, over 90% of respondents "agreed" or "strongly agreed" that the Freshman Experience was well organized, that they knew more about where to go for academic help, that the handouts contained helpful information, and that the Freshman Experience was a good way to meet students, faculty, and staff. Over 85% "agreed" or "strongly agreed" that the Freshman Experience was "a worthwhile experience and a great way to get

oriented to the college" and that they "would recommend the experience to new incoming students."

Open-ended comments on the survey provided valuable feedback on areas for improvement that have already been integrated into planning for the August 2004 Freshman Experience. The upcoming orientation will reduce the introductory activities, consolidate some of the concurrent sessions, and replace lunch on Day One with snacks available throughout the morning to accommodate a half-day event. Day Two will include the most popular activities ("ice-breaker" games, campus tours) and will introduce discussion of a "Freshman Story." Rich People, a short-short story by young author Lucy Corin will give students an opportunity to explore the themes of discomfort in unfamiliar surroundings, fear and excitement about new experiences, etc. Students have been sent a copy of the story with their pre-orientation letters, and it is also posted (with permission of the author) on the RSCC Freshman Experience webpage.

This event is quickly becoming a rich opportunity to introduce incoming students to their responsibilities as "owners" of their academic progress as well as to the fun and excitement available to them through the collegiate experience.

e) Analyze enrolled student survey data related to academic advising to assess effectiveness of changes and satisfaction
    Enrolled Student Survey Benchmarks:
    1) Sixty-five percent or greater of RSCC students surveyed will respond that the quality of information provided by their advisor was "good" or "excellent."
    2) Sixty-five percent or greater of RSCC students surveyed will respond that the availability of faculty advisors is "good" or "excellent."
    3) Seventy-seven percent or greater of RSCC students surveyed will respond that faculty are available to help them outside of class.
    4) Seventy-five percent or greater of RSCC students surveyed will respond that they have used advising services.

College Actions:

Since trend data from enrolled student and alumni surveys were used to identify weaknesses related to students' perceptions of academic advisement at Roane State, the Assessment Implementation Plan established benchmarks for the spring 2004 Enrolled Student Survey as a means of gauging the effectiveness of college initiatives to strengthen this element of the college experience. These benchmarks called for increases in positive responses to the survey questions as cited above.

The Enrolled Student Survey was administered spring semester 2004 to 879 students in classes on all Roane State campuses. Based upon the results reported below, the college improved on three of the four measures of student perception.

Table 3.0: Enrolled Student Survey Perceptions (Advisement)

Questions/Perceptions	ESS 2001	Benchmark	ESS 2004
Percentage rating quality of information provided by their advisor as "good" or "excellent"	64.8%	> 65%	67.5%
Percentage rating the availability of their advisor as "good" or "excellent"	65%	> 65%	67.2%
Percentage rating the availability of faculty for help outside of class as "good" or "excellent"	77%	> 77%	79.5%
Percentage reporting they have used RSCC advising services	62%	> 75%	59%

Clearly, further study will need to be conducted in order to interpret the confounding result of fewer students reporting use of advisement services. The Assessment Implementation Plan did not set as a benchmark the subsequent question on the survey that asks users (only) of advising services to rate their satisfaction, since "n" values often indicate that students other than "users" also respond to this question. However, it should be noted that a comparison of responses to this question in 2001 to those in 2004 reveals the following:

- Satisfaction with advising services (2001) = 70.3% "good" or "excellent"
- Satisfaction with advising services (2004) = 72% "good" or "excellent"

One explanation of the lower reported use of advising services may be that students only interpret advising services to mean one-on-one contact with an advisor or with staff in the counseling office. It may be that college efforts to enhance advisement information on its webpage have resulted in fewer students seeking "advisement" for routine academic matters. Whether or not this is the case, however, a lower percentage of students seeking advisement is an indicator that Roane State still faces significant challenges in this area.

As Roane State begins the process of engaging the college community in the development of its 2005-2010 strategic plan, the Performance Funding Assessment Implementation reports will provide important data to inform discussions about student learning outcomes and academic advisement. Progress made over the course of the 2000-2005 cycle as well as areas for continued improvement will provide guidance for setting goals and objectives for the upcoming five-year period.