Academic Audit Self-Study Report of the

AA/AS University Parallel (General Education) Program

Roane State Community College

January 27, 2017

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INTRODUCTION

Roane State Community College serves the higher education needs of a widely diverse eight county service area which includes Roane, Anderson, Campbell, Cumberland, Fentress, Loudon, Morgan, and Scott and expands to include the Knox County Center for Health Sciences. In order to bring postsecondary education within the reach of students wherever they live and work, Roane State has campuses in all eight of its service area counties and a center for health sciences in Knoxville. To further extend access, the college offers a wide variety of distance learning options including interactive classrooms, online and hybrid courses, Adobe Connect, and courses through TN eCampus. Another strong component of Roane State's educational outreach is evidenced in its commitment to area high schools through offering dual enrollment and dual credit classes to high school students as well as providing a Middle College where high performing high school students come to the college campus for a half day to take college courses. Successful completion of Middle College enables students to graduate from high school with an Associate degree already earned.

During the fall 2016 semester, 5,636 students (3,548 full-time; 2,088 part time) were enrolled with a student faculty ratio of 18.1. Sixty-seven percent (3,765) of these students were female, and 33 percent (1,871) were male. Students under 25 years of age comprised 77% (4,313) of students enrolled, and 23% (1,323) were 25 years of age or older. Of declared majors, 2,236 students (40%) are enrolled in majors intended to transfer to a four-year program. The largest number of university parallel graduates transfer to Tennessee Technological University; the next highest number transfer to the University of Tennessee at Knoxville. Of the career program students, 725 students identify Nursing as their major, and 1,154 students identify one of the Allied Health Programs as their major. A significant number of Roane State students are first generation college students, and this number continues to grow with the lottery scholarships and the Tennessee Promise opportunities now available to students. During the fall 2016 semester, 4,552 students (80.7%) were enrolled in courses within the General Education Core Curriculum.

Regardless of their program of study, Roane State students are provided a sound foundation in critical thinking and communication skills and exposed to a curriculum and experiences designed to broaden their understanding and respect for wellness, civic engagement and service, diverse ideas and culture, a sense of the global community, and the technology required to succeed in 21st century society. Briefly, Roane State's mission is "to improve the lives of individuals through the transformative power of education and to build thriving communities through partnerships for strengthening economic development." The Roane State General Education Philosophy and the RSCC General Education Mission echo the college-wide mission (see Appendix 1).

The Academic Audit of Roane State's AA and AS University Parallel (General Education) Program has been coordinated by the college's General Education Committee under the leadership of Dr. Diane Raines, Professor of English. The committee, which was originally formed to engage in a strategic study of student learning outcomes during the college's 2000 SACSCOC reaffirmation, has been a standing committee since that time charged with providing oversight and leadership for issues concerning the General Education curriculum and assessment of its core competencies. The twenty-seven member committee is comprised of faculty members

from each of the divisions offering General Education courses; the academic deans; a faculty member from the Nursing Division; representatives from the Learning Center, the Library, the Advising Center, and the Office of Institutional Effectiveness and Research; and the Vice President for Student Learning.

The following methodology was developed for conducting the Academic Audit:

1. Questionnaire: A preliminary questionnaire related to learning outcomes, curriculum and co-curriculum, teaching and learning, and student learning assessment was developed and distributed to the Humanities, Math/Science, and Social/Behavioral Sciences faculty to be discussed at their break-out sessions during the January 2016 in-service activities.
2. Review of the college's General Education Philosophy and General Education Mission Statement: Minor revisions to the Philosophy and Mission Statement were made in order to more closely align and show consistency with institutional mission and current student learning outcomes initiatives (see Appendix 1).
3. Input/feedback surveys: A subcommittee comprised of six members of the General Education Committee met during the summer to create a series of surveys that were administered online to faculty stakeholders during the fall 2016 semester. (These surveys will be available on-site.)
    a. Full-time faculty survey – Full-time faculty members who teach General Education courses were asked to provide information about how the courses they teach help students achieve the skills stated in the General Education Philosophy and Mission Statement; the TBR learning outcomes and course specific competencies; collaboration on curriculum, textbook selection, and other resources; co-curricular activities; instructional teaching methods; student feedback; student learning assessment; best practices; use of the Learning Center and the Library; and strengths and weaknesses of the General Education Program.
    b. Adjunct faculty survey – Adjunct instructors who teach General Education courses were asked to provide information about the availability of a mentor; how the courses they teach help students achieve the skills stated in the General Education Philosophy and Mission Statement; how information regarding the courses is communicated to them; interaction with full-time faculty; instructional teaching methods; student feedback; student learning assessment; and the strengths and weaknesses of the General Education Program.
    c. Career program full-time faculty survey – Faculty who teach programs in the career preparation programs were asked to provide information about the composition/writing skills, oral communication skills, computation/math skills, and critical thinking/problem solving skills required to succeed in their courses; how they reinforced these skills in their courses; how they helped students understand the importance of developing these skills for work in their discipline; if the General Education curriculum adequately prepared students in these skill areas; how the General Education curriculum could better

develop these skills in students; if they referred students to the Learning Center and Library to reinforce development of these skills; and the strengths and weaknesses of the General Education Program.

4. Student survey – An online survey asked students to provide information about the importance of gaining knowledge and skills to be successful in their chosen careers, how well their General Education courses are teaching them this knowledge, the skills that have been most difficult to learn, the instructional teaching methods used in their General Education courses, the assessments used in their General Education courses, their use of the Learning Center and Library, curriculum and co-curriculum, academic mindset, age, gender, education level of parents, major, semesters attended, and reasons for enrolling at Roane State.
5. Faculty forums – Using feedback generated from the faculty and student surveys, five faculty forums were conducted to discuss the findings, probe more deeply into areas of particular interest and concern, and discuss potential improvement initiatives. Adjunct faculty members were invited to attend these forums and to provide input in the discussions that occurred during them. The General Education Committee then refined the improvement initiatives into an implementation plan outlined in the matrix included with this report.

OVERALL PERFORMANCE

The comprehensive self-study process described above affirmed the strength of the General Education program that provides the foundation for the AA/AS University Parallel degrees at Roane State Community College. Faculty across programs and disciplines cited a diverse, well-integrated curriculum that prepares students for the next phase of their education or a direct move into the workforce. Students strongly associate the knowledge and skills gained in the General Education curriculum with success in their chosen career and credit a highly competent and caring faculty with helping them gain confidence and learn beyond their expectations. However, despite being able to conceptually make connections between general education and future success, when asked specifically if courses not directly related to their chosen career are a waste of time, 51.96% agreed. Thus, the ongoing challenge that faculty across disciplines has accepted as a result of the self-study is to continue to raise awareness of the holistic importance of foundational courses and to help students more deeply engage with the general education curriculum.

Overall Performance in the Focal Areas

Learning Outcomes:

Roane State's General Education program learning outcomes align with the competencies proposed by the Tennessee Board of Regents in 2002, are included on all General Education course syllabi, and form the foundation for common assessments to determine students' attainment of program outcomes. These program outcomes are augmented by more detailed course learning outcomes that drive the curriculum and teaching and learning activities. For example, during discussions for this self-study, Natural Science faculty affirmed program outcomes to "guide students toward becoming scientifically literate. This scientific

understanding gained in these courses enhances students' ability to define and solve problems, reason with an open mind, think critically and creatively, suspend judgment, and make decisions that may have local or global significance." To achieve these program outcomes, detailed course specific learning outcomes have been developed for all Biology courses along with detailed lists of topics for lecture and laboratory instruction.

Curriculum and Co-Curriculum:

As a result of the development of the Tennessee Transfer Pathways, General Education faculty members across the system have met to collaborate on curricula for inclusion in the TBR common course library. As a result of this initiative, Roane State faculty members regularly review their course curricula to ensure transferability. Collaboration also occurs in such areas as the selection of textbooks, course sequencing, and topic emphasis based upon analysis of assessment results. Co-curricular opportunities abound, most notably the college's Honors, International Education, and Service Learning programs. While the TBR common curriculum initiative has somewhat reduced institutional discretion in the development of curriculum, a common thread in the faculty survey results revealed strong interest in more faculty interaction across disciplines. Faculty conversations around this idea took shape as a theme for improvement initiatives included in this report.

Teaching and Learning:

Strengths identified in the focal area of teaching and learning include the wide range of instructional methods used by faculty and the close alignment between these multiple methods and the ones that students identify as helping them learn the most. Most notably, since the last academic audit, class discussion (100%) outranked lecture (93%) as a utilized instructional method. Open-ended positive comments from students reveal that class discussion helps them see and appreciate other perspectives and gain deeper understanding of lecture material – important objectives of teaching and learning in the General Education curriculum. Ideas for improvement strategies emerged from student survey responses indicating not only questions regarding relevance of general education to career learning, but also a high degree of fixed mindset surrounding subjects considered "difficult."

Student Learning Assessment:

This is the focal area in which General Education faculty members have done the most substantive and collaborative work since the previous audit. Working from a matrix of key learning outcomes to evaluate student attainment of overall program outcomes, faculty have created course-embedded assessments using common rubrics and/or exam questions against benchmarks of achievement. The Office of Institutional Effectiveness and Research continues to work closely with faculty to help them analyze assessment data results in order to help them identify areas for improvement of student learning. The fact that Roane State's response to SACSCOC Comprehensive Standard 3.3.1.1 (Institutional Effectiveness of Educational Programs) in its 2015 5th Year Interim Report was accepted with "no referral" is evidence of the extent to which assessment of student learning has become "business as usual."

LEARNING OUTCOMES

Roane State Community College endorses and implements the Tennessee Board of Regents (TBR) General Education philosophy and competencies in the six academic disciplines (Communication, Humanities, Math, Science, Social Sciences, and History). This year's Academic Audit provided the General Education Committee an opportunity to review the college's General Education Philosophy and Mission and make minor revisions to the philosophy statement highlighting the importance of respectful debate and informed context (see Appendix 1). The documents address the knowledge and skills students need to become lifelong learners and the importance of these learning outcomes for success in the professional world in local, national, and global contexts.

Roane State's Faculty Senate took leadership for the development of a common syllabus template, which is now used college-wide (see Appendix 2). This template includes learning outcomes specifying the knowledge, skills, or attitudes students will attain as a result of course learning activities. In the case of the General Education courses, these are the TBR learning outcomes. Additionally, all syllabi include specific course objectives that expand upon the TBR learning outcomes. The History department, for example, believes that students should attain basic knowledge of both geography and chronology as part of the study of history, and course objectives related to these outcomes are included in course activities and assessments.

During the January 2016 in-service sessions, faculty teaching General Education courses were asked to confirm that their specific course competencies address the TBR learning outcomes, consider if any new competencies were needed, and ensure that competencies in prerequisite courses adequately prepare students for the next courses. These discussions revealed that the TBR learning outcomes are being used as the foundation for overall program learning outcomes while individual course competencies are the primary source for review and revision. Considerations for changing course competencies include alignment with other TBR institutions, transferability to senior institutions, current standards in the field, and learning outcomes needed for subsequent courses. These conversations also addressed the issue of pre-requisites and/or co-requisites required to adequately prepare students for success in specific courses. Math faculty, for example, have concerns if the co-requisite remediation for MATH 0530/1530 is adequate to prepare students for the algebra sequence, beginning with MATH 1000. As a result of these discussions, the Mathematics department is implementing a pilot co-requisite pairing of MATH 0900 (Algebraic Principles) with MATH 1000 (Algebraic Essentials).

The Tennessee Transfer Pathway agreements serve to facilitate coherence between lower and upper level General Education courses at public institutions. Roane State also works closely with public and private institutions to expedite transfer through articulation and/or transfer agreements with Bethel University, Bryan College, Carson Newman College, Kaplan University, King University, Lincoln Memorial University, Maryville College, Savannah College of Art & Design, Strayer University, Tennessee State University, Tennessee Wesleyan College, Tusculum College, the University of Tennessee at Chattanooga, the University of Tennessee at Knoxville, the University of Tennessee at Martin, the University of Tennessee at Memphis, Union University, and Western Governor's University.

The full-time faculty teaching the General Education courses in the AA and AS University Parallel Programs ensure that the TBR learning outcomes and the course specific

objectives are reviewed, evaluated, and communicated in a variety of ways, including departmental meetings, course syllabi, course manuals, and common assessment criteria. Adjunct faculty teaching the General Education courses confirm that the TBR learning outcomes and course specific competencies are communicated to them through various methods, such as in published guidelines, through the adjunct faculty handbook, through email, through the sample syllabi, through course manuals, in departmental meetings, through mentors, and through other faculty members, course coordinators, and division deans.

Students responding to an online survey affirmed the importance of gaining knowledge and skills associated with General Education courses to be successful in their chosen career, with over 80% citing critical thinking, problem solving, and working effectively with others to be "very important." They cited courses in Math, Science, and Social Sciences as being particularly helpful in the areas of critical thinking and problem solving and courses in Communication and Social Science for working effectively with others.

CURRICULUM AND CO-CURRICULUM

Roane State's General Education core curriculum in the AA and AS University Parallel Programs includes courses from the six academic disciplines of Communication, Humanities/Fine Arts, Social/Behavioral Sciences, History, Natural Sciences, and Mathematics approved by the General Education Committee, the Academic Council, and the Tennessee Board of Regents. The Communication discipline consists of English Composition and Speech courses. In the Humanities/Fine Arts discipline, Art, American Literature, British Literature, World Literature, Introduction to Humanities, Music, Theater, and Philosophy courses are offered. The Social/Behavioral Sciences discipline includes Economics, Political Science, Anthropology, Geography, Psychology, Sociology, Global Studies, and Wellness courses. In the History discipline, Western Civilization, World History, United States History, and Tennessee History are offered. The Natural Sciences discipline consists of Astronomy, Biology, Chemistry, Geology, Human Anatomy and Physiology, and Physics courses. Finally, the Mathematics discipline includes Survey of Mathematics, College Algebra, Number Concepts/Algebra Structures, Probability and Statistics, Finite Mathematics, Trigonometry, Pre-Calculus, and Calculus courses.

Within the parameters of the TBR common curriculum for General Education core courses for transfer, Roane State faculty evaluate and plan improvements in course curricula based upon various criteria and considerations. Anatomy and Physiology faculty, for example, use standards established by the Human Anatomy and Physiology Society (HAPS) to ensure currency of curriculum and course activities. As a vital prerequisite course for the college's multiple healthcare programs, the evolving needs of those programs and the requirements of their accrediting agencies are continually considered. Faculty teaching Psychology courses likewise are influenced by the needs of the Nursing, Allied Health, and Education programs, since psychology-based questions are included in licensure and certification exams. Responding to feedback from program advisory boards and area business leaders, the Speech department has added instruction in job interviewing into SPCH 1010 (Fundamentals of Speech Communication).

As noted earlier in this report, History faculty have reached consensus on the importance of integrating course activities related to geography and chronology into the curriculum as well as learning experiences designed to help students communicate effectively through writing. Echoing the responses of their colleagues in other academic disciplines, History faculty also closely monitor the results of learning outcomes assessment to reveal areas for improvement. "The History department," they state in the report from their preliminary academic audit work session, "wants all students to develop a better understanding of the past, a general knowledge of the geography of all the areas of the world our courses cover, and a better ability to communicate concisely and effectively through writing. When we feel like these goals aren't being met, we work together to evaluate our current content, sequencing, and selection of activities to understand why our goals aren't being met and possible strategies to make our content and approaches to teaching history more effective." In English courses, additional factors that influence curricular decisions include integration of diversity; online course peer review; peer observations/influences; ideas uploaded to the Faculty Lounge in Momentum; ideas gained from professional conferences; current, historical, and political events; available new technology; and new accessibility requirements. When considering decisions regarding course content, sequencing, and selection of learning activities, General Education faculty also seek to ensure transferability so that students have the necessary knowledge to continue their education. While faculty work together to reach consensus on critical elements of the core curriculum, the discretion to add topics of specific faculty interest and expertise is also valued across disciplines.

The curricular activity that involves many General Education faculty collaboratively is the selection of textbooks and other learning resources. The process for selecting texts typically involves the formation of a faculty committee that reviews a number of available texts, makes recommendations, and then solicits feedback from full-time and adjunct colleagues for adoption. Criteria used for textbook selection include the following: appropriate content and rigor for addressing the TBR learning outcomes and specific course competencies, accessibility features, cost to the student, presentation of material, appropriate reading level, the availability of supplements such as online components and test banks, and the inclusion of primary sources to help students understand how the opinions of the authors were formed. Roane State Speech faculty have long developed the curriculum for SPCH 1010 without a textbook because they believe it removes classroom and teaching barriers and eliminates an expense for students. Other faculty are experimenting with textless course sections as well.

While General Education faculty regularly engage in informal conversations with colleagues, academic divisions have set aside regular time each semester during in-service activities for discipline-specific meetings to address issues such as curriculum review and revision. Internal and external stakeholders are also used as sources for input on curricular development through informal discussions and communication about course competencies with other divisions and other disciplines, especially Allied Health and Nursing faculty; through looking at websites of other schools and communicating with their faculty to identify effective practices; and through attending conferences and other professional development activities to network with colleagues from other institutions.

During the past year, one of the college's major strategies to enhance student success and completion led to a close review of all program and course curriculum. The development of

program degree maps (see example, Appendix 3) required faculty consensus on courses determined to be "critical" for success in specific academic programs. These discussions served to validate the role of the General Education curriculum and provide students with clear academic pathways in all disciplines.

Roane State students have a wide variety of co-curricular resources and educational opportunities that have been designed to support and enhance their learning. Even before the TN Board of Regents established its initiative to increase the number of students engaged in high impact practices for learning, Roane State had been creating opportunities for students to participate in service learning and international education. Several courses partially or completely incorporate service learning, a teaching strategy that uses meaningful community service combined with guided reflections to enrich and enhance student learning. Academic credit is awarded for the actual learning that occurs during the volunteer experience, not just for the clock hours of service. Students are required to meet a number of core requirements to ensure that they reflect upon what they are doing and evaluate what they are learning in order to receive credit for these classes and/or projects. Students can choose to be placed in one of many available nonprofit agencies, educational sites, or government offices and are then given specific assignments based on both an academic learning plan and the specific need of the community site. Roane State courses completely devoted to service learning include SERV 1010 (Service Learning Practicum) and SERV 1020 (Service Learning Practicum II) as well as BUS 216 (Service Learning and World Culture) and NSG 291 (Transcultural Nursing: Study of Healthcare in an International Setting) which are also part of the college's International Education program. In addition, there is a Service Learning Club, and graduates who earn sufficient service learning credits may earn a Service Learning diploma.

The mission of Roane State's International Education Program is to empower our students, faculty, and staff to experience the richness of other peoples and nations and to take advantage of global opportunities for individual growth. The program offers students the opportunity to travel to other parts of the world, usually for a week to ten days. Often these trips combine academic and cultural learning with community service in the travel destinations. Recent courses/trips to Costa Rica include BIOL 2510: Independent Scientific Investigation; BUSN 1326: Service Learning in World Cultures; ALH 210: Global Perspectives on Health: Community Based Rehabilitation. NSG 291: Transcultural Nursing: Study of Healthcare in an International Setting went to Ecuador, and the Massage Therapy program director took a group to Peru under the ALH 210 course.

In addition to class field trips that a number of General Education faculty include as part of their course curriculum, a special trip with a more than 30-year tradition is the Southwest Field Trip to the "Four Corners" area of New Mexico, Arizona, Utah, and Colorado. This nearly three-week long camping trip in May is a college course for which students receive six hours of credit as either a lower division social science or natural science elective. It is a multidisciplinary study of the prehistoric peoples and the "Four Corner" area of the American Southwest, including the ecology and geology of the region. The focus of the class includes contributions or considerations from anthropology, archeology, astronomy, biology, geography, geology, history, literature, mathematics, and social sciences.

For activities much closer to home, students have ample opportunities to attend musical, art, and theatrical events at the theatre on the Roane County campus and the Princess Theatre in Harriman. Several different musical performances take place during an academic year, such as faculty recitals, student recitals, alumni concerts, and vocal and instrumental showcases. Art exhibits featuring various artists are displayed and available for students and community members to tour at various times on our Roane County campus. Typically, the Roane State Playmakers perform at least one play per semester at our own theatre on the Roane County campus. The Princess Theatre in downtown Harriman, which is operated by the Humanities Division of Roane State, also provides movie nights, comedy shows, and musical performances for our students and community members to enjoy.

Roane State students have the opportunity to join a wide variety of clubs and organizations. For students interested in the arts, several clubs provide extra-curricular and co-curricular activities. The Music Orientation Experience (MOE) promotes a broad musical, cultural, social, and service experience within the college and community including involvement and promotion of RSCC Music Department events. The Roane State Playmakers involves students, regardless of academic major, in college theatrical productions. The S.T.A.R.S. Art Club provides a social bond for students and staff with the common interest of art, provides a vehicle for learning experiences in art outside the classroom through programs and field trips, and provides students with opportunities to exhibit their work and learn about the technicalities of the exhibiting process. The Roane State Arts and Lectures Committee sponsors a vibrant mix of events at the Princess Theatre in Harriman and on our various campuses that are free and open to our students and the public. The Arts and Lectures Committee also coordinates Roane State's Constitution Day activities and Black History Month presentations.

Students enrolled in Nursing and Allied Health Science programs have the opportunity to join student chapters of their professional organizations. These groups promote the profession and frequently give students opportunities to participate in community service as well as state and national activities and conferences. Phi Theta Kappa (PTK) is an international honor society for two-year colleges, and invitation to membership is extended by the local chapter. To be eligible, students must complete at least 12 hours of college credit leading to an associate's degree and maintain a cumulative grade point average of 3.5. Opportunities are provided in the areas of scholarship, leadership, service, and fellowship, and benefits include eligibility for transfer scholarships, automatic nomination for the national Dean's List publication of outstanding students, automatic enrollment in the PTK Transfer Database, and the privilege of wearing the honors stole and tassel at graduation.

Students may be selected to be a member of the Campus Activities Board (CAB) or Student Government Association (SGA). The Campus Activities Board provides opportunities for students on all Roane State campuses to gain leadership skills while providing social activities for their campuses. Each of the nine campuses has a CAB headed by a chair and co-chair with five additional members from the individual campus student body. The chair and co-chair are selected during the spring semester each year, and the additional members are selected in the fall semester. The Roane State Student Government Association is made up of the chairs and co-chairs of the individual Campus Activity Boards from each of the nine campuses. The SGA provides opportunities for students to offer constructive opinions, thereby promoting

cooperation among students, faculty, and administration, and works for the common good of Roane State by assisting in the promotion of social activities and special campus projects. The SGA meets monthly in the interactive classrooms of the college.

Roane State's Honors Program is designed to promote student initiative and academic achievement. The Honors Program maintains strict standards for admission and participation, with a minimum 3.5 grade point average required to apply and a minimum 3.3 grade point average maintained in order to stay in the program. The program's most important criteria for success are the student's motivation and dedication to learning. To obtain honors credit, the student works with his/her professor to develop a project which ventures beyond the regular content of a college-level course, providing a deeper level of learning. Honors credit for the course is awarded if the project is completed to the professor's satisfaction and the student receives a grade of "B" or higher in the course. The advantages of participation in the Honors Program include increased knowledge, working relationships with faculty, the opportunity to go on field trips to educational or historical sites, participation in the Honors Forum and Banquet which showcases many of the quality projects completed during the academic year, graduation diploma with Honors, and references to Honors Program activities on resumes and/or college applications to four-year universities. The Phi Theta Kappa International Honor Society is also an active student organization providing opportunities for leadership and service, recognizing a fellowship for scholarship and individual growth.

TEACHING AND LEARNING

The responses to the full-time general education surveys, the adjunct general education surveys, and the student surveys demonstrate that faculty utilize a wide range of instructional methods to facilitate mastery of the General Education learning outcomes as well as additional course-specific competencies. Instructional methods used by full-time and adjunct faculty include class discussions, lectures, laboratory work, short and long writing assignments, oral presentations, film/video clips, activities/instruction linking course material to "real world" applications, assigned readings, PowerPoint presentations, peer evaluations, group projects/activities, guest speakers, and study guides. In response to the question regarding which instructional methods helped them learn the most, students most frequently cited labs, class discussion, real world applications, and study guides. Open-ended comments reinforced students' sense of engagement from learning experiences that enable them to be "hands-on," interact with others, and relate class material to case studies or other actual applications. The increased use of study guides undoubtedly reflects the influence of the college's recent QEP, which was focused on providing students with strategies to improve their study skills and enhance learning, and students have responded very positively to this method. In fact, study guides were cited by 80.5% of student survey respondents as an instructional method that helped them learn. The college's 2011 and 2014 administrations of the Community College Survey of Student Engagement (CCSSE) provided an opportunity to add several questions to gauge the QEP's progress in integrating learning strategies as part of the educational experience at Roane State. In 2011 at the beginning of the QEP, 53% of students responded that they had received instruction in a study strategy. The response to that question in 2014 jumped to 72%. Ninety-

two percent of those students affirmed that the study strategy improved their learning, and 86% stated that they had used or planned to use the strategy in another course.

Faculty ensure that students are exposed to instructional technologies through wide utilization of the resources of D2L (branded as Momentum at RSCC). Especially appreciated are instructor-created podcasts and videos that enable students to repeat lecture material for deeper understanding. Faculty members in the Social Science department are experimenting with Adobe Connect to synchronously deliver Sociology and Anthropology courses to students without the need for them to come to campus. Not only is this convenient for students at satellite campuses, but it also provides a more "connected" learning experience than the Interactive classrooms.

Faculty collaboration on effective practices for teaching and learning occurs both formally and informally. Despite the fact that faculty members are spread across nine campuses in two time zones, collegial "hallway conversations" are always cited by faculty as a beneficial means of sharing ideas. As one instructor noted, "Talking with other instructors who share my office location; the subject matter may be different, but our teaching styles and even some activities can be used in any type of class." Several faculty members in different disciplines have even created a private chatroom for the continuing discussion of teaching issues.

Department meetings vary by division, generally twice per semester, with the English faculty meeting on a monthly basis. Dr. Markus Pomper, Dean of Math/Science, has begun implementing pedagogy and professional development activities into division meetings. As one faculty member noted, "This has stimulated a lot of interest in and enthusiasm for developing and working together on teaching methods and changes." Although a number of adjunct faculty have competing work commitments that prevent them from much interaction with full-time colleagues, the inclusion of adjunct instructors in departmental meetings has increased greatly in recent years. Another means of more formal sharing of best teaching practices is faculty mentorship. In most divisions, new faculty are assigned a mentor who will observe in the classroom at least once per semester and provide guidance regarding teaching strategies and design of class activities. Division deans also provide similar mentorship.

Faculty members also have multiple opportunities for professional development, both internally and externally, to enhance instructional scholarship and practice. In addition to workshops on education issues and current aspects of pedagogy offered each semester during in-service activities, Roane State's Center for Teaching Arts and Technology (CTAT) provides ongoing training and opportunities for faculty to share best practices. Annually, CTAT conducts an educational technology academy for full-time and part-time faculty, as well as professional staff and colleagues from other institutions. Full-time faculty also have the opportunity to use funds from institutional resources or an endowment to the Roane State Foundation to engage in external professional development or to develop new or enhanced courses.

Evaluation of teaching and learning takes multiple forms. Many faculty members value and utilize student feedback in the classroom to identify what's working and what needs improvement. As one instructor stated, "I always ask them what they need and really listen to them. I have learned that if I respect their input, I will get valuable insights and tips from them." Another asserted that "students are encouraged to help me re-write or improve assignments for the next group based on their experience with the assignment." More formally, Roane State

utilizes the IDEA (Individual Development and Educational Assessment) survey instrument as its method for students' evaluation of faculty. The IDEA system provides both criterion and norm-referenced results and is a learning-centered evaluation process that begins with faculty identification of the desired learning objectives for the course being evaluated. A number of Roane State faculty take advantage of the system's option to add specific instructor-developed questions to the survey. Many faculty indicated that they use feedback from the IDEA evaluations to identify areas for improvement of teaching and learning, especially since the evaluation results include teaching techniques to continue or consider adding to align with critical learning objectives and student feedback.

Faculty across all General Education disciplines also closely evaluate student performance on common assessments to identify areas for improvement. "In BIOL 2010," one faculty member relates, "we identified one of the main trouble topics for our students through several semesters of embedded questions on exams. We developed a learning module that all BIOL 2010 students had to complete. Several of us have worked to develop supplementary modules or online tutorials to help our students master this subject." Numerous instructors cited such collaboration each semester to study the results of course-embedded assessments for areas of weakness in order to initiate conversations about different teaching methods that could be utilized to improve student learning.

Both the Library and the Learning Center also contribute to student learning at Roane State. Faculty members work collaboratively with the Library staff to help students be successful in their courses by recommending that students use the resources, search engines, and databases of the library; having their classes visit the library for orientations and other learning sessions conducted by library staff and/or having library staff come to classrooms to conduct learning sessions; using the course embedded librarians; and encouraging students to use research guides created by the library staff.

Faculty members also work collaboratively with Learning Center staff to help students be successful in their courses by keeping office hours in the Learning Center; encouraging and/or requiring students to see tutors and solicit help with written assignments; having their classes visit the Learning Center for orientations and other learning sessions conducted by Learning Center staff and/or having Learning Center staff come to the classroom to conduct learning sessions; encouraging students to "book" a room or table in the Learning Center to do homework together, study for a test, catch up on missed lecture notes, etc.; and providing help with study techniques.

Student persistence and academic success in the General Education core is evaluated at both the micro and macro levels. As the academic foundation for the AA/AS University Parallel degrees, student success upon transfer is an appropriate metric for overall student achievement, and the college has tracked this data through the National Community College Benchmark Project (NCCBP) for the past eleven years. Since 2005, Roane State graduates' first-year GPA upon transfer has exceeded the national median. The 2016 report cited this GPA at 3.26, putting Roane State in the 96th percentile. Students averaged 23.33 first-year credit hours earned and 81% were enrolled the next year. The 2016 NCCPB report also puts full-time students' 3-year completion or transfer rate at 47.34% (78th percentile).

As noted throughout this self-study report, General Education faculty continually monitor student course success through embedded assessment. Unlike some institutions that choose to assess different subjects on a rotating schedule, Roane State conducts student learning outcomes assessment each semester in order to have the benefit of longitudinal trend data. This also provides more validation for decisions faculty might make to revise rubrics, to revise test questions, or even to opt for a different means of assessment. As part of its participation in the Achieving the Dream network, the college also has been digging deeper into demographic disparities in success outcomes. The attached table (see Appendix 4) shows student success rates in the top 20 enrollment courses, most of which are central to the General Education core. While the college is in the early stages of a "reach-out" to local NAACP leadership to develop support strategies for minority students, there is also hope that improvement initiatives related to enhanced engagement proposed as part of this self-study will increase these students' connection and interest in General Education courses.

The final reflection related to teaching and learning that arose through the self-study process for this audit was the dual-edged student response to questions associated with academic mindset. We co-opted some questions from the Academic Mindset survey that the TBR had administered last year to entering students early in their first semester and received some surprising results. In response to the statement: "People have a certain amount of intelligence and they can't do much to change it," 75% disagreed. Ninety-seven percent "agreed" or "strongly agreed" that "I will be able to achieve most of the goals that I have set for myself," and 91% "agreed" or "strongly agreed" that "when facing difficult tasks, I am confident I will accomplish them." To the statement: "Failure makes me feel like I can't succeed," the responses were more muted with 45% agreeing to some degree and 54% disagreeing. Despite this evidence of high confidence for learning, the open-ended responses to questions about the courses and skills that present students with the most difficulty provided a different picture. Particularly striking was the fixed mindset associated with Math. Comments like these were common: "I am horrible at math." "Math is my weakest subject." "I have always struggled with Math." Even coupled with appreciation for instruction, the mindset was negative: "Math has always been a tough subject, however the professors have done their best to try to make it simpler." Science courses appeared next in frequency of difficulty, followed by communication. Some students admitted that the difficulty they faced was a factor of being "bored" or "not interested" in the subject.

When asked about which skills had been the most difficult to learn, speaking definitely rose to the top, even though there were multiple comments about teachers really being helpful. Although fear of public speaking is widely known, it was striking to note how many students identify themselves as "shy" or as having "social anxiety." There were multiple statements about discomfort speaking to "large crowds." Considering that Roane State's Speech classes average 15-20 students, that characterization was noteworthy. A number of students also admitted that high school had not prepared them for college writing.

This candid and revealing feedback presents faculty with a challenge to enhance student learning by creating an environment in which students can exhibit a growth mindset to help them persist and succeed in personally difficult subject areas.

STUDENT LEARNING ASSESSMENT

Roane State monitors overall student achievement in the General Education core through student performance on the ETS Proficiency Profile graduate exit exam, bearing in mind that all graduating degree students are required to take the exam, not only the AA/AS graduates. The benchmark success indicator for achievement on this assessment of student learning is a three-year average institutional score meeting or exceeding the national mean score. This benchmark has been achieved every year since the administration of this exam. Currently, the three-year national average score is 438.4; Roane State's three-year average is 441.9.

In order to clearly align assessment of student learning with program and course level student learning outcomes, a matrix of General Education assessment has been developed and fine-tuned over a ten-year period (see Appendix 5). Through faculty consensus, an overarching learning outcome statement for each General Education discipline, appropriate for the courses within that discipline and coherent with the list of TBR competencies, has been established. This outcomes statement serves as a guide for creating course embedded assessments that faculty use to evaluate student learning in General Education competencies at the program level, while concurrently serving to assess attainment of more detailed course level learning objectives. Provided for review are examples (see Appendices 6 – 9) submitted as part of the college's SACSCOC 5th Year Interim Report. These reports, documented in the Strategic Planning Online™ format, include the overarching General Education learning outcome (stated as "objective description"), the course specific outcomes (stated as "student learning outcomes"), the "assessment measures," the "actual results" of assessment (including supporting data), and a description of the faculty's "use of results" for continuous improvement. The use of results strategies are subsequently transferred to the following academic year documentation as "tasks" and the assessment cycle is continued.

As evidenced in these reports, assessment results are used in a variety of ways to improve student learning outcomes. Faculty members look at rubric and exam results to identify areas of weakness and decide which competencies to emphasize in the future; different learning strategies are incorporated, including what may have worked at other institutions; student feedback is solicited; different teaching methods are developed to address the embedded questions for which improvement is desired; and methods of presentation are changed. Some improvement strategies are developed as common departmental efforts; others are implemented by individual faculty members in order to allow for the academic freedom to experiment. Discipline-specific meetings each semester are used as a forum for discussion of the effectiveness of different improvement strategies.

PROGRAM SUPPORT

Roane State continually evaluates its facilities and equipment to ensure the best possible learning environment based upon the instructional needs of the courses and programs offered at each teaching location. The facilities schedule provided as Appendix 10 shows that each campus has classrooms equipped with multimedia equipment for enhanced instruction, computer labs and work areas, and lounge areas for students to study and/or socialize. A majority of campuses also have interactive classrooms for synchronous distance education delivery. The facilities

schedule also lists specialized laboratories and other facilities appropriate to the campuses where that instruction takes place.

Major capital projects funded through the appropriations process include a $450,000 upgrade to the IT network, $798,000 for the renovation of five science laboratories, and $13,400,000 for the construction of the Goff Health Sciences and Technology Building. The addition of this new building at the Oak Ridge Branch Campus enabled the college to make some interior renovations/expansions to the original building, including an additional Anatomy and Physiology lab. The college also self-funds smaller renovation projects to enhance instruction and service, including refreshing classrooms, the student lounge at the main campus, and various administrative and faculty offices and the creation of One-Stop Centers for admissions, registration, and financial aid. Another recent renovation/re-design project re-located the Learning Support laboratory adjacent to the Learning Center at the main campus and the Oak Ridge Branch Campus, resulting in a significant increase in student usage. Annually, the college utilizes approximately $1m in Technology Access Fees to enhance equipment for student use across programs and disciplines.

In 2015, student feedback was solicited through a facilities survey. Ninety-five percent "agreed" or "strongly agreed" that they were satisfied with the quality of classrooms and the quality of campus labs, and 97% "agreed" or "strongly agreed" that they were satisfied with the quality of the computers provided for student use. Despite generally very high positive responses, the college seriously considers student needs revealed in the survey. One area identified for improvement is the comfort of classroom seating. As a result, the college has changed its standard for new purchases and is periodically replacing one-piece tablet armchair desks with two piece desk/chair sets for a more comfortable classroom experience.

The Roane State Library continually evaluates its services to support the diverse learning needs of students, faculty, and staff at all locations with print and online resources. Collection development criteria include such issues as relevance to curricular and instructional needs, accuracy and reliability, timeliness and authoritativeness, technical excellence and accessibility of format, and cost. Inventory is conducted on a rotating basis, with the entire collection being covered at least every three years. "Weeding," the continuous process by which items are withdrawn from the collection, ensures that outdated or inaccurate information is not in circulation. Roane State librarians regularly conduct instruction sessions on site or by invitation to classrooms and evaluate both faculty and student satisfaction with the instruction.

Courses central to the AA/AS University Parallel programs are housed within the divisions of Humanities, Math/Science, and Social Sciences/Business/Education. Roane State's annual budget process gives the deans of these divisions the opportunity to present a summary of the past year's accomplishments as well as needs for the upcoming year to the Budget Committee. Division budget requests for new or expanded programming, equipment, and faculty are prioritized by the deans in consultation with faculty in the academic disciplines under their supervision.

As noted in the introduction to this report, over 80% of Roane State's student population are enrolled in General Education courses. As the curricular foundation for both transfer and career program associate degrees, the importance of this program cannot be overstated. During fall semester 2016, students enrolled in AA/AS programs represented 27% of the student

headcount. As a percentage of Roane State graduates, AA/AS University Parallel student graduates have increased from 39% of total awards in the 2013-2014 academic year to 52% of the total in 2015-2016. As critical components of the college mission, the General Education program and the university transfer degrees it supports are achieving their goals.

POTENTIAL RECOMMENDATIONS AND ASSOCIATED INITIATIVES

Several different methods were utilized in order to generate ideas for improvement initiatives as a result of this Academic Audit. Questionnaires completed collaboratively by general education faculty members early in the spring 2016 semester; survey responses by general education full-time faculty, general education adjunct faculty, and career program faculty; student survey responses; focus group meetings with career program faculty; focus group meetings with general education faculty; and General Education Committee meetings all played a role and were considered carefully in deciding upon the following improvement initiatives.

Recommendation #1: Survey responses by general education full-time faculty and adjunct faculty as well as career program faculty indicated a desire for more interdisciplinary interaction. As one adjunct faculty member noted, "I think it would be quite exciting to seek out teamwork and collaboration across the departments. For example, generate a list of projects, etc. that link mathematics to business, nursing, science, etc." This same sentiment was also discussed at length during the faculty forums with Allied Health, Nursing, Math/Science, Humanities, and Social/ Behavioral Sciences. These discussions also considered the ongoing challenge presented by students' difficulty in recognizing the relevance of courses that are not directly related to their program of study. Based upon these considerations, the following improvement initiatives were discussed and approved at the November 2016 General Education Committee meeting.

Initiative #1: Create a library of topics (broad concepts with subject suggestions under each) recommended by career preparation program faculty and librarians that would be appropriate for student assignments in General Education courses. It is hoped that this will be a way of demonstrating the relevance and significance of General Education courses by more deeply engaging students and giving them the opportunity to preview and explore topics in their General Education courses that will be addressed more fully in their future academic study and professional pursuits. In order to accomplish this initiative, meetings will need to be held with representatives of Nursing, Allied Health, Humanities, Social/Behavioral Sciences, Math/Science, and the Library in attendance. With faculty members teaching on nine different campuses, scheduling these meetings will be challenging; however, possibilities include holding them during in-service sessions or on the day of the Academic Festival when all faculty members are required to be on the Roane County campus. These meeting times could work for all three initiatives.

Initiative #2: General Education faculty, with help from personnel in the Library and Learning Center, will make video tutorials about topics of interest, applicability, and concern to students enrolled in career preparation majors/programs. Some possible topics of interest include targeted math skills, APA formatting, and common grammar snafus. Once again, this will require collaboration between General Education faculty and career program faculty. The

initial meeting could provide more topics around which the General Education faculty could work with the Library and Learning Center personnel to identify currently available tutorials, develop new tutorials, and create user-friendly venues for accessing these resources.

Initiative #3: Develop "real-world" or problem-based topics and/or themes that can be used for student assignments among multiple disciplines. This provides yet another chance to demonstrate the relevance and significance of General Education courses through teaching related topics, thus giving students multiple exposure to social, political, economic, cultural, and/or environmental interpretations of common or related topics. Faculty members from different disciplines interested in developing a series of common issues/themes around which to build project assignments will be invited to join General Education Committee meetings to launch this initiative. This initiative aligns well with high impact teaching practices promoted by TBR academic leadership and could be a good source of ideas for student Honors Projects and, potentially, group activities in the Service Learning courses and International Education courses.

Recommendation #2: Once again, survey responses from full-time and adjunct faculty in general education and career programs influenced the General Education Committee's second recommendation, which is to integrate more "real-world" or "soft" skills into the learning experience in General Education courses. As with the previous recommendation, this topic was discussed at the forums with Allied Health, Nursing, Math/Science, Humanities, and Social/ Behavioral Sciences faculty, where conversations occurred around employer feedback and workplace needs and expectations. Based upon this, the following improvement initiatives were discussed and approved at the November 2016 General Education Committee meeting.

Initiative #4: In General Education courses where it is appropriate to do so, instructors will integrate soft skills for employment, particularly focusing on accountability and professionalism. Integrating more group work in the classroom will also support the skills that students identified as most important for success in their chosen career, i.e., problem-solving, critical thinking, and working with others, and prepare them for the expectations and requirements of subsequent career programs and the workplace. Activities, where appropriate, such as resume writing, interview preparation, and the creation of portfolios/e-portfolios demonstrating students' best work from different courses will enhance students' perception of the relevance of General Education courses and create incentives for more engaged effort and persistence to success.

Initiative #5: Partner with career program faculty, graduates, and community professionals when and where appropriate to raise awareness of the relevance of general education knowledge and skills as well as "soft" skills for workplace success. In addition to inviting experts in their respective fields into our classrooms to discuss the importance of skills such as writing, reading, math, critical thinking, working with others, etc. in the "real world," we can also enlist their aid through the creation of videos and speaking engagements with the Arts and Lectures Committee.

These proposed initiatives have been operationalized in the following Matrix.

MATRIX OF IMPROVEMENT INITIATIVES

Initiative	Objective	Who	Performance Indicator	When
#1. Create a library of topics suggested by career preparation program faculty that would be appropriate for student assignments in general education courses.	To enhance student engagement in general education courses by giving students the opportunity to preview and explore topics in their general education courses that align with their interests and will be addressed more fully in their future academic study and professional pursuits.	Coordination will be provided by the General Education Committee in collaboration with faculty in all academic disciplines, the Library and Learning Center, and the Office of Institutional Effectiveness and Research. The Library and Learning Center will take the lead in creating user-friendly means of accessing the topics library.	Number of topics representing breadth and depth of subject matter Number of career program faculty submitting topics Number of general education faculty recommending the library of topics Number of students utilizing the topics for assignments in general education courses Student performance on assignments based on choice of topics from career library (Faculty feedback).	Plan for access point(s) for library of topics developed spring semester 2017. First topics available for faculty and student access, fall semester 2017. Participation and perception survey developed and administered by General Education Committee, fall semester 2017. Ongoing.

#2. Make video tutorials about topics of interest, applicability, and concern to students enrolled in career preparation majors/ programs.	To more fully prepare students in general education courses for transition to future academic study and professional pursuits. To help students in career preparation programs refresh skills/address weaknesses in topics introduced in general education courses.	Coordination will be provided by the General Education Committee in collaboration with faculty in all academic disciplines/programs, Library personnel, Learning Center personnel, and the Office of Institutional Effectiveness and Research. The Library and Learning Center will take the lead in creating user-friendly means of accessing the tutorial library.	Number of videos representing breadth and depth of subject matter Number of students accessing tutorial content Student satisfaction with tutorials	Identify volunteers from general education and career preparation program faculty, Library and Learning Center to develop video topics, spring semester 2017. Initiate discussion among volunteers on development of videos (and other potential venues), spring semester 2017/fall semester 2017. First videos available for faculty and student access, spring semester 2018. Students surveyed about tutorials through Library/Learning Center surveys, spring semester 2018.

				Ongoing.
#3. Develop "real-world" or problem-based topics and/or themes that can be used for student assignments among multiple disciplines.	To demonstrate the relevance and significance of General Education courses by exploring themes or issues with assignments that give students multiple exposure to social, political, economic, cultural, and/or environmental aspects and interpretations of common or related topics. Promote interdisciplinary interaction and collaboration among faculty and students.	Coordination will be provided by the General Education Committee in collaboration with faculty in all academic disciplines, The Honors Program, Service Learning Program, the Library, the Learning Center, and the Office of Institutional Effectiveness and Research.	At least one common topic per semester developed for multi-disciplinary course projects Number of individual and group projects assigned (based on "common topic" and/or individual faculty selected topics) Process developed to enable students in different courses/disciplines to (a) work together on projects and/or (b) access the research and work product of other students Student and faculty perception of learning through this method	Identify faculty interested in developing series of common issues/themes around which to build project assignments, fall semester 2017. Faculty meet to develop first common theme, fall 2017; invited to join General Education Committee for these discussions. First common theme for development of multi-disciplinary student projects implemented spring semester 2018. Ongoing based upon results. Perception survey developed and administered by General Education

			Student performance on "common theme" and other real world assignments	Committee, spring semester 2018.
#4. Integrate soft skills for employment (accountability, professionalism, working with others) in general education courses where it is appropriate to do so.	To more fully prepare students in general education courses for the expectations and requirements of the workplace.	Coordination will be provided by the General Education Committee in collaboration with faculty in all academic disciplines and the Office of Institutional Effectiveness and Research.	Number of faculty including accountability requirements (attendance, adherence to due dates, etc.) on syllabi Number of faculty integrating workplace-related activities into coursework (interviews, resume preparation, etc.) Number of faculty integrating group work, peer evaluation, etc. into class activities	General Education Committee requests faculty participation in initiative, beginning fall semester 2017. Participation and perception survey developed and administered by General Education Committee fall semester 2017. Ongoing based upon results.

#5. Partner with career program faculty, graduates, and community professionals when and where appropriate to raise awareness of relevance of general education knowledge and skills as well as soft skills for workplace success.	To more fully prepare students in general education courses for transition to future academic study and professional pursuits.	Coordination will be provided by the General Education Committee in collaboration with faculty in all academic disciplines, community professionals, former students, the Arts and Lectures Committee, and the Office of Institutional Effectiveness and Research.	Number of faculty utilizing outside "partners" in classroom activities, for co-curricular activities, as video resources, etc. Student and faculty perception of learning through this method	General Education Committee requests faculty participation in initiative, beginning fall semester 2017. Participation and perception survey developed and administered by General Education Committee fall semester 2017. Ongoing based upon results.

FOLLOW-UP OF PREVIOUS ACADEMIC AUDIT

The self-study for the Academic Audit of the General Education Program that was conducted in 2011-2012 generated three recommendations from which three related improvement initiatives were proposed. Due to the wide range of departments and disciplines included in the AA and AS University Parallel Programs, implementation has taken different forms and is more deeply embedded in some departments and disciplines than others. However, viewed from this broad perspective, these improvements have had a positive impact on General Education at Roane State.

INTERNAL RECOMMENDATIONS:

Initiative #1: The General Education Committee will develop default curriculum options for entering students that can be used as recommended or mandatory pathways for the first 15-30 credit hours. Curriculum options called Smart Starts were developed for entering students that were used as recommended pathways for students to follow as they began their studies at Roane State. Smart Starts were developed for undecided students as well as those with Learning Support requirements. These curriculum pathways, however, were no long applicable when the TBR system moved to a co-requisite model for Learning Support.

During the period since the previous Academic Audit, the college has developed a plan to increase student success and completion through its work as a member of the Achieving the Dream network. One of the core strategies of our implementation plan was the creation of "degree maps" for all academic programs (see Appendix 3). Developed with leadership by the Director of Curriculum, Program Planning, and Advising and the Director of Public Relations in collaboration with program directors and faculty, the program maps include required and recommended classes and when to take them; action items to take care of and when to do them (e.g. picking a transfer institution); key courses where it might be imperative to get an A or B; brief information about a "day-in-the-life" in this career field; three reasons a student will love it; three things a student should know before selecting it; and information about entry and median wages and placement rates.

A second initiative to help students get and stay on track toward degree completion is the deployment of success coaches to provide one-on-one, comprehensive advisement for first-time, degree seeking students. For a student's first 24 credit hours, their success coach guides them through the process of academic planning, career planning, and financial planning. The degree maps are a powerful tool to help success coaches guide entering students onto a path that best matches their aptitudes and interests. Through a new alert system, professors can contact the success coaches if students are falling behind in their classes. After successful completion of the first 24 credit hours, students are then assigned to faculty advisors.

Initiative #2: The General Education Committee will develop strategies to demonstrate the relevance and significance of general education courses and competencies for success in academic study, professional pursuits, engaged citizenship, and lifelong learning. When this initiative was originally suggested, faculty turned to the Library and the

Learning Center for assistance. In addition to providing tutoring that focuses on helping students grasp concepts on their own, the staff of the Learning Center are available to faculty to provide workshops on special topics of interest or concern in class, in a computer lab, or in the Learning Center. The Learning Center webpage has become the repository for all of the learning strategy resources compiled during the SAILS (Students Achieving Improved Learning Strategies) QEP project. These resources include English and Writing resources, Math and Science Resources, and general study skills resources. Sites such as Coolmath.com provide substantive content in a fun format for the math-phobic, "Understanding Writing Assignments" unpacks the directions commonly associated with research papers, "Study Stack" provides resources for students to find or create their own flashcards, quizzes, or games, and "100 Helpful Web Tools for Every Kind of Learner" addresses the notion of learning style which many students now believe impacts their learning. The Library's online resources include step-by-step instructions for creating a research plan. Reference materials include "10,000 Ideas for Term Papers, Projects, and Reports" which, with the help of a reference librarian, should enable students to find topics of personal relevance and interest. "Opposing Viewpoints" also provides online and print access to hundreds of topics of current relevance.

The Career Resources website includes access to "What Can I Do with This Major?" which does a deep dive into hundreds of jobs related to specific academic disciplines and the types of courses required or helpful for success in those positions. Many of these recommendations include the importance of General Education knowledge and skills. For example, the Criminal Justice link recommends courses in Psychology and Sociology for positions in social services, corrections, and victims' assistance in addition to learning to work well with people from diverse backgrounds and study of a second language for increased marketability. For potential jobs in law enforcement, the recommendations include developing strong interviewing, research, writing, and computer skills. Jobs in forensics require success in biology, chemistry, and/or biochemistry.

The college's new degree maps are, perhaps, the most effective and visible means for making students aware of such alignment between General Education skills and professional careers. Examples include the following: The Business Administration map alerts students that they need to expect to read and write, use lots of mathematics, and make presentations. The Computer Information Technology map lets students know that computer professionals often work in teams and that Speech and English courses can improve communication skills.

Despite these efforts, clearly the issue of relevance is an ongoing challenge that each new cohort of students presents to the General Education faculty. Consequently, this year's improvement initiatives include more direct classroom activities.

Initiative #3: The General Education Committee will provide leadership to integrate online learning lab components into the General Education curriculum as a means of providing supplemental instruction, enhance consistency across course sections, and provide options for course-embedded assessments. Almost all General Education courses use some type of online instruction, although not necessarily mandatory online learning lab

components. A few examples include the following: In Art courses, virtual museum visits have been put into individual classes. In Philosophy courses, Cengage texts which have online lab components and learning tools are used; use of the online material is not mandatory but is available for those instructors who wish to take advantage of it. The History Department selects textbooks that incorporate online content (quizzes, exercises, and readings) that is easily accessible and functional and that comes with excellent customer support. For several years, History faculty utilized Cengage for their geography assessment; however, they have now moved to common instructor developed questions in Momentum (D2L). In Probability and Statistics, MyLabsPlus is used for homework assignments, and some of the professors also give their tests through this tool. The freshman English courses use Pearson texts that have online lab components and learning tools that are available for those instructors who wish to use them. Electronic test banks, outlines, and PowerPoint presentations are important in the selection of Psychology textbooks. Astronomy, Chemistry, Geology, and Physics courses consider online components when selecting textbooks.

AUDITOR RECOMMENDATIONS:

Recommendation #1: Continue to improve faculty collaboration within and among disciplines to better include adjunct faculty. According to the adjunct faculty survey, 84% of adjuncts stated that they had a mentor (a faculty member/dean) they could go to with questions, concerns, problems, etc. When asked how they had interacted with full-time faculty, survey responses included through email, formal meetings, informal meetings, frequent conversations, in-service opportunities, phone conversations, luncheons, discussions, and workshops. Before the beginning of each semester, a day-long college-wide Adjunct Faculty Workshop takes place on the Harriman campus. This event has several different sessions specifically geared toward adjuncts and is scheduled for a Saturday so that more adjunct faculty members are able to attend.

A few discipline specific examples of efforts to better include adjunct faculty are as follows: The English Department has course manuals in the Division Office for each English course that include contact information (email addresses and office phone numbers) for full-time faculty members who teach the course, sample syllabi, teaching tips, sample assignments, and sample quizzes and plans to make these manuals available electronically during the Summer of 2017. In addition to the course manuals, there are also an Adjunct Faculty Handbook and Tips for Teaching the Research Paper handbook. Minutes of the monthly English Department meetings are sent to adjuncts, and an official adjunct mentoring program including classroom observations and creating teaching portfolios is also being developed. The Speech Department meets once per semester and includes the adjuncts in their meetings; minutes of the meetings are then sent to everyone in the department, including adjuncts. The Philosophy Department invites adjuncts to their meetings and will often clone courses for them in order to facilitate a higher degree of development in their courses. The Art Department works directly with adjuncts to make sure that any questions or concerns are addressed and that requirements for the course are met such as covering the required competencies and learning outcomes and that the course-

embedded assessments are performed. In the Math Department, course coordinators are in direct contact by email, phone, and in person with the adjuncts teaching their courses. The coordinators provide common syllabi and additional guidance related to their course such as suggested schedules, homework assignments, and common finals to the adjuncts, as well as field any questions that adjuncts may have throughout the semester. In addition, full-time faculty are also assigned adjuncts to observe in a classroom setting and then provide feedback.

Recommendation #2: Continue to improve communications to students. Since the last Academic Audit, the college has redesigned the main student portal to give students customized alerts on any admissions or financial aid requirements they may be missing. For example, students missing a financial aid form will see an alert when they log into the student portal. The alert informs the student which documents are missing and directs the student on how to fulfill the requirement. To streamline email communications, the college now sends a weekly digest of important announcements called Just a Minute. The digest is divided into categories: Stay on Track, which includes information about key deadlines; Have Fun, which includes information about events; and Explore, which includes information about opportunities such as clubs and study abroad. The college is active on social media and responds to student questions and comments across its social media platforms. In addition, the Admissions Office sends texts and voice reminders to students about key deadlines. Success coaches serve as a one-on-one point of contact for all first-time, degree seeking students for their first year at Roane State. Furthermore, the college now has an alert system. With one click, faculty can now send an alert about a student at risk. For example, if a student begins missing classes, a faculty member can quickly issue an alert for the student. The alerts are then handled by either the Success Coaches or the Dean of Students, giving the college a strong infrastructure to not only report alerts but to resolve them.

General Education Philosophy

As productive members of a democracy, our students must accept the responsibility of making important decisions. The General Education curriculum is designed to enable students to develop the skills needed to identify problems, research and evaluate alternative solutions, and implement decisions. An ability to solve problems by using quantitative and qualitative reasoning and contemporary technologies is critical for success in the professional world and for evaluating matters of local, national, and global importance. Likewise, an ability to communicate well in a competitive and technological world is crucial to the success of our students. For communities to improve their social, economic, and physical environments, citizens must be able to express their ideas in writing and speech, listen and evaluate multiple viewpoints, and civilly debate possible courses of action. The General Education curriculum at Roane State is built upon objectives that prepare students to attain these skills.

RSCC General Education Mission

Roane State Community College's teaching and learning mission is grounded in a commitment to provide students with learning experiences, built on general education competencies that will prepare them to become life-long learners. As a member of the Tennessee Board of Regents (TBR) System, Roane State supports the philosophy that students should develop broad knowledge and skills in the areas of communication, humanities/fine arts, social/behavioral sciences, history, natural sciences, and mathematics. Roane State's general education core curriculum integrates these competencies into the courses for which they are appropriate.

Roane State Community College

Division of ….
Course Rubric
Course Name
Current Term
SYLLABUS

INSTRUCTOR INFORMATION

Name:
Office:
Office Hours:
Phone:
Email:
Other:

COURSE INFORMATION

COURSE OFFERINGS:

Course Type:
Day and Time:
Credit Hours:

COURSE OBJECTIVES:

LEARNING OUTCOMES:

PREREQUISITES FOR THE COURSE:

CO-REQUISITES FOR THE COURSE:

COURSE TOPICS:

SPECIFIC COURSE REQUIREMENTS:

OTHER:

TEXTBOOKS AND SUPPLEMENTARY MATERIALS

TEXTBOOK:

SUPPLEMENTARY MATERIALS:

OTHER:

GRADING AND EVALUATION

GRADING PROCEDURE:

GRADING SCALE:

ASSIGNMENTS AND EVALUATIONS:

OTHER:

PLAGIARISM AND ACADEMIC INTEGRITY

Academic Misconduct includes, but is not limited to, Plagiarism, Cheating, Fabrication, and Facilitation. Academic misconduct is prohibited. Upon identification of misconduct, an instructor has the authority to assign an "F" or a zero for the exercise, the examination, or the entire course. Students found guilty of academic misconduct that would typically result in the grade of "F" for the course will not be permitted to drop the class in which the academic misconduct occurred. The instructor will contact the appropriate Division Dean who will then contact Records and request that an administrative hold be placed on the course in question. The instructor will notify the student of the appropriate due process/appeal procedure. The administrative hold will remain in place until the academic misconduct matter is concluded.

STUDENTS WITH DISABILITIES

Qualified students with disabilities will be provided with reasonable and necessary academic accommodations if determined eligible by the appropriate disability services office staff. Prior to granting disability accommodations in the course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services office staff. It is the student's responsibility to initiate contact with the disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

PREVENTING SEXUAL DISCRIMINATION AND HARASSMENT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. Title IX covers discrimination in programs, admissions, activities, faculty-to-student sexual harassment, and student-to-student sexual harassment. RSCC's policy against sexual harassment extends not only to employees of the college, but to students as well. If unlawful sexual harassment or gender-based discrimination is encountered, please bring this to the attention of the class professor, or contact Mr. Odell Fearn, Title IX Coordinator, at (865) 354-3000 ext. 4212 or ext. 4679 or email at fearnao@roanestate.edu.

TECHNICAL SUPPORT AND ADDITIONAL STUDENT RESOURCES

CTAT

If you are having problems logging into your course on Momentum, timing out of your course, using your course web site tools please call CTAT at (865) 882-4556, M-F, 9-5 EST.

HELP DESK

For all other technical problems call Help Desk at (865) 354-3000 Ext 4357. On campus dial 4357 from any phone to be connected directly to the Help Desk.

OTHER:

SYLLABUS CHANGES

The instructor reserves the right to make changes to the syllabus as long as the students are notified.

OPTIONAL ITEMS (TO BE ADDED BY INDIVIDUAL FACULTY MEMBERS)

HONORS PROGRAM

This course may be taken for Honors credit. If you are interested in the Honors Program, or in receiving Honors Credit for this class, please talk to the instructor. See the following Honors Program webpage for more information: Roane State Community College Honors Program (Website) (http://www.roanestate.edu/?5873-Honors-Program)**.**

LIBRARY SERVICES

Roane State Libraries are here to help all Roane State students in every discipline. Your librarians can help you find the books, articles, videos, databases, and websites you need for academic success. They can also help you learn how to be a better researcher.

Roane State has libraries at the Harriman, Oak Ridge, and Scott campuses. Books and graphing calculators from these three libraries can be sent to any other Roane State teaching location upon request. Laptops and iPads may be checked out from Harriman and Oak Ridge.

The library also offers eBooks, eJournals, online videos, and other online resources to support students wherever they need to learn.

Visit the Library website: Roane State Library (Website)
(http://library.roanestate.edu/home)

Explore your library with research guides: Research Guides (Website)
(http://library.roanestate.edu/researchguides)

Discover new books at your libraries: Library New Book List (Website)
(http://library.roanestate.edu/newbooks)

LEARNING CENTER

Roane State's Learning Centers are a resource for extra help understanding assignments and course content. The Learning Centers offer tutoring in many subjects. For more information, visit

the learning center website: Learning Center (Website) (http://www.roanestate.edu/?6143-Learning-Center)

EMERGENCY SITUATION RESPONSE

To assist in preserving your personal safety, the Roane State Police Department recommends that you view the Run Hide Fight video (http://www.roanestate.edu/?10249-Options-to-Survive-an-Active-Shooter-on-Campus-Run-Hide-Fight) that is taught to the members of RSCC Faculty and Staff. If after viewing this video you have any questions please contact any member of the Police Department (http://www.roanestate.edu/?6826-Police-Department).

Business: Business Administration

Associate of Applied Science

Job placement rate: 99%**

A day in the life

This program is focused on entrepreneurs. What is life like when you start your own business? It's challenging. You are in charge, which means you unlock the doors, file the taxes, keep your website updated, all of it. That said, being your own boss is a great experience.

Three reasons to consider this program.

1. This is the best Roane State business program for entrepreneurs. The program is flexible and broad.
2. The program includes co-op opportunities to help you get on-the-job experience.
3. This is a great program for students who have a range of interests.

Before you sign up, make sure you understand...

1. This is a two-year A.A.S. career program. If you want to transfer to a university, enroll in an A.A. or A.S. program.
2. Think about what business you want to start and directly apply what you learn to your business plan.
3. Expect to read and write — a lot. Expect plenty of math, and expect to give presentations.

1st Fall

ENGL 1010 Composition I
BUSN 1305 Introduction to Business
BUSN 1360 Software Applications
BUSN 1300 Personal Finance
MATH 1530 Probability and Statistics

Nov **Register**

Oct **See advisor**

FAFSA

1st Spring

SPCH 1010 Fundamentals of Speech
BUSN 2390 Business Presentations
BUSN 1350 Sales and Service
BUSN 2350 Organizational Behavior
PHIL 121 Elementary Ethics

Apr **Register**

Mar **See advisor**

2nd Fall

ACCT 1010 Accounting I
ECON 2010 Macroeconomics
BUSN 2380 Principles of Marketing
BUSN 2392 Business Innovations
BUSN 1380 Supervisory Management

Nov **Register**

Oct **See advisor**

Sept **Intent to graduate**

2nd Spring

BUSN 1330 Entrepreneurship
ACCT 1020 Accounting II
BUSN 2370 Legal Environment for Business
BUSN 2399 Management Seminar
---- Directed Elective

Feb **Exit exam**

Mar **Job search**

Key Course: program faculty have identified this course as key to your success
Recommended Elective: other courses may be acceptable
This map assumes completion of course prerequisites
**Average of 2012 - 2014 graduates

Biology

Tennessee Transfer Pathway (AS)

A day in the life

Biology is good preparation for healthcare fields such as medicine, dentistry, and veterinary science. Keep in mind that many careers in these fields require graduate school.

Three reasons to consider this program.

1. Take two years here, save on tuition costs, and then transfer to a university.
2. Our small class sizes mean you will receive plenty of one-on-one attention.
3. Four-year colleges want transfer students. Many offer scholarships for community college students.

Before you sign up, make sure you understand...

1. The intent of this program is for you to complete two years and then transfer to a four-year university.
2. Some students transfer without getting their associate degree, but officially having your Roane State associate degree has many benefits.
3. Decide which four-year school you plan to attend right away. See your advisor. Your decision will affect the electives you will take.

1st Fall

ENGL 1010 Composition I
CHEM 1110 General Chemistry I
BIOL 1110 General Biology I
SPCH 1010 Fundamentals of Speech

Oct
See advisor
FAFSA

Nov
Visit institutions
Register

1st Spring

ENGL 1020 Composition II
CHEM 1120 General Chemistry II
BIOL 1120 General Biology II
---- Social/Behavioral Science Elective
---- Humanities Elective

Mar
See advisor

Apr
Decide institution
Register

2nd Fall

MATH 1910 Calculus I
CHEM 2010 Organic Chemistry I
---- Literature Elective
---- History Elective

Sept
Intent to graduate

Oct
See advisor

Nov
Apply institution
Register

2nd Spring

MATH 1920 Calculus II
CHEM 2020 Organic Chemistry II
---- History Elective
---- Social/Behavioral Science Elective
---- Humanities Elective

Feb
Exit exam

Mar
Contact institution

Key Course: program faculty have identified this course as key to your success
Recommended Elective: other courses may be acceptable
This map assumes completion of course prerequisites
**Minimum ten graduates over three years required"

Success Rates in Top 20 Highest Enrolled Courses: Summer 2013-Spring 2015

Success* Rates: All Students (A+B+C grades/A+B+C+D+F+W grades)					Success* Rates by Ethnicity (A+B+C grades/A+B+C+D+F+W grades)					
Enrollment Rank	Success Rank	Course Number	Course Title	Success Rate	Asian	Black	Hispanic	Native American	Unknown	White
1	12	ENGL 1010	Composition I	75.9%	77.4%	51.4%	76.5%	87.5%	53.2%	76.9%
2	2	SPCH 1010	Fundamentals of Speech Communication	84.5%	90.9%	70.2%	89.8%	75.0%	80.4%	84.9%
3	18	MATH 1530	Probability & Statistics	65.6%	85.7%	60.9%	65.5%	70.0%	71.1%	65.4%
4	20	MATH 0891	Math Learning Support I	58.3%	76.9%	48.3%	66.0%	66.7%	51.6%	58.7%
5	5	ENGL 1020	Composition II	81.9%	94.4%	58.7%	83.7%	50.0%	82.1%	82.4%
6	7	PSYC 1030	General Psychology	81.7%	92.3%	85.7%	66.7%	100.0%	67.9%	81.9%
7	19	BIOL 2010	Human Anatomy & Physiology I	60.5%	75.0%	42.9%	48.7%	58.3%	71.1%	60.9%
8	1	PSYC 2130	Life Span Psychology	87.3%	82.4%	92.7%	91.4%	100.0%	93.2%	86.9%
9	9	MUS 1030	Music Appreciation	79.5%	92.3%	65.0%	70.4%	100.0%	78.1%	80.1%
10	14	MATH 1130	College Algebra	71.1%	75.0%	40.0%	70.6%	41.7%	64.3%	72.1%
11	6	SOCI 1010	Introduction to Sociology	81.8%	100.0%	69.4%	70.8%	100.0%	69.2%	82.5%
12	11	ARTH 1030	Art Appreciation	77.6%	85.7%	62.8%	75.9%	40.0%	88.9%	78.0%
13	10	HIST 2010	Survey of U.S. History I	78.2%	77.8%	56.4%	78.8%	100.0%	76.2%	78.8%
14	15	INFS 1010	Computer Applications	69.9%	100.0%	65.5%	80.0%	60.0%	57.9%	69.9%
15	13	BIOL 2020	Human Anatomy & Physiology II	71.3%	100.0%	59.0%	84.2%	66.7%	80.0%	71.0%
16	8	BIOL 1110	General Biology I	81.0%	75.0%	64.7%	80.6%	80.0%	78.3%	81.6%
17	17	ENGL 0891	Writing Learning Support I	65.7%	70.6%	56.0%	67.6%	66.7%	66.7%	66.2%
18	4	HIST 2020	Survey of U.S. History II	82.0%	100.0%	65.7%	96.0%	66.7%	77.8%	82.2%
19	16	READ 0891	Reading Learning Support I	68.4%	100.0%	59.4%	87.0%	80.0%	44.4%	68.2%
20	3	ENGL 2110	Survey of Amc. Lit. I	82.3%	100.0%	81.0%	90.0%	66.7%	57.1%	82.6%

** Course success is defined as the earning of a grade C or higher*

*** College-wide total for credit courses, excluding internships, independent studies, and individual instruction*

RSCC GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT MATRIX

Discipline	Student Learning Outcome	Benchmark	Student Work Product	Method of Assessment
Oral Communication	Students will be able to communicate ideas orally with a clear purpose, developed in a well-organized sequence, using appropriate language and structure, and supported by sufficient and credible evidence.	For each component of the scoring rubric, at least 80% of students will score at a level of "competent" or higher.	**SPCH 1010**: Persuasive Speech	Persuasive speeches in all SPCH 1010 sections are assessed using a common rubric
Written Communication	Students will be able to communicate ideas in writing with a clear purpose, developed in a well-organized sequence, using appropriate language and structure, and supported by sufficient and credible evidence.	ENGL 1010: At least 60% of students will score at a level of 3 (out of 5) or higher on all 5 components of the rubric. ENGL 1020: At least 65% of students will score at a level of 3 (out of 5) or higher on all 6 components of the rubric.	**ENGL 1010**: Argumentative/ Informative Research Paper **ENGL 1020:** Literary Analysis Essay	Argumentative/ informative research papers in all ENGL 1010 sections are assessed using a common rubric Literary analysis essays in all ENGL 1020 sections are assessed using a common rubric
Mathematics	Students will be able to use mathematics and/or basic statistical reasoning to	MATH 1130: at least 70% will accurately answer	**MATH 1130**: Embedded Questions on	Embedded questions in comprehensive

Discipline	Student Learning Outcome	Benchmark	Student Work Product	Method of Assessment
	solve theoretical and practical problems, using appropriate technologies.	embedded exam questions. MATH 1530: at least 60% will accurately answer embedded exam questions.	College Algebra Comprehensive Exam **MATH 1530**: Embedded Questions on Probability and Statistics Final Exam	exams for all sections of MATH 1130 and MATH 1530 are scored for accuracy
Natural Sciences	Students will be able to use scientific reasoning to solve theoretical and practical problems, using appropriate technologies.	BIOL 1110: 80% will demonstrate competence in each of 3 outcomes areas on genetics exercise. BIOL 2010: 65% will correctly answer embedded exam questions. GEOL 1040/1050: 70% will correctly answer embedded exam questions.	**BIOL 1110**: Biology Laboratory Exercise (Genetics) **BIOL 2010**: Embedded questions on successive chapter exams **GEOL 1040/1050:** 16 questions embedded within 3 exams	Lab exercise competency domains assessed using common rubric in all BIOL 1110 sections Embedded exam questions scored for accuracy in lecture sections of BIOL 2010 Embedded exam questions scored for accuracy in GEOL 1040 & 1050.

Discipline	Student Learning Outcome	Benchmark	Student Work Product	Method of Assessment
	Students will demonstrate competency in the areas of density, stoichiometry, and math operations required for the study of chemistry.	CHEM 1010/1110: 70% will correctly answer embedded exam questions.	**CHEM 1010/1110:** 12 questions embedded exam questions.	Embedded exam questions scored for accuracy in CHEM 1010/1110
Social/Behavioral Sciences	Students will demonstrate an understanding of mental life and behavior from physiological, cognitive, and social domains in multiple contexts and timeframes.	SOCI 1010: 70% will correctly answer embedded exam questions PSYC 1030: 70% will correctly answer 15 questions embedded in course exams.	**SOCI 1010**: 20 common embedded questions on final exam **PSYC 1030**: 15 embedded test questions	Embedded questions on final exam in SOCI 1010 scored for accuracy in representative sample of course sections PSYC 1030 embedded test questions scored for accuracy
History	Students will demonstrate an understanding of historical chronology, the relevance of geography to historical inquiry, and an ability to discuss history analytically through the written word.	70% of students will correctly answer questions pertaining to both geography and chronology. At least 65% of students will "meet expectations" on	**HIST 1010, 1020, 2010, and 2020**: 16-22 common geography and chronology questions Analytic essay	16-22 common geography and chronology questions scored for accuracy Analytic essay assessed using common rubric

Discipline	Student Learning Outcome	Benchmark	Student Work Product	Method of Assessment
		scoring criteria of essay rubric.		
Humanities/Fine Arts	**Literature**: Students will be able to critically evaluate literary, historical, social, cultural, artistic, or philosophical structures, processes, or expressions.	ENGL 2110, 2210, 2310: 70% will score 3 (out of 5) or higher on all rubric competency elements.	**ENGL 2110, 2210, and 2310**: Evaluative writing assignment (essay or essay exam question)	Writing assignments in representative sections assessed using common rubric
	Fine Arts: Students will be able to critically evaluate a creative work using the aesthetic language of the medium.	70% of students will display competency in all of the assessment areas.	**THEA 1030, ARTH 1030, MUS 1030**: Written/oral critique of art, music, or theatrical piece/performance	Critique assignments assessed in all Humanities 1030 sections using common rubric

Planning Objective Report

Planning Year: 2014-2015

Objective Report:

Objective ID: 17929 **Objective Title:** Student Learning Outcomes Assessment-BIOL 1110

Unit Manager: Daniel, Jala **Planning Unit:** 50102 - Biology

Obj. Status: Complete **Obj. Purpose:** Assessment Objective

Unit Purpose:

To provide instruction in Biology courses that fulfill requirements for baccalaureate transfer students, students enrolled in health science programs, and students seeking natural science electives in other programs.

Objective Description:

Students will be able to use scientific reasoning to solve theoretical and practical problems, using appropriate technologies.

Institutional Goals
Institutional Effectiveness
3 Quality of programs and services

Planning Priorities
*Quality: Student learning outcomes

Tasks

Due Date	Status	Priority	Task
09/1/2014	Complete	High	Construct a supplementary document that all laboratory instructors will be required to use for the scientific method lab. This presentation will specifically address all of the steps of the scientific method while emphasizing constructing a hypothesis and prediction.

Assessment Measures

Date	Description
9/1/2014	At least 80% of students will show proficiency in each of the three outcome areas as evaluated on a BIOL 1110 assignment. A Genetics Exercise Rubric will be applied to this assignment, which is the last one to be completed by students at the end of the semester.

Student Learning Outcomes

Date	Description
7/1/2014	1. Analyze, evaluate, and test a scientific hypothesis 2. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations 3. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature 4. Identify and discuss the major biochemical processes of cells 5. Describe how heritable traits are passed from one generation to the next

Actual Results

Date	Description
07/15/2015	Fall 2014: 219 students were evaluated using a common genetics exercise rubric. Success on rubric domains/items aligned with learning outcomes are listed below: Outcome 1. Analyze, evaluate, and test a scientific hypothesis Item: Hypothesis (83.1% competent)

Outcome 2. Use basic scientific language and processes, and be able to distinguish between scientific and non-scientific explanations
Item: Chi Square Table (94.5%)
Item: Hypothesis (83.1%)
Item: Prediction (80.8%)

Outcome 3. Identify unifying principles and repeatable patterns in nature, the values of natural diversity, and apply them to problems or issues of a scientific nature
3a. Identify and discuss the major biochemical processes of cells
3b. Describe how heritable traits are passed from one generation to the next
The overall assignment pertains to this outcome. Altogether, 64.8% were competent in all areas evaluated with the rubric.

Students achieved rubric scores of "good" or "excellent" for all areas except outcome 3 (which was comprised of all rubric elements).

Use of Results

Date	Description
8/01/2015	At least 80% of students showed proficiency in all six outcome areas as evaluated on the BIOL 1110 embedded assessment assignment. For Fall 2014, a supplementary document for all instructors was not used for the scientific method lab, as stated in the 2013-2014 use of results, due to time constraints. Instead, instructors were asked to re-emphasize the scientific method outline in the Cellular Respiration lab (which serves as a mid-semester review of the scientific method). For Spring 2015 and Fall 2015, instructors will be provided with a scientific method hand-out that covers all steps and emphasizes formulating a hypothesis, prediction and conclusion. Laboratory instructors will be required to use the document for uniformity in teaching the subject. Students will be provided with a worksheet that provides multiple exercises for constructing experimental design using the scientific method. Instructors will be required to post the scientific method hand-out in their Momentum courses so it is readily available for students to review.

Associated Standards

Standards
SACS - SACS Fifth-Year Interim Report - 3.3.1.1 - Institutional Effectiveness: Educational Programs

Documents (See supporting documentation below)

File Name	File Size	Date Modified
BIOL 1110 Rubric Trend through Fall 2014.xlsx	15.389 KB	3/26/2015
Biology Trend.xlsx	15.426 KB	6/30/2015

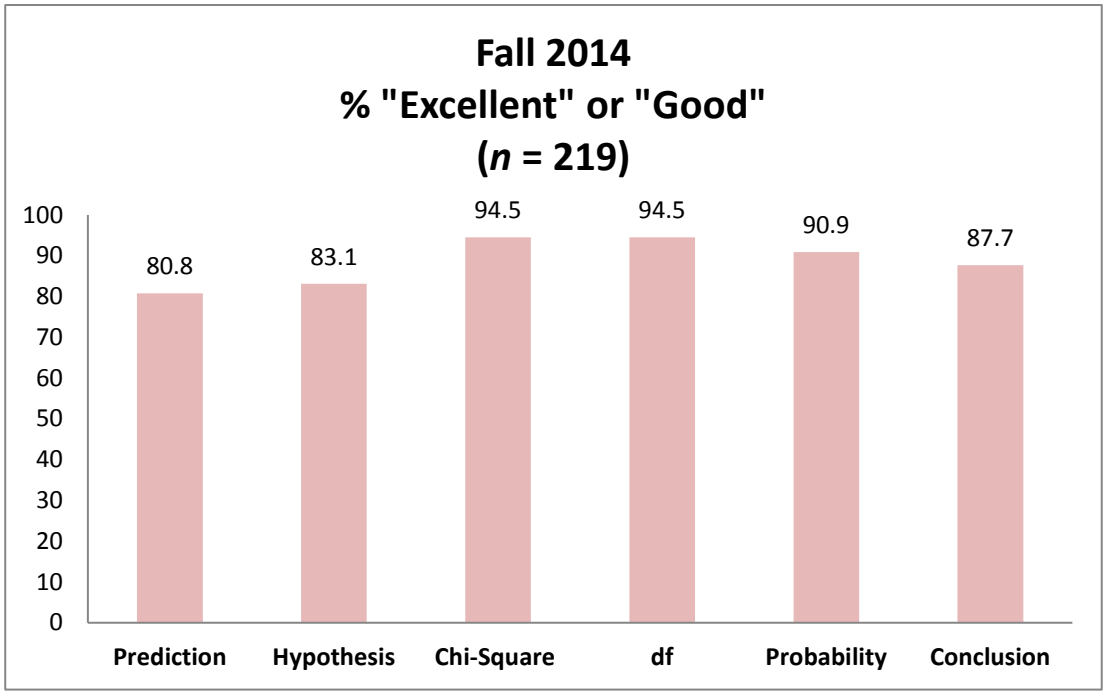
Links

Link Name	Link URL
No Links to Display	

BIOLOGY 1110 Genetics Exercise Rubric
Spring 2010-Fall 2014

Percent of Students Scoring "Excellent" or "Good"

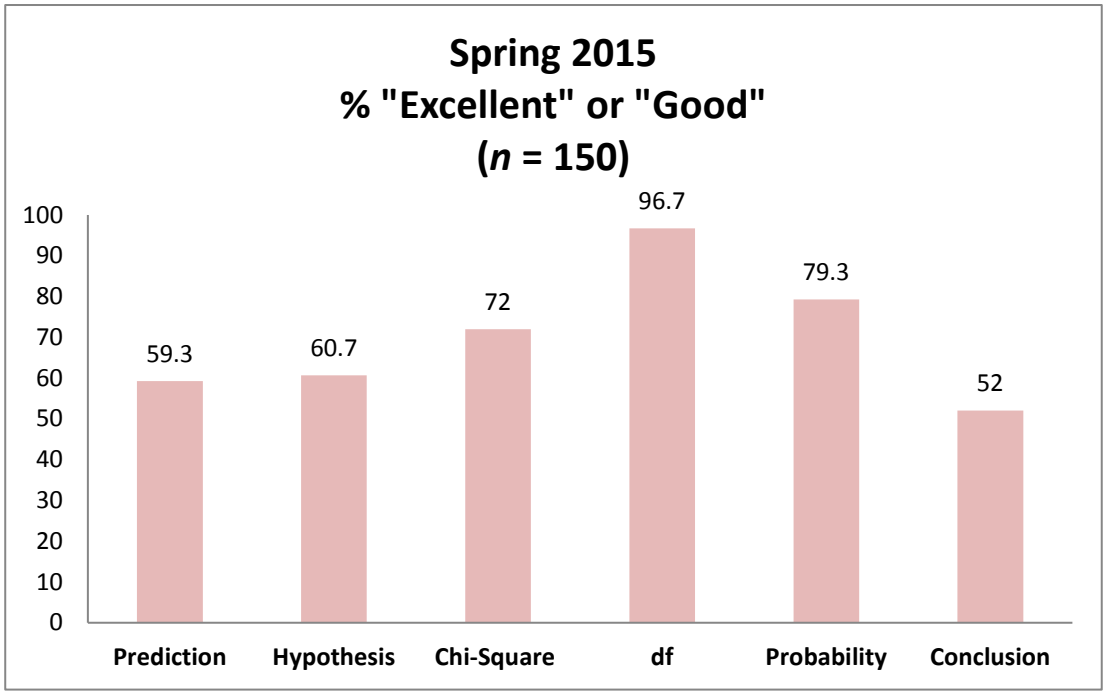
	Spr 2010	F 2010	F 2011	Spr 2012	F 2012	Spr 2013	F 2013	Spr 2014	F 2014
Prediction	85.0	80.7	47.2	72.9	86.3	49.4	72.1	76.8	80.8
Hypothesis	95.0	93.0	75.0	95.8	87.0	88.9	84.1	82.5	83.1
Chi-Square	100.0	98.2	97.2	87.5	94.7	96.3	91.7	93.4	94.5
df	100.0	94.6	100.0	95.8	96.1	100.0	95.2	94.6	94.5
Probability	100.0	98.2	97.2	90.6	88.8	96.3	93.8	94.7	90.9
Conclusion	90.0	84.2	69.4	69.8	89.5	95.1	88.3	87.5	87.7



BIOLOGY 1110 Genetics Exercise Rubric
Spring 2010-Spring 2015

Percent of Students Scoring "Excellent" or "Good"

	Spr 2010	F 2010	F 2011	Spr 2012	F 2012	Spr 2013	F 2013	Spr 2014	F 2014	S 2015
Prediction	85.0	80.7	47.2	72.9	86.3	49.4	72.1	76.8	80.8	59.3
Hypothesis	95.0	93.0	75.0	95.8	87.0	88.9	84.1	82.5	83.1	60.7
Chi-Square	100.0	98.2	97.2	87.5	94.7	96.3	91.7	93.4	94.5	72
df	100.0	94.6	100.0	95.8	96.1	100.0	95.2	94.6	94.5	96.7
Probability	100.0	98.2	97.2	90.6	88.8	96.3	93.8	94.7	90.9	79.3
Conclusion	90.0	84.2	69.4	69.8	89.5	95.1	88.3	87.5	87.7	52



Planning Objective Report

Planning Year: 2014-2015

Objective Report:

Objective ID: 18221 **Objective Title:** Student Learning Outcomes Assessment - ENGL 1010

Unit Manager: Peavyhouse, Myra **Planning Unit:** 50202 - English

Obj. Status: Complete **Obj. Purpose:** Assessment Objective

Unit Purpose:

To promote the development of critical thinking skills as well as the ability to write for specialized situations.

Objective Description:

Students will be able to communicate ideas with a clear purpose, developed in a well-organized sequence, using appropriate language and structure, and supported by sufficient and credible evidence.

Institutional Goals
Institutional Effectiveness
3 Quality of programs and services

Planning Priorities
No Data to Display

Tasks

Due Date	Status	Priority	Task
04/30/2015	Complete	High	Faculty will collaborate to create a mini-Handbook with tips for teaching the research paper. This handbook will be distributed to all full-time and part-time faculty and uploaded to the division "faculty lounge" on the online course management system.
04/30/2015	Complete	High	ENGL 1010 faculty to begin using the new Prentice Hall Reference Guide handbook and share ways they are using the new handbook to improve student learning. The guide was chosen based on the following criteria: grammar rules with user-friendly exercises, MLA format, online supplementary sources, literary analysis, writing samples for all disciplines, discussion of the thesis statement, the writing process, and style. Faculty will be surveyed to identify strengths and weaknesses in the new handbook.
04/30/2015	Complete	High	Continue to partner with the Learning Center and the Library for classroom visitations, help with research guides. Share information with students about special workshops available through the Learning Center.

Assessment Measures

Date	Description
08/01/2014	Argumentative/informative research paper in all sections of ENGL1010 evaluated with common rubric. Benchmark: At least 60% of students will score "3" or above on all five components of the rubric.

Student Learning Outcomes

Date	Description
07/01/2014	1. Students will distill a primary purpose into a single compelling statement. 2. Students will order major points in a reasonable and convincing manner based on that purpose. 3. Students will develop their ideas using appropriate rhetorical patterns. 4. Students will employ correct diction, syntax, usage, grammar, and mechanics. 5. Students will manage and coordinate basic information gathered from multiple sources.

Actual Results

Date	Description
03/21/2015	50+ page handbook created with contributions by eleven full-time, adjunct, and post-retirement faculty. Handbook contains sample assignments, instructions, suggestions, quizzes, and classroom activities for teaching the research paper, including introducing the assignment, finding sources, documenting sources, writing the first draft, writing the final copy.
05/09/2015	The majority of input from faculty regarding the new Prentice Hall Reference Guide has been positive. Example comments include: 1. The sections on plagiarism, paraphrasing, and how to write works-cited entries in MLA format are solidly written and easy to navigate. 2. It thoroughly explains the use of signal phrases and gives examples. 3. I really like the documentation section all in one place. The types of Works Cited entries are grouped together more efficiently. Overall, the book seems easier to use. It has a more logical layout and provides a bit more depth. 4. It addresses how to move from a research question to a thesis. 5. The samples on punctuation are excellent. Some negative comments related to the handbook's lack of material on pronoun agreement or formal outlines.

Use of Results

Date	Description
04/11/2015	Following a review of fall semester assessment results, the English faculty decided to continue efforts to improve use of sources and citation skills but also to identify strategies to improve grammar and mechanics. To this end, they will create a survey for all English faculty to share the most frequent grammar/mechanics problems exhibited by students to determine next steps. Additionally, in light of the new co-requisite model in which Learning Support students are co-enrolled in ENGL 1010, faculty will work with the Office of Institutional Effectiveness and Research to disaggregate assessment results by the two student populations.

Associated Standards

Standards
SACS - SACS Fifth-Year Interim Report - 3.3.1.1 - Institutional Effectiveness: Educational Programs

Documents (See supporting documentation below)

File Name AUd	File Size	Date Modified
2014 Learning Center Workshops.docx	13.129 KB	3/21/2015
Fall 2014 Results Comp I.pdf	85.296 KB	3/21/2015
Comp I Spring 2015 Results.pdf	85.846 KB	5/13/2015

Links

Link Name	Link URL
No Links to Display	

From: Hill, Mike
Sent: Tuesday, October 07, 2014 5:56 PM
To: Faculty; Adjunct
Subject: Upcoming Learning Center Workshops on the Harriman campus

I have already sent out this information to students, but please share with your classes. We will also be holding similar workshops at the Oak Ridge campus at a later date.

Please join the Learning Center staff at the Harriman campus on Thursday, October 9th as we present two academic success workshops:

How to Read an Assignment

12:30 – 1:15 Law Library/CTAT Training Room, Library 2nd Floor

This workshop focuses on making sure that you understand exactly what an assignment requires or exactly what your instructor is asking you to do. The more effective your reading skills, the more effective your essay will be!

How to Write an Effective Introductory Paragraph

5:00 – 5:45 Law Library/CTAT Training Room, Library 2nd Floor

This workshop highlights ways to grab your readers' interest and how to announce your topic and your argument clearly and concisely. Let us share some tips that will help your writing make a great first impression!

No reservations are necessary.

Michael D. Hill
Director, Learning Centers and Learning Support
Roane State Community College
276 Patton Lane
Harriman, TN 37748
865-882-4654

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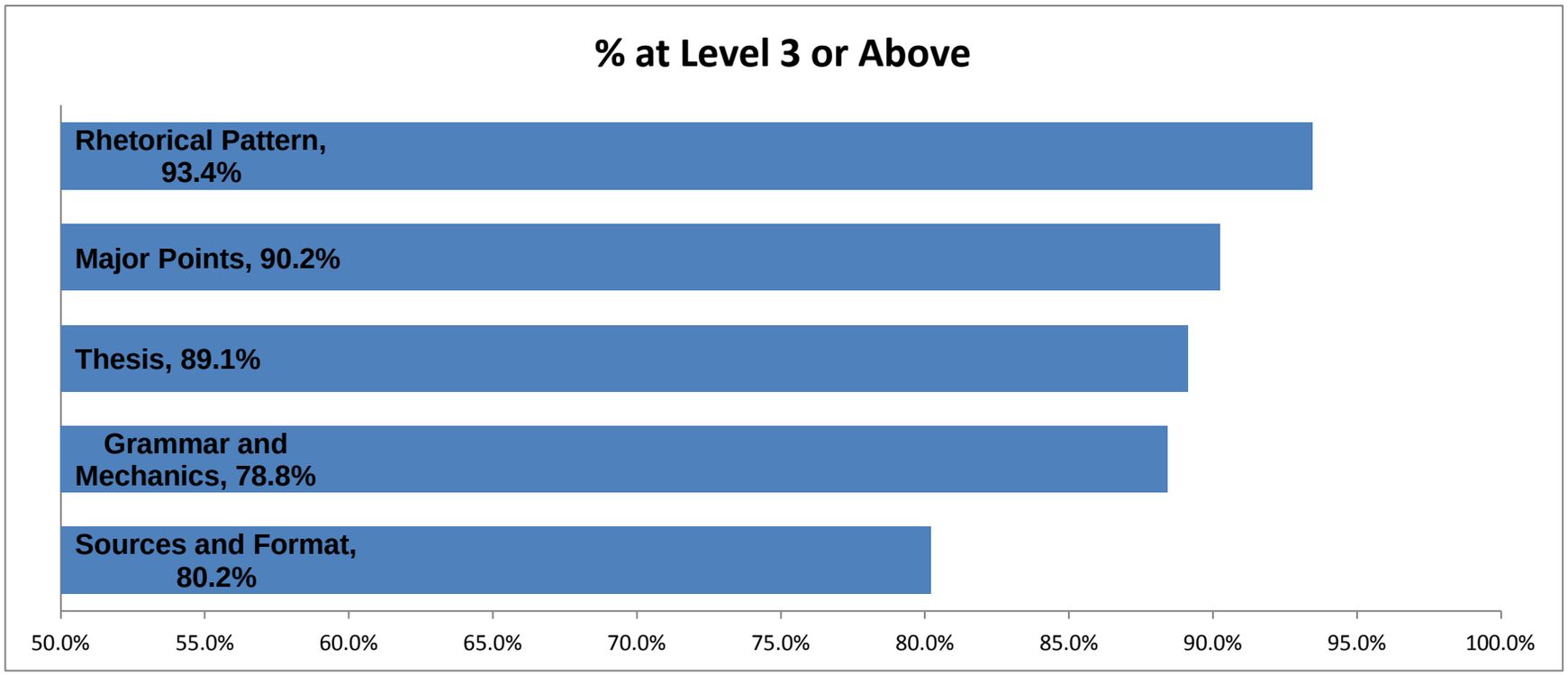
Comp I Course Embedded Rubric Results
Fall 2014
(*n* = 717)

	Meets All Criteria Level 5		Meets Most Criteria Level 4		Meets Some Criteria Level 3		Meets Few Criteria Level 2		Meets No Criteria Level 1	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Thesis	301	42.0%	222	31.0%	116	16.2%	50	7.0%	28	3.9%
Major Points	313	43.7%	177	24.7%	157	21.9%	58	8.1%	12	1.7%
Rhetorical Pattern	299	41.7%	194	27.1%	177	24.7%	41	5.7%	6	0.8%
Grammar and Mechanics	161	22.5%	258	36.0%	215	30.0%	75	10.5%	8	1.1%
Sources and Format	204	28.5%	208	29.0%	163	22.7%	89	12.4%	53	7.4%

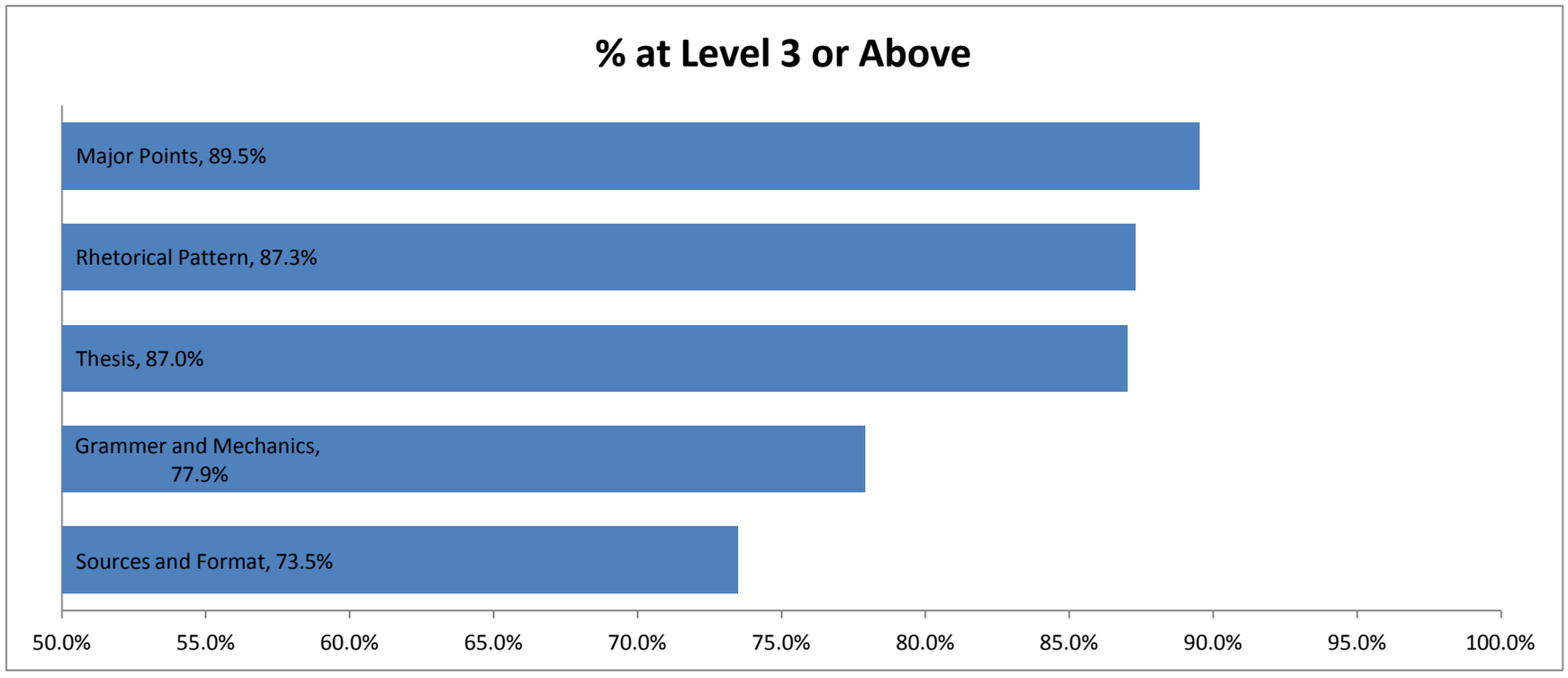
Competence in All Domains: 68.6% (492) of students were competent in all five domains.



Comp I Course Embedded Rubric Results
Spring 2015
(*n* = 362)

	Meets All Criteria Level 5		Meets Most Criteria Level 4		Meets Minimum Criteria Level 3		Meets Few Criteria Level 2		Meets No Criteria Level 1	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Thesis	135	37.3%	112	30.9%	68	18.8%	30	8.3%	17	4.7%
Major Points	138	38.1%	95	26.2%	91	25.1%	30	8.3%	8	2.2%
Rhetorical Pattern	135	37.3%	81	22.4%	100	27.6%	39	10.8%	7	1.9%
Grammar and Mechanics	56	15.5%	103	28.5%	123	34.0%	59	16.3%	21	5.8%
Sources and Format	73	20.2%	110	30.4%	83	22.9%	63	17.4%	33	9.1%

Competence in All Domains:32.3% (117) of students were competent in all five domains.



Planning Objective Report

Planning Year: 2014-2015

Objective Report:

Objective ID: 17954 **Objective Title:** Student Learning Outcomes Assessment

Unit Manager: Cobb, Casey **Planning Unit:** 50502 - History

Obj. Status: Complete **Obj. Purpose:** Assessment Objective

Unit Purpose:

To provide students with a study of the diversity of human experience across a range of historical periods and cultures.

Objective Description:

Students will demonstrate an understanding of historical chronology, the relevance of geography to historical inquiry, and an ability to discuss history analytically through the written word.

Institutional Goals
Institutional Effectiveness
3 Quality of programs and services

Planning Priorities
*Quality: Student learning outcomes
Quality: Institutional Effectiveness

Tasks

Due Date	Status	Priority	Task
07/28/2015	Complete	High	Last year's assessment results showed that students were having trouble incorporating facts into their essays. To try and remedy this the History Department is actively working with the Learning Center at Roane State Community College to develop a series of questions accessible through a course's Momentum homepage that students will have to answer to determine if they understand the essay assignment and are using facts in their essays in a way that is appropriate to a particular assignment. Because each professor has similar goals in each of their essay assignments and because each of these assignments may be slightly different, the Learning Center is taking the time to work with each of our assignments to craft a series of questions that are both general enough to apply to our individual assignments, but also help us to reinforce to students the importance of using facts in their essays appropriately. Using Momentum will allow us to determine a) if this method is effective in teaching students the importance of using facts appropriately in their essays and b) allow us to see if there is any significant correlation between a student's ability to understand the assignment and how facts ought to be used for that assignment and the essay that the student completes.
05/01/2015	Complete	High	Geography and chronology quizzes will be administered to students. The geography quizzes will test student's knowledge of major landforms, continents, and bodies of water pertaining to a particular course and the chronology quizzes will present students with a timeline appropriate to a particular course and evaluate whether or not students have learned the most significant periods of history encountered throughout a particular course.

Assessment Measures

Date	Description
07/30/2014	The first two learning outcomes (chronology and geography) are evaluated via a set of 16-22 items (common across all sections of a given course) within the Cengage Aplia product. The third learning outcome is assessed by applying a common rubric to a written product. The Aplia items as well as the writing assignment are given in sections of 6 history courses: HIST 1010, 1020, 1210, 1220, 2010, and 2020.

Student Learning Outcomes

Date	Description
07/30/2014	Students will demonstrate an understanding of: -historical chronology -the relevance of geography to historical inquiry, and -an ability to discuss history analytically through the written word.

Actual Results

Date	Description
03/13/2015	Fall 2014: A common rubric was used to evaluate written assignments of 59 students. For all criteria that were evaluated, the majority of students met, or nearly met, expectations as described in the rubric. However, a significant number (one-fourth) of written assignments consisted of paragraphs that were not introduced with an opening topic sentence. Also, many (approximately one-fifth) written assignments omitted significant facts, examples, or pieces of evidence. For more detailed results, see the attachment.
06/05/2015	Fall 2014: Across the 5 courses that administered common assessment items, -73% of students correctly answered questions pertaining to geography, -72% of students correctly answered questions pertaining to chronology, and -69.8% of students correctly answered questions pertaining to both geography and chronology Results by course are attached.
07/28/2015	Spring 2015: The writing rubric was applied to the writing assignments of 40 students. Similar to the previous semester, 25% of students wrote paragraphs that did not begin with opening sentences to introduce main topics. Many students (one-fourth of them) also tended to provide facts and arguments that were not backed up with reliable historical sources. Additionally, 20% of students presented arguments not supported by multiple and/or specific pieces of evidence.
07/28/2015	Spring 2015: Across the 5 courses that administered common assessment items, 92.6% of students correctly answered questions pertaining to geography, and 70.6% of students correctly answered questions pertaining to chronology. Results by course are attached.(Note: Momentum was used for data collection instead of Cengage Aplia. Items that are related to both chronology and geography are counted in each category, rather than a third separate category.)

Use of Results

Date	Description
07/28/2015	Students continue to have difficulty presenting arguments that are based on specific, multiple, and reliable sources. In future semesters, students will answer a series of questions accessible through the course's Momentum homepage that have been designed in collaboration with the Learning Center to help students use evidence appropriately. Also, faculty will collaborate on ways to increase students' understanding of chronology in history, particularly in HIST 1010 and 1020.

Associated Standards

Standards
SACS - SACS Fifth-Year Interim Report - 3.3.1.1 - Institutional Effectiveness: Educational Programs

Documents (See supporting documentation below)

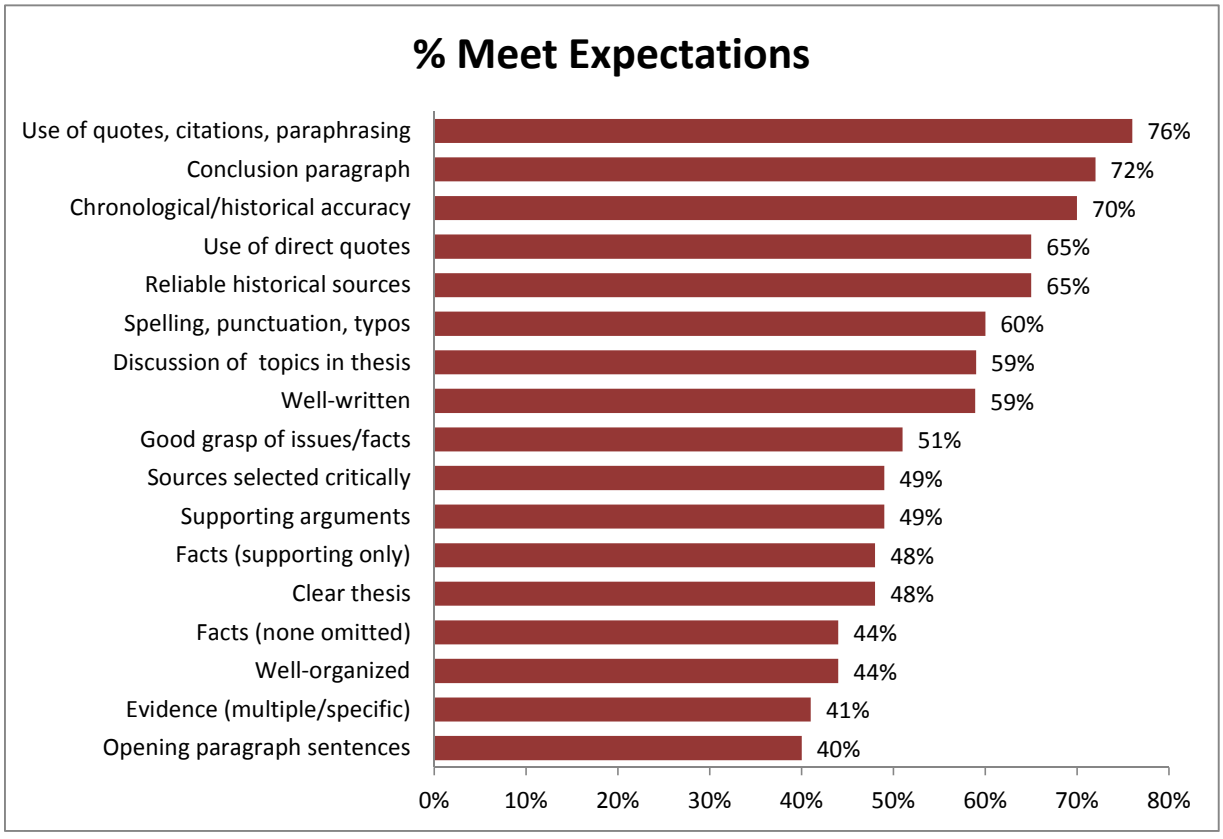
File Name	File Size	Date Modified
History Rubric 2014 Rubric Results.pdf	113.386 KB	3/13/2015
Aplia Fall 2014.pdf	55.163 KB	6/5/2015
History Essay Rubric Spring 2015 Results.pdf	92 KB	7/28/2015
History Aplia Spring 2015 results.pdf	73.376 KB	7/28/2015

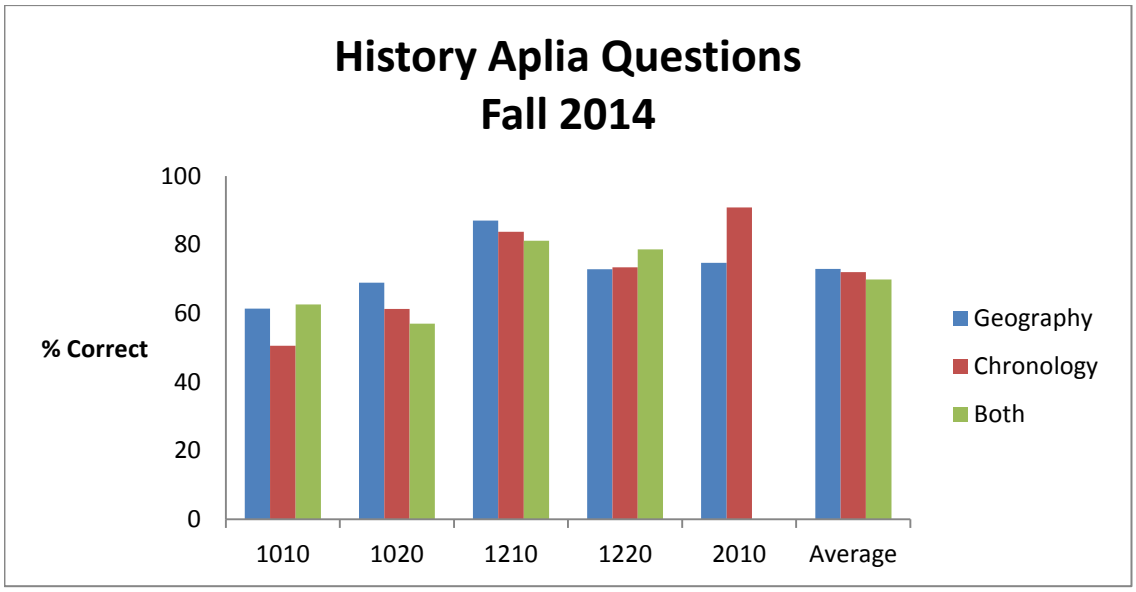
Links

Link Name	Link URL
No Links to Display	

History Writing Rubric
Fall 2014

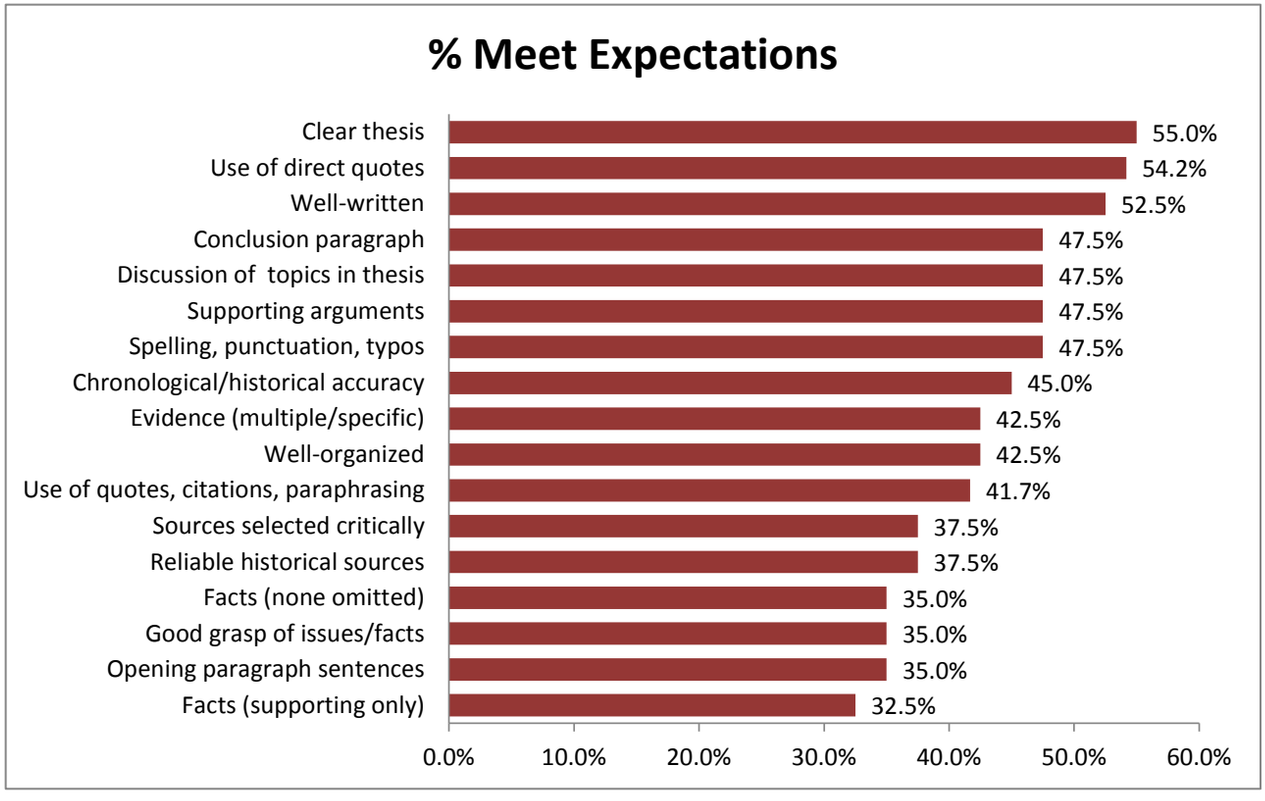
	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
General Writing			
1 Well-written	59%	32%	9%
2 Spelling, punctuation, typos	60%	33%	7%
Introduction/Thesis			
1 Clear thesis	48%	36%	16%
2 Supporting arguments	49%	39%	12%
Body of Essay			
1 Well-organized	44%	46%	10%
2 Opening paragraph sentences	40%	35%	25%
3 Good grasp of issues/facts	51%	35%	14%
4 Discussion of topics in thesis	59%	24%	17%
5 Evidence (multiple/specific)	41%	40%	19%
6 Facts (supporting only)	48%	41%	11%
7 Facts (none omitted)	44%	35%	21%
8 Chronological/historical accuracy	70%	23%	7%
9 Conclusion paragraph	72%	9%	19%
Citations and Sources			
1 Reliable historical sources	65%	26%	9%
2 Use of direct quotes	65%	24%	11%
3 Use of quotes, citations, paraphrasing	76%	15%	9%
4 Sources selected critically	49%	47%	4%

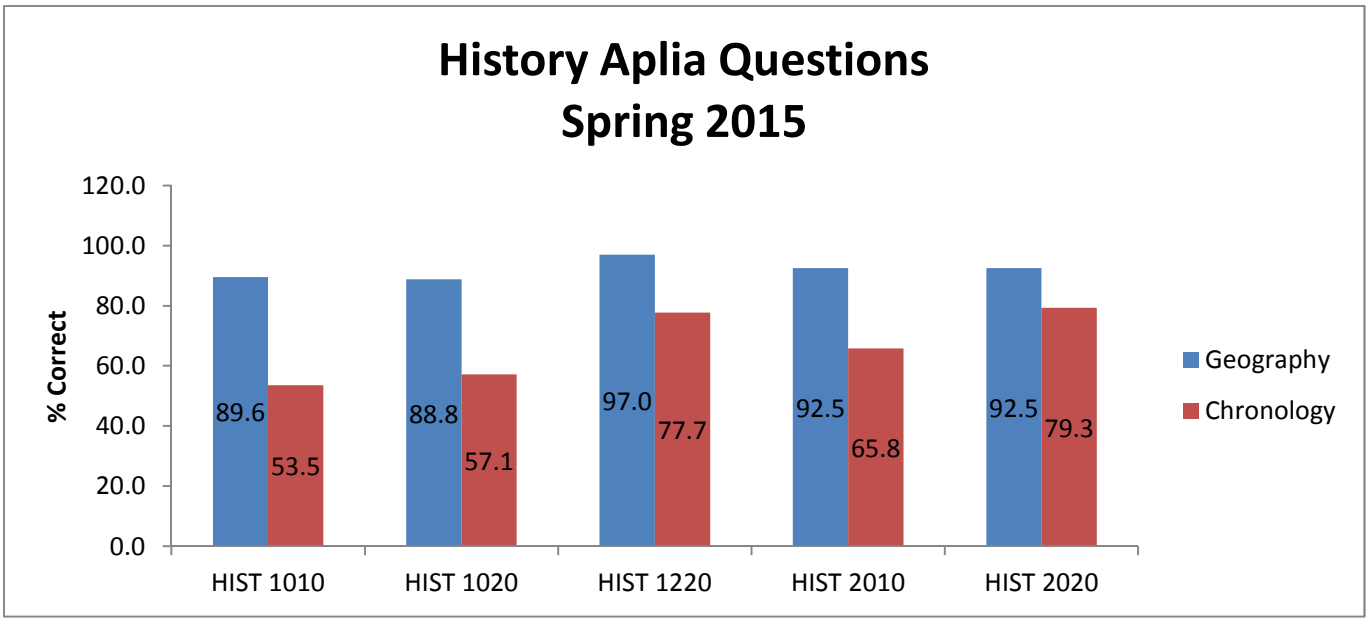



History Aplia Questions
Fall 2014
% Correct
100
80
60
40
20
0
1010
1020
1210
1220
2010
Average
Geography
Chronology
Both

History Writing Rubric
Spring 2015

	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
General Writing			
1 Well-written	52.5%	42.5%	5.0%
2 Spelling, punctuation, typos	47.5%	47.5%	5.0%
Introduction/Thesis			
1 Clear thesis	55.0%	40.0%	5.0%
2 Supporting arguments	47.5%	42.5%	10.0%
Body of Essay			
1 Well-organized	42.5%	45.0%	12.5%
2 Opening paragraph sentences	35.0%	40.0%	25.0%
3 Good grasp of issues/facts	35.0%	52.5%	12.5%
4 Discussion of topics in thesis	47.5%	37.5%	15.0%
5 Evidence (multiple/specific)	42.5%	37.5%	20.0%
6 Facts (supporting only)	32.5%	55.0%	12.5%
7 Facts (none omitted)	35.0%	50.0%	15.0%
8 Chronological/historical accuracy	45.0%	52.5%	2.5%
9 Conclusion paragraph	47.5%	40.0%	12.5%
Citations and Sources			
1 Reliable historical sources	37.5%	37.5%	25.0%
2 Use of direct quotes	54.2%	45.8%	0.0%
3 Use of quotes, citations, paraphrasing	41.7%	37.5%	20.8%
4 Sources selected critically	37.5%	58.3%	4.2%




History Aplia Questions
Spring 2015
% Correct
120.0
100.0
80.0
60.0
40.0
20.0
0.0
89.6
53.5
88.8
57.1
97.0
77.7
92.5
65.8
92.5
79.3
HIST 1010
HIST 1020
HIST 1220
HIST 2010
HIST 2020
Geography
Chronology

Planning Objective Report

Planning Year: 2014-2015

Objective Report:

Objective ID: 17722 **Objective Title:** Student Learning Outcomes Assessment (MATH 1130)

Unit Manager: King, Benjamin **Planning Unit:** 50101 - Math

Obj. Status: Complete **Obj. Purpose:** Assessment Objective

Unit Purpose:

To provide instruction in Mathematics courses that fulfill requirements for baccalaureate transfer students, students enrolled in health science, engineering, pre-professional and education programs as well as career education.

Objective Description:

Students will be able to use mathematics to solve theoretical and practical problems, using appropriate technologies.

Institutional Goals
Institutional Effectiveness
3 Quality of programs and services

Planning Priorities
*Quality: Student learning outcomes
Quality: Institutional Effectiveness

Tasks

Due Date	Status	Priority	Task
05/01/2015	Complete	High	In fall 2014 and spring 2015, a final exam will be administered to all students enrolled in Math 1130.
05/01/2015	Complete	High	While we will continue to strive toward increasing student competency in solving a system of equations, we will also make a point of encouraging students to see alternate methods for solving mixture problems, i.e., if they have difficulty with solving systems of equations they should recognize that mixture problems can often be solved with a single variable equation. Similar problems are given in the two text sections covering application problems involving one variable and system equations. These two sections are separated by seven chapters in the text. However, when we cover the applications of systems of equations in two variables, we can refer back to the fact that we have already done many similar problems using only one variable. Presenting multiple strategies for solving this type of problem may increase student performance.

Assessment Measures

Date	Description
09/29/2014	A final exam of 20 items will be used to assess the student learning outcomes listed above.

Student Learning Outcomes

Date	Description
08/14/2013	1. Solve equations (including linear, quadratic, higher order, radical, exponential and logarithmic) linear inequalities, and systems of linear equations. 2. Identify and graph functions (including polynomial, exponential, and logarithmic) and conic sections (including circles, ellipses, hyperbolas, and parabolas) 3. Solve application problems including, but not limited to, those involving mixtures, variation, compound interest, exponential growth and decay, and logarithmic scales such as decibel and Richter scales.

Actual Results

Date	Description
05/15/2015	Results are based on 314 students. At least 70% of students correctly answered all exam items except for #20 (learning outcome 2) and item #17 (learning outcome 3). For #17, student performance on Form J was quite a bit lower than on Form I (51% compared to 76%). Complete results are attached. NOTE: spring 2015 comprehensive final exam not administered due to two-week snow closure. Annual testing will resume 2015-2016.

Use of Results

Date	Description
04/23/2015	Math faculty will create a “Bottom Three” worksheet with examples/practice problems similar to the three most-missed problems the previous semester. In fall 2015, we will include problems involving all four conic sections we cover (not just the ellipse), a variety of mixture problems, and a variety of problems involving systems of equations. These worksheets will be distributed to all MATH 1130 instructors and they will be asked to make a special effort to do (or assign) these problems when reviewing for the final exam.

Associated Standards

Standards
SACS - SACS Fifth-Year Interim Report - 3.3.1.1 - Institutional Effectiveness: Educational Programs

Documents (See supporting documentation below)

File Name	File Size	Date Modified
College Algebra Fall 2014 Data.docx	20.167 KB	4/16/2015

Links

Link Name	Link URL
No Links to Display	

College Algebra Final Exam
Fall 2014
(n = 314)

Learning Outcome	Exam Question	N Correct	% Correct	% Correct (Overall)
Solve equations (including linear, quadratic, higher order, radical, exponential, and logarithmic), linear inequalities, and systems of linear equations.	2	278	88.5%	82.8%
	3	293	93.3%	
	4	276	87.9%	
	5	235	74.8%	
	6	284	90.4%	
	7	242	77.1%	
	8	243	77.4%	
	9	229	72.9%	
Identify and graph functions (including polynomial, exponential, and logarithmic) and conic sections (including circles, ellipses, hyperbolas, and parabolas).	11	260	82.8%	83.8%
	12	283	90.1%	
	13	267	85.0%	
	14	302	96.2%	
	20	204	65.0%	
Solve application problems including, but not limited to, those involving mixtures, variation, compound interest, exponential growth and decay, and logarithmic scales such as the decibel and Richter scales.	16	286	91.1%	78.6%
	17	197	62.7%	
	18	231	73.6%	
	19	273	86.9%	

Roane State Community College
Schedule of Select Facilities

Description	Roane County (Main Campus)	Oak Ridge Branch Campus	Campbell County Higher Education Center	Cumberland County Higher Education Center	Fentress County Higher Education Center	Knox County Higher Education Center	Loudon County Higher Education Center	Morgan County Higher Education Center	Clinton Higher Education and Workforce Train	Scott County Higher Education Center	Total
Classroom - Multimedia--A/V	29	35	5	11	3	6	3	2	3	1	98
Classroom - General	1	0	2				2			8	13
Classrooms - Tiered	2	4									6
Community Room		1	1	1	1		1			1	6
Computer Labs and/or Open Computer Use Areas	25	25	6	5	3	4	3	3	2	6	82
Conference Room	7	5	1	1		1	1	1		1	18
Dining Room	3	1									4
Gymnasium	1										1
Interactive Classroom	3	2	2	2	2		2	2		2	17
Lab - Anatomy & Physiology Lab	1	3		1							5
Lab - Art Studio	1	1									2
Lab - Biology	1	1		1						1	4
Lab - CAD/GIS		1									1
Lab - Chemistry	2	1									3
Lab - Contact Lens Lab	1										1
Lab - Dental Hygiene Clinic		1									1
Lab - Dental Hygiene Lab		1									1
Lab - EMT	1					1					2
Lab - Flex Lab		1									1
Lab - General	1									1	2
Lab - Geology		1	1	1							3
Lab - Hardware Lab		1									1
Lab - Hydraulic and Pneumatic Controls									1		1
Lab - Massage Lab		1									1
Lab - Mechatronics									1		1
Lab - Nursing	2	1									3
Lab - Occupational Therapy Lab		1									1
Lab - Opticianry Clinic	1										1
Lab - Opticianry Lab	1										1
Lab - Organic Chemistry		1									1
Lab -Pharmacy Tech		1									1
Lab - Phlebotomy									1		1
Lab - Physical Therapy Lab		1									1
Lab - Physics	1	1									2
Lab - PLC/Robotics									1		1
Lab - Respiratory Therapy						1					
Lab - Radiology Lab		1									1
Lab - Surgical Tech		1									1
Lab - TV Station	1										1
Learning Support/Math Lab		1									1
Library	1	1	1							1	4
Music Practice Rooms	5	3									8
Music rooms	4	1		1							6
Student Lounge	1	11	1	1	1	1	1	1		1	19
Study Rooms	4	6	1							2	13
Testing Center*	1	1									2
Theater	2										2
Tutoring Room	1	1	1	1							4
Fitness Center	1										1

*Proctored testing is also provided at satellite campus centers