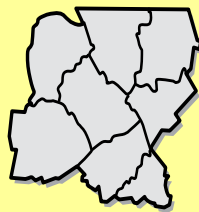


**Roane State Community College
Strategic Plan
2009-2010 Progress Report**

Tennessee Board of Regents



Roane State
COMMUNITY COLLEGE

**Roane State Community College
Strategic Plan 2005-2010**

Progress Report 2009-2010

LEADERSHIP

RSCC Strategic Leadership Goal:

1. As the higher education center of choice for its service area, Roane State Community College will demonstrate patterns of evidence attesting to its leadership in promoting and communicating the value and benefits of higher education to the economic development and quality of life for the citizens of its communities.

Rationale:

The broad scope of this goal enables the college to serve students and service area residents across multiple dimensions not only by bringing them to the college for learning and for service but also by reaching out into the community to address wider educational needs. Roane State serves a diverse eight-county area representing the highest and lowest extremes on the Educational Needs Index, THEC's study demonstrating the link between educational attainment and social welfare. Through the objectives developed to meet this goal, the college strives to raise the educational level of its neediest communities as well as enhance the progress made in its counties with a longer and richer history of educational attainment.

RSCC Objectives for Leadership Goal:

Measurable Objectives: 1.1 P-16 – Best Practices Workshops

Through Roane State Community College's leadership for the Big South Fork P-16 Council, 100% of the school systems in the eight-county service area will participate in Best Practices Workshops.	
Owners: VP of Student Learning, Chair P-16 Council	
2004-05 Base Year Objective Baseline	Contact initiated with state Outstanding Administrator and Principal from Kingston Elementary School (one of top eight in the state) for development of workshop
2005-06 projected progress	Workshop developed and implemented; 50% of service area K-12 school systems will attend.
Progress status as of 06/30/06	Due to retirement of Kingston Elementary Principal, this objective took a different direction through the leadership of the Big South Fork P-16 Council, the Big South Fork Tech-Prep Consortium, and RSCC Assistant Professor Dr. Michael Mueller. A Symposium on Powerful Teaching was conducted at Roane State on April 1, 2006. More than 200 participants shared ideas

	<p>and best practices and planned a community approach to professional development. Participants represented 66% of service area school systems.</p> <p>Additional best practice training for K-12 teachers included: (1) professional development workshop for RSCC faculty and area high school science and math teachers – presented by Dr. Marilyn Barger, director of FLATE, Florida regional center for manufacturing education and (2) Morgan County P-16 best practice workshop in science education and technology integration.</p> <p>% attainment of 2005-2006 benchmark: 100%; 50% benchmark, 66% participation</p>
2006-07 projected progress	75% of service area school systems will attend planned workshops; best practice resources will be provided to all participants. Analysis of participant feedback will be used for continuous workshop enhancement.
Progress Status as of 06/30/07	<p>Teacher Symposium was deferred until September 29, 2007 in order to re-group after RSCC's symposium faculty coordinator left the institution. The upcoming symposium will feature Dr. Marsha Gordon, Wiley Publishing, "New Technologies for Constructing Learning Environments."</p> <p>Other K-12 teacher training included:</p> <ul style="list-style-type: none"> - Training for Scott County teachers in two-way audio/video interactive instruction - Training for high school health science teacher through Teacher Educator grant to RSCC Continuing Education division. Approximately 60 teachers from across the state participated in workshops on biotechnology education, innovative teaching techniques for health sciences, and various types of therapeutic rehabilitation. - RSCC Corporate Training Center also trained 60-70 teachers and administrators from the Oak Ridge Schools on Microsoft Office applications <p>% attainment of 2006-2007 benchmark: 100% despite deferral of proposed teacher symposium</p>
2007-08 projected progress	100% of service area school systems will participate in best practices workshops
Progress Status as of 06/30/08	<ol style="list-style-type: none"> 1. Symposium on Powerful Teaching was held September 29, 2007. Over 120 area teachers attended 35 sessions on themes ranging from technology in the classroom to innovative teaching styles. Dr. Marsha Gordon of Wiley Brothers, Inc. Publishers, was the keynote speaker. She engaged the audience in an interactive presentation regarding multiple learning styles. Seven of eleven RSCC service area school systems participated (64%) plus an additional two out-of-area school systems. 2. RSCC Continuing Education division was awarded a TN Dept. of Education grant to serve as state-wide coordinator for teacher training for high school allied health teachers. Approximately 135 teachers participated in professional development workshops, hands-on labs, and presentations by physicians, pharmacists, and a 3D imaging expert. 3. The Continuing Education division also partnered with the local Farm Bureau and the Roane County 4-H to offer an all-day, hands-on agricultural experience for over 400 3rd grade students and teachers. <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Increase workshop opportunities for sharing of best practices with P-16 partners
Progress Status as of 06/30/09	<ol style="list-style-type: none"> 1. 3rd Symposium on Powerful Teaching held November 15, 2008. Over 150 area teachers, administrators and education students attended. 2. Through Perkins funding RSCC conducted four information sharing sessions in December 2008 with high school administrators and LEA supervisors. Three high schools and two LEAs were represented at the Cumberland Mountain State Park with 17 participants; 4 high schools and 3 LEAs attended the session at Rugby with 20 total participants; 5 high schools and one LEA attended the Roane County session with 20 participants and 7 high schools and 4 LEAs participated in Oak Ridge with 28

	<p>participants. (19 of 23 high schools participated 83% and 10 of 12 LEAs attended again at 83%) The sessions included presentations from TBR staff regarding the resources available through TCIDS and from the SBE health science consultant about the mandated programs of study. Dual enrollment and dual credit policies and procedures were addressed as well as specifics about AAS programs in early childhood education, criminal justice, emergency management services, health information technology and business.</p> <p>3. In January RSCC hosted the East TN Regional CTE Directors meeting with presentations addressing articulation/dual credit/dual enrollment, criminal justice program opportunities, online and distance learning programs, TCIDS, a state update and E-Tiger reporting. Twenty three participants represented 15 counties in addition to SBE, TBR and RSCC staff.</p> <p>4. The Roane County Career & Technical Education Teacher Staff Development was held at RSCC in February with 26 participants from all five high schools in the county.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Increase workshop opportunities for sharing of best practices with P-16 partners
Progress Status as of 06/30/10	<p>Big South Fork Regional P-16 Council meeting was held in February 2010. The Council will be more active in promoting connections with area workforce leaders. Two major projects were identified, to be worked on for implementation during the 2010-11 year: (1) job shadowing opportunities for public school teachers and students in companies and businesses (STEM where possible) for real-world experience; and (2) development of a best practices repository on the RSCC web page.</p> <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 1.2 P-16 - Articulation

To increase by at least one per year the number of articulations and/or transfer agreements with 4-year public and private institutions in Tennessee.	
Owners: Articulation Coordinator; Tech Prep Coordinator	
2004-05 Base Year Objective Baseline	RSCC has articulation agreements with UTK, TTU, ETSU, LMU, Tusculum, and Trevecca Nazarene and course-by-course equivalency tables with APSU, ETSU, LMU, MTSU, TTU, TN Wesleyan, U of M, UTC, UTK, and UTM.
2005-06 projected progress	Add at least one articulation or transfer agreement
Progress status as of 06/30/06	<p>Added 2+2 agreement in elementary education with TTU for Roane County campus. Programs also added with Tusculum and LMU.</p> <p>% attainment of 2005-2006 benchmark: 100%</p>
2006-07 projected progress	Add at least one articulation or transfer agreement
Progress status as of 06/30/07	<p>Added articulation agreements with ETSU in Nursing and Music; added articulation agreement with Savannah College of Art and Design; agreements in progress include: Maryville College, TN Wesleyan, Carson Newman.</p> <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Add at least one articulation or transfer agreement
Progress Status as of 06/30/08	Added articulation agreements with Strayer University and Maryville College; completed

	<p>course equivalency tables with Carson Newman and TN Wesleyan; added 4 new articulated programs with UT/Chattanooga and developed Engineering Transfer Guide with UT/Knoxville.</p> <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Add at least one articulation or transfer agreement
Progress Status as of 06/30/09	<ul style="list-style-type: none"> • New transfer equivalency table was established with Tennessee Wesleyan College. Initial negotiation for articulation agreements is in development. Anticipated completion date: May 2009. • ETSU has developed additional articulation agreements for RSCC students. Due to changes on their website, these have not yet been “released” to the general public. Also, new articulated programs will be developed for Exercise Science and Criminal Justice. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Add at least one articulation or transfer agreement
Progress Status as of 06/30/10	<ul style="list-style-type: none"> • Articulation agreements are in the process of being updated for 2010-11 for UTK, TTU, ETSU. • Provided bus tours to TTU and UTK for RSCC students • Increase in the number of exhibitors for the College Transfer Fair. • An agreement was established with Lipscomb University and major revisions were made on the LMU agreement for 2010-11. • New programs added include: Criminal Justice and Early Childhood Education for ETSU, Wildlife and Fisheries for UTK, Articulation of AA/AS and AAS degrees to Bethel University. • During fall 2009, the Academic Deans and Director of Advising/Articulation participated in review of the “Areas of Emphasis” for the transfer program and in response to higher education legislation. Additional coordination will occur during the summer as the state negotiates common curriculums for University Transfer Programs. • Roadmaps were developed for the following Transfer Program areas: Pre-Medical/Vet, Pre-Pharmacy/Chemistry/Biology, Nursing, Education, Radiology, Business, Engineering, Computer Science. • Completed revision of the University Transfer Program section of the Roane State Catalog for 2010-11. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 1.3 P-16 – Technology Academy

To demonstrate leadership for the development and implementation of new Technology Academy at Oak Ridge High School; articulate credits for all established tracks.	
Owners: Dean of Allied Health Sciences, Dean of Social Science, Business & Education, VP of ORBC and Satellite Centers	
2004-05 Base Year Objective Baseline	RSCC and ORHS have begun planning discussions for Medical Academy for health science career pathways integrated with academic curriculum; Russ Schubert has been working extensively with ORHS on their IT Academy
2005-06 projected progress	Assist with development of classroom design, lab skills, and curriculum
Progress status as of 06/30/06	RSCC Dean of Health Sciences traveled with representatives from ORHS to study best practices at

	<p>Medical Academy in a high school in Florida; assisted with development of curriculum, skills, and classroom design.</p> <p>In addition, visits were made to manufacturing and arts academies. RSCC Dean of Oak Ridge Branch Campus working with ORHS on Manufacturing and Engineering Technology Academy. 140 ORBIT Academy students, faculty, and chaperones were hosted on the Roane State Oak Ridge Branch Campus in March, 2006.</p> <p>% attainment of 2006-2006 benchmarks: 100%</p>
2006-07 projected progress	RSCC and ORHS continue interaction for all existing and developing academies.
Progress status as of 06/30/07	<p>RSCC Vice President of Oak Ridge Branch Campus continued to work with ORHS ORBIT and Engineering & Manufacturing Academies. Served on the visiting team for the High Schools That Work initiative of the SREB, and the advisory committees of both academies. Hosted over 60 ORBIT Academy students and faculty for a series of technology and business presentations and a tour of the facilities.</p> <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	RSCC and ORHS continue interaction for all existing and developing academies.
Progress Status as of 06/30/08	<p>RSCC Vice President of ORBC and Campus Centers continued to support the ORHS ORBIT Academy by serving on their advisory committee. Oak Ridge High School slowed academy expansion during construction of their new building this year. Activity expected to accelerate next year.</p> <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	RSCC and ORHS continue interaction for all existing and developing academies.
Progress Status as of 06/30/09	<p>RSCC Vice President of ORBC and Campus Centers continued to support the ORHS ORBIT Academy by serving on their advisory committee. No new activity on the part of the high school. Current VP of ORBC and Campus Centers retired at the end of 2009 academic year; new VP will initiate interaction with Gayle Ward, Assistant Principal, lead contact for high school academy activities.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	RSCC and ORHS continue interaction for all existing and developing academies.
Progress Status as of 06/30/10	<p>During 2009-2010, the focus of interaction with Oak Ridge High School has shifted to discussion for increasing dual studies offerings. During the 2009-2010 academic year, three Early Childhood Education (ECED) courses and the Medical Terminology course (from the Health Information Technology) program were offered at ORHS. (A fourth ECED course is planned for spring semester 2011)</p> <p>% attainment of 2009-2010 benchmark: 100% for substantive interaction with ORHS for articulated opportunities.</p>

Measurable Objectives: 1.4 P-16 – Resource Sharing

To improve resource sharing among service area educators through development of P-16 webpage to serve as an online reference library for P-16 Council members, RSCC, and TTC faculty and staff, and area school officials.	
Owners: VP Student Learning, Chair P-16 Council	
2004-05 Base Year Objective Baseline	Hard copy reference library initiated

2005-06 projected progress	Establish web page; notify 100% of K-12 schools and TTC's in the service area
Progress status as of 06/30/06	Web page format has been developed; however, release has been delayed due to total re-design of RSCC webpage. In the meantime, hard-copy communication with service area high schools continues. Four years of data on all schools in the service area has been established. Students are tracked to see if they are enrolled; have graduated; and what their majors are. This data is updated each year with new students added. % attainment of 2005-2006 benchmark: 50%
2006-07 projected progress	Update webpage; continue to provide student data to area high schools
Progress status as of 06/30/07	Data was provided to each high school in the RSCC service area on their students who had graduated the previous spring and attended RSCC. The previous five years of data were updated. Roane County Schools used the data to support establishment of a four-year math curriculum. Several other schools used the data for their annual planning and reporting. The P-16 webpage includes a list of local council members, meeting agendas and minutes, projects and publications, and links to the TN P-16 and the Imagination Library. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Update webpage; continue to provide student data to area high schools
Progress Status as of 06/30/08	Data on 2007 high school graduates enrolled at RSCC in 2007 fall was provided to each high school and Director of Schools in the RSCC service area again this year. The data continues to be useful to most of the school systems. RSCC's Enrollment Management Office now has seven years of this data. Webpage has been updated with current year meeting agendas, minutes and projects % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Survey schools regarding webpage effectiveness; contact service area high schools to determine if data needs have changed and RSCC's ability to provide different sorts of data
Progress Status as of 06/30/09	Data on 2008 high school graduates enrolled at RSCC in 2008 fall was provided to each service area high school and Director of Schools. The information was also posted on the Enrollment Management web page. Survey questions have been developed and will be sent to schools. Responses will be analyzed during summer with appropriate adjustments made to the data reports in fall 2009. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Update webpage based upon survey results; provide service area student data determined as feasible in previous year survey.
Progress Status as of 06/30/10	VP for Student Learning Chris Whaley took over facilitation of Big South Fork P-16 Council spring 2010. Current major initiatives include RSCC hosting of web page to catalogue best educational practices that P-16 members can access and add to. A second ongoing initiative is to identify job shadowing opportunities for area teachers and students, particularly in STEM area to promote on-site/real world learning. Dr. Whaley's plans for future initiatives include: discipline-specific round table discussions between RSCC and high school faculty to share ideas about what students need to be successful and scheduled opportunities for high school students to visit RSCC and TTC campus classes for programs they are interested in. % attainment of 2009-2010 benchmarks: 100%

Measurable Objectives: 1.5 P-16 – Communication Plan

To demonstrate evidence of leadership to promote and communicate the value of higher education to external constituencies by developing and implementing an annual action plan for communicating with legislators and community groups.	
Owners: RSCC President , VP Oak Ridge & Satellite Centers, Director of Workforce Connections	
2004-05 Base Year Objective Baseline	President and executive council members maintain memberships in and speak to civic groups, communicate through written publications, and meet with legislators formally and informally
2005-06 projected progress	Action plan developed with benchmarks for number of staff maintaining civic memberships, regularly scheduled speakers bureau, and scheduled communication with legislators
Progress status as of 06/30/06	<p>RSCC developed a community/legislative communication plan that includes:</p> <ol style="list-style-type: none"> 1. Conduct Legislative Luncheons prior to the beginning of the upcoming session to inform legislators in the service area about RSCC plans and needs. 2. Individual meetings between RSCC president and area legislators. 3. Letters of appreciation from RSCC president to area legislators for support of higher education. 4. Restructuring and marketing of RSCC Speakers' Bureau. 5. Encouragement of faculty and staff to speak to community groups; Public Relations to develop plan to track employee presentations. 6. Use of P-16 to communicate stay-in-school message at K-12 level, value/importance of postsecondary education. <p>% attainment of 2005-2006 benchmark: 100%</p>
2006-07 projected progress	Implement action plan.
Progress status as of 06/30/07	<p>The following plan initiatives were implemented in 2006-07:</p> <ol style="list-style-type: none"> 1. Conduct Legislative Luncheons prior to the beginning of the upcoming session to inform legislators in the service area about RSCC plans and needs. 2. Individual meetings between RSCC president and area legislators. 3. Letters of appreciation from RSCC president to area legislators for support of higher education. 4. Restructuring and marketing of RSCC Speakers' Bureau. 5. Encouragement of faculty and staff to speak to community groups; Public Relations to develop plan to track employee presentations. 6. Use of P-16 to communicate stay-in-school message at K-12 level, value/importance of postsecondary education. <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Implement action plan
Progress Status as of 06/30/08	<p>The following plan initiatives continued in 2007-08:</p> <ol style="list-style-type: none"> 1. Conducted legislative luncheons prior to the beginning of the upcoming session to inform legislators in the service area about RSCC and TBR plans and needs. 2. Held individual meetings between RSCC president and area legislators. 3. Sent letters of appreciation from RSCC president to area legislators and community leaders for support of higher education. 4. Marketed RSCC Speakers' Bureau. 5. Encouraged faculty and staff to speak to community groups; RSCC Public Relations developed and implemented a plan to track employee presentations. 6. Used P-16 through poster campaign, video presentation, and the P-16 web page to

	<p>communicate the stay-in-school message at K-12 level and the value/importance of postsecondary education.</p> <ol style="list-style-type: none"> 7. RSCC Education program faculty and students participated in TBR Legislative Day in Nashville, demonstrating educational technology associated with the 2+2 program with TTU in elementary education 8. RSCC Continuing Education staff attend and/or present regularly to area business, industry, and community groups (Human Resource associations, Plant Manager groups, Chamber of Commerce functions, Rotary, Kiwanis, etc.) 9. Adult Education division staff meet regularly with local Literacy Councils. <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Implement action plan
Progress Status as of 06/30/09	<ol style="list-style-type: none"> 1. RSCC staff and faculty attend and/or make presentations regularly to area business, industry, and community groups (Human Resource associations, Plant Manager groups, Chamber of Commerce functions, Rotary, Kiwanis, etc.); 185 speaking engagements traced for 2008-2009. 2. Adult Education division staff meet regularly with local Literacy Councils. 3. Implemented weekly updates on RSCC program offerings to nine WIA offices in LWIA 4 service area. 4. Corporate Training Center sends quarterly email newsletter to its contact list. 5. Leadership Roane County hosts a Local Government Day with all local officials as well as visits Nashville in order to meet with our local legislators to discuss local issues. 6. RSCC president conducted legislative luncheon prior to beginning of legislative session to inform area legislators of RSCC/TBR plans and needs. 7. RSCC president held individual meetings with area legislators and sent letters of appreciation for support of higher education. 8. Continued P-16 stay-in-school campaign through poster, video presentation and webpage. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Implement action plan
Progress Status as of 06/30/10	<ol style="list-style-type: none"> 1. RSCC staff and faculty attend and/or make presentations regularly to area business, industry, and community groups (Human Resource associations, Plant Manager groups, Chamber of Commerce functions, Rotary, Kiwanis, etc.); 96 speaking engagements tracked for 2009-2010. 2. Adult Education division staff members meet regularly with local Literacy Councils. 3. Worked closely with WIA offices to partner for mutually beneficial grant opportunities. 4. RSCC president conducted legislative luncheon prior to beginning of legislative session to inform area legislators of RSCC/TBR plans and needs. 5. RSCC president held individual meetings with area legislators and sent letters of appreciation for support of high education. 6. RSCC president attended Legislative Day on the Hill with the Roane County Chamber of Commerce. 7. Continued to host/sponsor Big South Fork P-16 meetings. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 1.6 Workforce Development – Job Placement

Increase to 80% the number of programs with job placement rate of 90% or better; maintain placement rate of 92% or higher throughout the planning period.	
Owners: Placement Coordinator, Program Directors, Deans	
2004-05 Base Year Objective Baseline	In 2003-2004, 15 of 26 career programs had job placement rates of 90% or better.
2005-06 projected progress	Increase by 10% programs with rates of 90% or higher
Progress status as of 06/30/06	19 programs attained placement rate of 90% or better; increase of 27%; overall placement rate of 96% as reported to THEC % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Increase by 10% programs with rates of 90% or higher; maintain 92% placement rate or higher
Progress status as of 06/30/07	18 programs attained placement rate of 90% or better; decrease of 5%; overall placement rate of 93% as reported to THEC % attainment of 2006-2007 benchmark: 50%
2007-08 projected progress	80% of programs have rates of 90% or higher; maintain 92% placement rate or higher
Progress Status as of 06/30/08	22 of 27 programs attained placement rate of 90% or better (increase of 22% over previous year); overall placement rate of 94% reported to THEC % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	80% of programs have rates of 90% or higher; Maintain 92% overall placement rate or higher
Progress Status as of 06/30/09	19 of 26 (73%) programs attained placement rate of 90% or better; overall placement rate of 97% as reported to THEC. % attainment of 2008-2009 benchmarks: 50% (overall rate benchmark met; % programs @80% not met.
2009-10 projected progress	80% of programs have rates of 90% or higher; Maintain 92% overall placement rate or higher
Progress Status as of 06/30/10	16 of 25 (64%) programs attained placement rate of 90% or better; overall placement rate of 97% as reported to THEC. % attainment of 2009-2010 benchmarks: 50% (overall rate benchmark met; % programs @80% not met.

Measurable Objectives: 1.7 Workforce Development- Jobs Cabinet

To expand Jobs Cabinet and/or community workforce needs survey to all counties in the service area	
Owners: RSCC President, VP of Student Learning, Director of Workforce Connections	
2004-05 Base Year Objective Baseline	Jobs Cabinet meetings initiated between Roane County educators and business representatives
2005-06 projected progress	Revisit Jobs Cabinet mission and purpose, continue meetings with Roane County cabinet, develop list of business representatives for Anderson County Jobs Cabinet and initiate first meeting; pilot workforce needs survey in Fentress, Cumberland, and Morgan counties
Progress status as of 06/30/06	The planned focus for Jobs Cabinet meetings in Anderson and Loudon counties had been through the Career Centers which RSCC operated under subcontract for WIA. Because of the college's decision not to continue to serve as operators of the Career Centers, another plan to assess workforce needs will need to be developed, especially since the original Roane County Jobs Cabinet was not an effective means of ongoing communication. In the meantime, the P-16

	<p>Council and RSCC advisory boards were used as means of interaction with the business community. In another initiative, ongoing meetings with business, community , and government agencies in Cumberland County led to the development of an agreement for a Cumberland Business Incubator which will be designed to nurture and grow entrepreneurial start-ups in the Cumberland Plateau area.</p> <p>% attainment of 2005-2006 benchmark: 0%; objective to be revised for future years.</p>
2006-07 projected progress	RSCC President, Vice President for Continuing Education, Vice President for Academic Services and Technology Center directors to develop plan for workforce needs assessment.
Progress status as of 06/30/07	<p>1. 2006-2007 activities include:</p> <ul style="list-style-type: none"> - partnership with Technology Center directors and ETHRA to assess area workforce needs related to grant application for advanced manufacturing program. - Corporate Training Center director participated in training for assessment of incumbent worker needs, training options, and potential job placement opportunities <p>2. Plan for continuing workforce needs assessment activities includes:</p> <ul style="list-style-type: none"> - Administration of comprehensive employer survey through Performance Funding program, to include structured, in-depth interviews with healthcare providers - Workforce needs assessment associated with National Science Foundation planning grant for nanotechnology technical education program - Program needs assessments for agri-business and several healthcare programs funded through Perkins grant - Potential partnership with TTC's and ETHRA to obtain Strategic Compass, a software program that integrates multiple databases, economic forecasts, etc. to help project future workforce needs - Regular participation in service area chambers of commerce, technology councils, etc. to keep abreast of local workforce needs and interests. <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Implement plan for community workforce needs assessment.
Progress Status as of 06/30/08	<p>2007-2008 activities include:</p> <ol style="list-style-type: none"> 1. Employer survey conducted through Performance Funding program, including structured, in-depth interviews with area healthcare providers. 2. Current and future workforce and skills needs assessment for field of nanoscience/technology conducted through NSF funded planning grant. 3. Partnered with local ETHRA to purchase Strategic Compass, a software program that integrates multiple databases, economic forecasts, etc. to facilitate projection of area workforce needs and analysis of current capacity and skill level. RSCC Continuing Education division will mine data from this tool to identify and implement new programming in allied health fields. 4. Ongoing participation in service area chambers of commerce, technology councils, etc. <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Implement plan for community workforce needs assessment.
Progress Status as of 06/30/09	<p>2008-2009 activities include:</p> <ol style="list-style-type: none"> 1. Small Business Development Center <ol style="list-style-type: none"> a. Director worked with ETHRA on survey regarding energy-related training. b. Existing clients are surveyed regarding training and workforce needs. c. Continued membership in East TN Economic Council and cooperative relationship with Existing Industry Manager of Oak Ridge Economic Partnership.

	<ol style="list-style-type: none"> 2. Coordinator of Grant Development <ol style="list-style-type: none"> a. Conducted employer focus group to determine need for additional/expanded GIS educational components. b. Conducted current and future workforce/skills assessment needs for nanotechnology. c. Continued to develop/enhance relationships with ETHRA Workforce Development (LWIA 3 & 4) for meeting needs for incumbent worker training and business needs. 3. Corporate Training Center <ol style="list-style-type: none"> a. Conducted email survey of 120 business and industry partners regarding training needs of their companies. 4. Continuing Healthcare Education <ol style="list-style-type: none"> a. Conducted survey of small hospitals in the service area in partnering for grant opportunities. 5. Placement Coordinator <ol style="list-style-type: none"> a. Continued membership in Innovation Valley, Inc. network; area chambers, Governor's Orange Carpet tour. b. Purchased Job Shop employment materials. c. As job leads are received, they are shared with area agencies; this year partner meetings were conducted with employers to analyze their workforce needs and establish action plans to provide them with qualified, trained workers. d. Coordinator conducts surveys after annual job fairs; conducted survey of chamber membership of Anderson, Knox, and Loudon counties. <p>All career program advisory boards provide ongoing recommendations regarding changes/enhancements to programs to maintain currency with professional workforce needs.</p> <p>Strategic Compass utilized by various RSCC departments to make informed decisions regarding program development and training offerings based upon data on service area demographics, current and future workforce needs. Data has also been provided from Strategic Compass to assist local school systems, economic developers, chambers of commerce and industrial recruiters.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Implement plan for community workforce needs assessment.
Progress Status as of 06/30/10	<p>2009-2010 activities include:</p> <ul style="list-style-type: none"> • Small Business Development Center (SBDC) director selected to coordinate all web-based resources for TN small business development centers. • Continued membership in East TN Economic Council and cooperative relationship with Oak Ridge Economic Partnership. • Ongoing feedback gathered from SBDC client base regarding training and workforce needs. • Continued to develop/enhance relationships with ETHRA Workforce Development (LWI 3& 4) for meeting new and incumbent worker training and business needs. These strong relationships resulted in partnerships leading to award of \$435,000 U.S. Department of Education FIPSE grant for adult and dislocated worker training and \$2,800,000 grant from the U.S. Department of Labor for the development of a technician training center in advanced materials.

	<ul style="list-style-type: none"> Continued to gather feedback for needs assessment from the business/industry advisory workgroup for development of a FIPSE comprehensive grant proposal with nanotechnology focus. Worked with area hospitals and health care facilities to develop grant proposal to U.S. Department of Health and Human Services to fund Certified Nursing Assistant training. RSCC Placement Coordinator served as board chair for Roane County Chamber of Commerce. All career program advisory boards provide ongoing recommendations regarding changes/enhancements to programs to maintain currency with professional workforce needs. During Global Entrepreneurship Week, Commissioner of Economic and Community Development Matt Kisber presented entrepreneurship award to RSCC to recognize the efforts of SBDC Director and Associate Professor Brad Fox (coordinating activities with the Cumberland Business Incubator). <p>% attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 1.8 Civic Responsibility – Sexual Harassment Training

To extend online sexual harassment training to faculty and staff at service area TN Technology Centers and to increase by 50% the number of RSCC students trained.	
Owners: Human Resources Director, Asst VP of Student Services, Program Directors	
2004-05 Base Year Objective Baseline	All RSCC faculty and staff are required to complete online sexual harassment training biannually; all work-study students are required to complete training
2005-06 projected progress	Pilot training at one Technology Center; increase by 10% the number of students trained
Progress status as of 06/30/06	Beginning with Harriman and Crossville Technology Centers, the system was implemented for employees and student workers. This successful pilot led to full-scale adoption by the Technology Centers at the system level. As of June 28, 2006, the TTC's will conduct their sexual harassment training via the TBR Human Resources webpage. RSCC Human Resources Director conducted training for Occupational Therapy Assistant students (15). % attainment of 2005-2006 benchmark: 100%. TTC goal achieved for remainder of cycle; student increase goal achieved for 2005-2006. Baseline: 90 students; 2005-2006 increase of 17%
2006-07 projected progress	Increase by 10% the number of students trained. Projected student targets include Paralegal student interns and Nursing students taking final capstone course.
Progress status as of 06/30/07	20 Paralegal Studies students enrolled in the internship class participated in the training. This represents a 14% increase over 2005-2006. 2007-2008 plans include training of Allied Health students prior to their first clinical assignment. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Increase by 10% the number of students trained.
Progress Status as of 06/30/08	100% of students enrolled in the Paralegal Studies internship class in summer 2008 completed sexual harassment training. 95 Nursing students enrolled in NSG 215 Transitions to Practice course completed the training.

	% attainment of 2007-2008 benchmark: 100% (achieved total 2005-2010 objective to increase number of students trained by 50%)
2008-09 projected progress	As noted in 06/30/08 progress status, goal was met through 2010.
2009-10 projected progress	As noted in 06/30/08 progress status, goal was met through 2010. (100% of students enrolled in Paralegal Studies internship class in summer 2009 and summer 2010 completed online preventing sexual harassment training. 100% of nursing students (N=99) enrolled in Transitions to Nursing Practice in spring 2010 completed online prevention of sexual harassment training.) For the new planning period, RSCC faculty and staff will go through training every 2 years beginning fall 2010.

Measurable Objectives: 1.9 Civic Responsibility – World Affairs

Increase community access to educational symposiums on world affairs and social issues by conducting at least three such symposiums per year	
Owners: Arts & Lectures Committee, Dean of Social Sciences, Business, and Education	
2004-05 Base Year Objective Baseline	RSCC Social Science division has sponsored world affairs symposiums in conjunction with Multicultural Day
2005-06 projected progress	Social Science division to conduct two symposiums; Arts and Lectures to sponsor at least one world affairs or social issues forum; provide publicity to external community
Progress status as of 06/30/06	During 2005-2006, the following forums and symposiums were held: Afghanistan: Education, History and Culture Exploring the Impact of Gas Prices Constitution Day Debate Health and Wellness in the 21st Century Arts and Lectures events included: Cures for the Future? Stem Cell Research Intelligent Design as Science Geologic Basis for the Disaster on the Gulf Coast Also: RSCC and the Roane County Anti-Drug Coalition sponsored a forum on drug awareness and prevention. All events were publicized and open to Roane State internal and external communities. % attainment of 2005-2006 objective: 100%
2006-07 projected progress	Social Science division to conduct two symposiums; Arts and Lectures to sponsor at least one world affairs or social issues forum; provide publicity to external community
Progress status as of 06/30/07	During 2006-2007, the following forums and symposiums were held: China: Exploring its History and People Nation of Nations: The Immigration Crisis in TN Constitution Day presentation on 1st Amendment Issues by U.S. District Judge Tom Phillips Other presentations and forums included: Sexuality Through the Ages Addiction and the Human Brain % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Social Science division to conduct two symposiums; Arts and Lectures to sponsor at least one world affairs or social issues forum; provide publicity to external community

<p>Progress Status as of 06/30/08</p>	<p>During 2007-08 the following forums/symposiums were held:</p> <ol style="list-style-type: none"> 1. Constitution Day presentation featuring Dr. John Vile, Chair of Political Science Department at MTSU portraying Founding Father James Madison 2. Psychology Department hosted presentation by Dr. Stephen Boyd, Chair of Religion Department, Wake Forest University 3. Forum conducted on history and origins of white supremacy in America 4. International Education Conference held October 5-6, 2007 5. Presentation on climate change by Dr. Gary Jacobs, Director of Environment Sciences Division, ORNL 6. First International Speakers Forum held featuring vignettes by speakers from Ukraine, China, India, and Iraq 7. Project Go Green – recycling initiative implemented on Oak Ridge Branch Campus <p>% attainment of 2007-2008 benchmark: 100%</p>
<p>2008-09 projected progress</p>	<p>Social Science division to conduct two symposiums; Arts and Lectures to sponsor at least one world affairs or social issues forum; provide publicity to external community</p>
<p>Progress Status as of 06/30/09</p>	<p>During 2008-2009 the following activities were conducted:</p> <ol style="list-style-type: none"> 1. Constitution Day program featuring re-enactors from Fort Southwest Point. 2. Forum titled <i>Economic Crisis: What's Next?</i>, featuring RSCC Prof. Bill Schramm and WSCC Prof. Darrell McGhee, held October 15, 2008. 3. Forum titled <i>Warriors Among Us</i>, featuring veterans who served in WWII, Vietnam, Afghanistan & Iraq, held April 29, 2009. 4. "Forgiveness," A presentation by Dr. Olga Bonfiglio, Director of Education, Kalamazoo College, MI, September 26, 2008. 5. Screening of "Iron-Jawed Angels," October 29-30, 2008 – movie recounts the struggle of suffragists for the passage of the 19th amendment. 6. Earth Day Celebration, April 22, 2009 – students planted donated chestnut trees along campus walking trail in Cumberland County. <p>% attainment of 2008-2009 benchmark: 100%</p>
<p>2009-10 projected progress</p>	<p>Social Science division to conduct two symposiums; Arts and Lectures to sponsor at least one world affairs or social issues forum; provide publicity to external community</p>
<p>Progress Status as of 06/30/10</p>	<p>During 2009-2010 the following activities were conducted:</p> <ol style="list-style-type: none"> 1. Constitution Day Observance, September 17, 2009 featuring debate on Constitutional issues between two of Tennessee's prominent bloggers. 2. Students worked with Assistant Professor of Art Bryan Wilkerson on a project to install Appalachian Quilt Train squares in various Roane County public displays. 3. Fall Social Science Forum, December 10, 2009: "At War and on the Homefront: The Impact of War on Women" – speakers were an army wife and veteran and a member of the Air National Guard deployed to Afghanistan in Mortuary Services. 4. February 16, 2010, Associate Professor Pat Wurth presented lecture on the lifestyle, culture, and social issues encountered in multiple journeys to Haiti. 5. Open lecture by human rights activist and educator Naomi Tutu, March 23, 2010 titled "Striving for Justice: Searching for Common Ground." 6. Open lecture by Mr. Arun Gandhi, the grandson of Mohandas Mahatma Gandhi, November 10, 2009. 7. Guest lecture by Dr. Guy Fortney, April 28, 2010: This lecture, in Assistant Professor

	<p>Casey Cobb's World War II class, was open to the public. Dr. Fortney spoke about his participation in the liberation of a Nazi concentration camp.</p> <p>% attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 1.10 Civic Responsibility – Service Learning

Increase by at least 30% the number of programs engaging students in curricular or co-curricular service learning activities	
Owners: VP of Student Learning; Academic Deans	
2004-05 Base Year Objective Baseline	Service learning and community service activities occur in seven health science programs, the SIFE business student organization, and through Phi Theta Kappa
2005-06 projected progress	Increase number of programs by at least 10%
Progress status as of 06/30/06	<p>2005-2006 service learning added to the following programs in math and business:</p> <p>Math: Quilt service project involving MATH 1420 class. Students learn geometry concepts by making quilts for local children's agency.</p> <p>Business: 3 credit hour class, Service Learning in the Community, added spring 2006</p> <p>Individual student service learning projects carried out through the Honors Program included:</p> <p>English: (therapeutic benefits of poetry/music on Alzheimer's patients)</p> <p>Computer Concepts: (set-up computer and provide basic lessons for nursing home residents)</p> <p>Psychology: (research problems associated with ADD and homework; develop resource guide for parents, teachers)</p> <p>% attainment of 2005-2006 benchmark: 100%; addition of two programs represents 22% increase over baseline.</p>
2006-07 projected progress	Increase number of programs by at least 10%
Progress status as of 06/30/07	<p>Service learning components were added to classes in the following programs:</p> <p>Environmental Health Technology and Education – Eco-Event service learning daffodil planting project with presentation by aquatic ecologist Art Stewart</p> <p>Education – Students assisted with set-up and distribution of Teachers Supply Closet</p> <p>EMT/Paramedic – Program Director took group of students to do Katrina reconstruction/assistance work in New Orleans</p> <p>Geography – Associate Professor Pat Wurth took a group of students to Haiti to help with a water treatment service project.</p> <p>% attainment of 2006-2007 benchmark: 100%; addition of four programs represents 36% increase over previous year.</p>
2007-08 projected progress	Increase number of programs by at least 10%
Progress Status as of 06/30/08	<p>A standing Service Learning Committee was formed with representation from all academic divisions, chaired by the Dean of Allied Health. Several new service learning programs were added, bringing the current total to 20.</p> <p>New service learning projects include:</p> <ol style="list-style-type: none"> 1. Reading project with Psychology students/the baseball team and area elementary school children 2. GIS students did mapping work for Cumberland Scenic Trails. 3. U.S. History students did oral history project with WWII/Korean and Vietnam veterans. 4. Fundamentals of Acting students presented one-act plays for area elementary school

	<p>children. % attainment of 2007-2008 benchmark: 100%; additional programs represents 45% increase</p>
2008-09 projected progress	Maintain or increase number of programs
Progress Status as of 06/30/09	<p>Service Learning Projects for 2008-2009 included the following:</p> <ol style="list-style-type: none"> 1. RSCC Playmakers/Acting students performed in area schools. Matinees of Suessical the Musical were held for elementary school students; Celebration performed for nursing home residents at The Bridge; AQT (quilt) Project (faculty, students and community developed/painted). 2. 100 second year Nursing students participated in health screening and health promotion activities in Anderson County schools. 3. Three women's basketball student/athletes participated in the Imagination Library by reading to children at the Henry Center and local day cares. Four of our women's basketball student/athletes officiated the "Battle of the Bengals" at Crab Orchard Elementary School. Also, our entire women's basketball team attended the red ribbon week activities at Walnut Hill Elementary. 4. Men's basketball players read to preschool students at Henry Center. 5. Students in SSC 211 prepared and conducted 2 sessions of first aid training for school teachers in Haiti and worked at orphanages while in Haiti. Also, collected and donated first aid supplies to two schools in Haiti. 6. GIS students mapped features and trails at Frozen Head State Park, and continued mapping work on the Cumberland Trail Scenic Trail project; mapped features and created maps for the Boy Scout Camp; updated fire hydrant map for Friendsville Water District and created Flash Maps of hydrant locations for the Friendsville volunteer fire department; conducted a study of the effectiveness of deer habitat improvement for TWRA; mapped trails of House Mountain and Seven Islands Nature Preserves; created interactive map of visited locations and pictures from the 2009 international education trip to Normandy. 7. Students in HIST 2010 and HIST 2020 conduct oral history interviews with family and friends of the students in the classes to create Powerpoint presentations as a way to preserve the knowledge of the interviewees and, oftentimes, photographic images from their lives. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Maintain or increase number of programs
Progress Status as of 06/30/10	<p>Service Learning Projects for 2009-2010 included the following:</p> <ol style="list-style-type: none"> 1. 90 2nd year Nursing students participated in health screening and health promotion activities in Anderson County schools. 2. Nursing students administered influenza vaccines at various sites in our service area, assisted with the health fair at the Oak Ridge Branch Campus, and provided emergency assistance at the finish line of the Knoxville Covenant Health marathon. 3. Art students painted a mural at Midway Elementary School during 2010 spring break. 4. The RSCC Pied Pipers performed at area elementary schools in December 2009. 5. SPAN 1010 students at the Oak Ridge Branch Campus created bilingual books for pre-K – kindergarten students and distributed them to Mooreland Heights Elementary School in Knoxville. 6. INTL 1010 Global Studies students raised funds to place 248 state flags on the graves of Tennesseans buried at the Normandy American Cemetery.

	<p>7. EDU students worked with special needs children in cooperation with the Roane County School System and participate in Imagination Library activities.</p> <p>8. GIS 230 Project Management students created GIS digital files with locations, descriptions, and photos of amenities near the trailheads for a portion of the Cumberland Trail for the Friends of the Cumberland Trail website.</p> <p>9. This year, SSC 221 Haiti Experience students perform service work at Our Lady of Hope Children's Home in Spur Tree, Jamaica. They collected supplies and soap to donate to the home. While there, they cared for 32 children for 2 days and give basic first aid training to 275 students and study skills training to 30 high school students in Bull Savannah, Jamaica.</p> <p>10. BUS 216 Service Learning and World Cultures students went to Costa Rica to identify areas for ongoing service learning projects in Atenas and surrounding communities. Projects include structural housing repair, computer training with local single mothers and youth, building ramps for wheel chairs, cleaning plastic bottles from rivers, working with low income students enrolled in INA's English language employment program, and helping small cooperative farmers to improve their business.</p> <p>11. PSY 110 General Psychology students volunteer 25 hours at a public service agency and write reflection papers on the experience.</p> <p>% attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 1.11 Civic Responsibility – Emergency Planning

Demonstrate leadership to facilitate implementation of regional emergency planning	
Owners: Physical Plant Director, Chief of Police, and security staff	
2004-05 Base Year Objective Baseline	Participated with local emergency planning committee and Roane County Emergency Management Office to host disaster drill on Roane County campus
2005-06 projected progress	RSCC staff to participate in monthly emergency planning meetings; Campus "hosts" graded disaster drills, classes for management of weapons of mass destruction and terrorism threats as well as managing civil actions in threat incidents.
Progress status as of 06/30/06	Roane State is active member of Local Emergency Planning Committee (LEPC) which meets monthly. A mass casualty drill was conducted May 30, 2006 on RSCC grounds. This was a graded exercise evaluated by TEMA. Roane State has ongoing involvement with LEPC; as a result, we provided an emergency shelter during severe weather in May 2006. Roane State staff are also represented on the Roane County Pandemic Flu Committee. % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Provide ongoing cooperation and participation for local, regional emergency planning. Asian Pandemic committee to develop internal plan; plan for interaction with the community. Rehearse fire drill, emergency plan at all campuses; coordinated through Safety Committee.
Progress status as of 06/30/07	The following initiatives were taken in 2006-2007) to increase campus security <ul style="list-style-type: none"> • Purchased sirens to be used to alert campus of emergencies (weather, lockdown, etc.) • Purchased bullhorns to be used to communicate during an emergency • Purchased additional campus two-way radios to communicate during an emergency • Purchased one additional AED for the Harriman campus and is being used in the fitness center (where we had one heart attack victim this year)

	<ul style="list-style-type: none"> • In the process of issuing a purchase order to upgrade door hardware on all classrooms so classrooms can be easily locked without a key in the event of a campus lock down (project was completed August 2007). • Purchased and installed signs in areas designated as severe weather shelter locations. • Developed Emergency Procedures chart to post in classrooms, etc. • Conducted fire drills. Local fire department was involved in the drill. • Added security lights at the baseball/softball fields • Flu pandemic committee drafted internal plan in cooperation with regional health agencies; submitted to TBR for review <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Provide ongoing cooperation and participation for local, regional emergency planning; continue internal campus security improvements.
Progress Status as of 06/30/08	<p>The College continued membership in LEPC (Local Emergency Planning Committee. The following initiatives were completed in 2007-08 to improve campus security:</p> <ol style="list-style-type: none"> 1. The College conducted eight emergency preparedness drills at all campuses including fire, tornado, and lockdown drills. 2. Tabletop exercises were conducted with Oak Ridge Branch Campus and Oak Ridge police, Fentress County Center with Jamestown police, including mock intruder and police response, and Cumberland County Center with local authorities. 3. The College applied for and received a grant for the purchase of an emergency call box at the Oak Ridge Branch Campus. 4. The fire alarm system upgrade was moved to the top of the College's Capital Maintenance priority list and was submitted to the State as the number one capital budget maintenance request. 5. Student Services sponsored webinar training on Best Practices in Threat Assessment for faculty and staff. 6. A collaborative effort by Student Services, the Safety Committee, and area emergency management officials resulted in the development of a plan of action to be added to the overall RSCC Emergency Preparedness Plan that includes a flow chart to map out a crisis communication plan in the event of student violence on campus. 7. Student Services and Academic Services personalized for RSCC the Effective Management of Student Conduct Training module developed by TBR for all faculty and staff. Human Resources will set up required online training for faculty and staff. <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Provide ongoing cooperation and participation for local, regional emergency planning; continue internal campus security improvements.
Progress Status as of 06/30/09	<p>The following initiatives were taken in 2008-2009 to enhance security and emergency planning:</p> <ol style="list-style-type: none"> 1. Asst. VP Student Services provided threat assessment training and crisis response plan review for counselors. 2. Asst. VP Student Services sponsored Clery Act webinar training for security and counseling staff; co-sponsored Depression Screening for faculty, staff and students with PowerPoint access to those who could not attend sessions on Roane or Oak Ridge campus. 3. Asst. VP Student Services co-chair of committee to pilot alcohol and drug prevention strategies on campus in collaboration with the state coalition and Roane County Anti-drug Coalition providing volunteer service opportunities in the community to students

	<p>and staff.</p> <ol style="list-style-type: none"> 4. Pandemic Influenza Preparedness webpage developed to serve as site for information for the college community in the event of an outbreak. 5. Prevention instructions (related to H1N1 virus) posted in campus restrooms; also posted on RaiderNet internet portal and sent via email distribution to students. 6. Participated collaboratively with two emergency situations: (1) opened college facilities to house dislocated families as a result of TVA fly ash spill; (2) opened college facilities during emergency situation with TVA/Oak Ridge to accommodate 700 individuals for a day, including providing meals. 7. Continued emergency preparedness drills at all campuses, including fire, tornado, and lockdown drills. 8. Completed the college Emergency Preparedness Plan. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Provide ongoing cooperation and participation for local, regional emergency planning; continue internal campus security improvements.
Progress Status as of 06/30/10	<ol style="list-style-type: none"> 1. August 1, 2009, a Director of Public Safety/Chief of Police was hired to begin implementing a certified Police Department. 2. Police Department was certified by the State September 1, 2009. 3. Hired two full time Police Officers to cover the Oak Ridge Branch Campus and Cumberland County Campus. 4. Continued to meet with local law enforcement agencies to continue cooperation and participation in emergency preparedness. 5. Participated in a collaborative effort with local agencies during a chemical spill in the community where the campus was opened up as an emergency shelter for displaced families. 6. Continued emergency preparedness drills at all campuses including fire, tornado, and lockdown drills. 7. Began re-coring of all doors at the Harriman campus for added building access control. 8. Updated the Public Safety/Police Department web-site. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 1.12 Civic Responsibility – Social Awareness

Demonstrate leadership in promoting positive cultural and racial relations through development and implementation of annual plan of social awareness activities to benefit campus and community	
Owners: Director of Human Resources, Social Awareness Committee	
2004-05 Base Year Objective Baseline	Annual Black History Month activities; establishment of Social Awareness Committee to expand role and scope of activities
2005-06 projected progress	Develop and implement plan of activities
Progress status as of 06/30/06	<p>The committee, in conjunction with the Arts and Lectures Committee and Student Services, has developed a yearly plan in which at least one event each month is hosted. These events are designed to heighten awareness of the importance of diversity or to initiate discussion and contemplation of issues relevant to today's world.</p> <p>% attainment of 2005-2006 benchmark: 100%</p>

2006-07 projected progress	Develop and implement plan of activities
Progress status as of 06/30/07	The Social Awareness Committee, in conjunction with the Arts and Lectures Committee and Student Activities, presented at least one event or learning opportunity each month designed to heighten awareness of the importance of diversity or to initiate discussion and contemplation of issues relevant to today's world. The highlight of this year's events was the screening of the award-winning documentary film, <i>The Clinton 12</i>. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Develop and implement plan of activities
Progress Status as of 06/30/08	The Social Awareness Committee, in conjunction with the Arts and Lectures Committee and Student Activities, continued implementation of plan to sponsor activities designed to promote social awareness including: <ul style="list-style-type: none"> • Annual Multicultural Day which features classroom activities, displays, and entertainment on all RSCC campuses • Black History Celebration • Great Divas of Jazz concert • Began schedule of screening <i>The Clinton 12</i> at satellite campuses • Sponsored 101 Tools for Tolerance seminar • Sponsored Responding to Hate at School Seminar • Sponsored 10 Ways to Fight Hate on Campus • Provided support for Loudon County Hispanic Celebration % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Develop and implement plan of activities
Progress Status as of 06/30/09	The following campus activities promoting social awareness were implemented during 2008-2009: <ol style="list-style-type: none"> 1. Screening of "Iron Jawed Angels." This production recounted, for a contemporary audience, a key chapter in US history: the struggle of suffragists who fought for the passage of the 19th Amendment, October 29-30, 2008. 2. Interactive presentation of Black History information on RaiderNet, the student and employee portal to college information. 3. Open-Mike Reading, February 17, 2009 -- poetry, prose, story-telling by RSCC faculty, staff, and students in celebration of Black History Month. 4. "Forgiveness," a presentation by Dr. Olga Bonfiglio, Director of Education, Kalamazoo College, MI, September 26, 2008 5. Presentation of "A Tragic Story," Blake McMeans, Red Ribbon Week, Alcohol Prevention & Awareness, October 23, 2008. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Develop and implement plan of activities
Progress Status as of 06/30/10	The following campus activities promoting social awareness were implemented during 2009-2010: <ol style="list-style-type: none"> 1. Students worked with Assistant Professor of Art Bryan Wilkerson on a project to install Appalachian Quilt Train squares in various Roane County public displays. 2. Open lecture by human rights activist and educator Naomi Tutu, March 23, 2010 titled "Striving for Justice: Searching for Common Ground." 3. Artist lecture and gallery display by Albert Baah, Knoxville artist from Ghana, February 8, 2010; the visit was co-sponsored by the Roane State Libraries and the Humanities Division in celebration of Black History Month. 4. Roane State Jazz Band Concert, February 18, 2010: The performance included the work of

	<p>black composers or performing artists in celebration of Black History Month.</p> <ol style="list-style-type: none"> 5. Screening of the “Clinton Twelve” documentary, February 22-23, 2010: In celebration of Black History Month, this award-winning film documents the integration of the first public high school in the South. 6. Black History Forum, February 24, 2010: Forum included local African-American leader Avon Rollins, Director of the Beck Cultural Exchange Center, a civil-rights leader who worked with Ralph Abernathy and Martin Luther King, Jr. and was a founding member of SNCC, the Student Non-Violent Coordinating Committee. 7. “The Boys Next Door,” February 18-28, 2010: This play by Tim Griffin, presented by the RSCC Playmakers, is about four mentally handicapped men. 8. “To Kill a Mockingbird,” presented by RSCC Playmakers, April 8-18, 2010: The play by Harper Lee, adapted from her Pulitzer Prize winning novel, transcends its historical subject matter of racism in the Depression-era South to advocate for tolerance, justice, and integrity. 9. Lunch and Learn, “Asperger’s and Autism,” April 20, 2010: by RSCC licensed professional counselor, Jeff Snell. <p>% attainment of 2009-2010 benchmarks: 100%</p>
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Measurable Objectives: 1.13 Civic Responsibility – International Education

Demonstrate leadership in promoting global awareness among RSCC students through development and implementation of international components across the curriculum. At least two classes per year will add an international component to the curriculum.	
Owners: Vice President of Student Learning, Academic Deans	
2004-05 Base Year Objective Baseline	Global concepts integrated into courses in Literature, Humanities, and Geography.
2005-06 projected progress	At least two classes per year will add an international component.
Progress status as of 06/30/06	<p>The following five courses have integrated an international component:</p> <p>Probability and Statistics: students review proper application and interpretation of applied statistics in international news</p> <p>Chemistry: students review American Chemical Society publications to discover/report international chemistry developments</p> <p>Microbiology: students study micro-organisms or etiological agents linked to global pandemics</p> <p>Human Resource Management: students learn global aspects of HR management and business concepts</p> <p>Management and Interpersonal Communication: students learn effective interpersonal and inter-group communication concepts in relation to a diverse and global environment</p> <p>% attainment of 2005-2006 benchmark: 100%</p>
2006-07 projected progress	At least two classes per year will add an international component.
Progress status as of 06/30/07	<p>The following 7 courses have integrated an international component:</p> <ol style="list-style-type: none"> 1. Applied Economics - MGT 206: Students review international trade concepts. 2. Entrepreneurship - BUS 278: Students learn effective international business strategies. 3. Management & Supervision - BUS 281: Students learn global human resource management and the internationalization of business.

	<p>4. Introduction to Business - BUS 101: Students are introduced to global business and international trade concepts.</p> <p>5. School Health – HEA 241: Students study issues related to disease incidence in the United States compared to lesser developed nations. Global public health issues throughout the history of the US and worldwide are also reviewed.</p> <p>6. Environmental Science – BIOL 2015: Students analyze resource utilization in developed nations compared to lesser developed nations. Sustainability issues regarding resources, standard of living, waste, pollution generation and economics are examined for countries throughout the world. Worldwide biomes and ecosystems are examined. Man’s effect on the global environment including: acid rain, global warming, and ecosystem loss are also reviewed.</p> <p>7. Astronomy -1010 & 1020: Students learn an international perspective on astronomical history, research and constellations.</p> <p>Two study abroad courses were offered in spring 2007: “The Haiti Experience” which included work on a water treatment service project Spanish Cultural Immersion trip to Mexico City for education majors, including special school visits RSCC also conducted 1st annual International Education Conference, November 18, 2006 and established an International Student Club % attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	At least two classes per year will add an international component.
Progress Status as of 06/30/08	<p>In 2007-08 an international component was integrated into the following 4 additional courses:</p> <ol style="list-style-type: none"> 1. History 1020/2020: Students participated in living Euro History Tour of London, Normandy, and Paris, May 7-21, 2008. 2. American Literature II: Students participated in trip to France, May 7-21, 2008 to study “American Writers in Paris: 1865-Present” 3. International Visions Seminar IV: Students participated in ten-day tour of Paris and London, May 6-16, 2008 to study contemporary and historically significant artwork. 4. International Studies – SSC 261: Student taking this course visited Seville, Cordoba, Granada, and ancient Roman sites with immersion with Spanish families. <p>RSCC also participated with Cortland Community College in SSC 260 International Studies: Life in Modern Guatemala. RSCC faculty developed a new course, (INTL 1010) Introduction to Global Studies, that was approved by TBR to fulfill Social Science general education requirements and that articulates to MTSU’s Global Studies program. RSCC participated with TnCIS in a Spanish immersion program; one of our faculty served as student mentor and taught an English composition and literature class. % attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	At least two classes per year will add an international component.
Progress Status as of 06/30/09	<p>In 2008-2009, the following courses integrated an international component or travel abroad opportunity:</p> <ol style="list-style-type: none"> 1. Nursing 291: Transcultural Nursing: 3 students and 1 faculty member traveled to Ecuador, June 22-July 6, 2009 to interact with healthcare providers and recipients. 2. International Visions – Study Abroad to Italy for Art students (2 Ft faculty and RSCC students): ten-day tour of Paris and London focusing on contemporary and historically significant artwork. 3. History 1020/2020: travel abroad for living Euro-history tour of London, Normandy, and

	<p>Paris.</p> <ol style="list-style-type: none"> 4. EDU 231/232/Field Experience: travel abroad to Mexico City to investigate duties and requirements of teaching profession in that country. 5. Social Science 221: travel abroad opportunity for students to experience Haitian culture and conduct service learning water purification project. 6. American Literature II: travel abroad opportunity to France for students to study American Writers in Paris 1865-present. 7. International Studies (SSC 261): students taking the course traveled to the cities of Seville, Cordoba, Granada & ancient Roman sites with immersion with Spanish families. 8. International Studies (SSC 260) "Life in Modern Guatemala": students studied issues of globalization, economic development and sustainability in the context of Guatemalan history and culture; travel abroad January 2-17, 2009. 9. Composition II: integration of "crossing boundaries" international focus on writers from Latin America, Africa, Ireland, and their experience as immigrants to America. 10. Management 206: Applied Economics: students study international trade concepts. 11. Entrepreneurship (BUS 278): students learn effective international business strategies. 12. Management and Supervision (BUS 281): students learn global human resource management and internationalization of business. 13. School Health (HEA 241): students study issues related to global health issues. 14. Environmental Science (BIOL 2015): Students analyze resource utilization in developed nations compared to lesser developed nations. Sustainability issues are examined for countries around the world. Worldwide biomes and ecosystems are examined. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	At least two classes per year will add an international component.
Progress Status as of 06/30/10	<p>In 2009-2010, the following courses integrated an international component or travel abroad opportunity (#1-3 below are new courses):</p> <ol style="list-style-type: none"> 1. Global Perspectives on Health: Community Based Rehabilitation ALH-210: Conditions supporting physical, mental, and social well-being as well as views of health, wellness and social acceptance from different cultural perspectives will be explored. Occupational Therapy Students traveled to Pina Palmera, in the Oaxaca region of Mexico and were expected to work alongside local residents, service providers, and recipients of services. 2. Service Learning and World Culture BUS 261: Students taking this course were immersed in Spanish and service learning through travel to Costa Rica to experience the culture and study the world's "greenest" economy. 3. Business Innovation/Entrepreneurship, Service Learning & World Culture – BUS 216: Students traveled to Sweden and Denmark for two weeks, May 14 – 29, 2010 to study with Danish students and learn about project management, business management skills, program event management, and teamwork and increase their cultural awareness. 4. International Studies – SSC 260: "Life in Modern Guatemala": students studied issues of globalization, economic development and sustainability in the context of Guatemalan history and culture, January 7 – 21, 2010. 5. History 1020/2020: Students taking these courses experience a living Euro History tour of Normandy, London, and Paris. 6. This year, SSC 221 Haiti Experience students perform service work at Our Lady of Hope Children's Home in Spur Tree, Jamaica. They collected supplies and soap to donate to the home. While there, they cared for 32 children for 2 days and give basic first aid

	<p>training to 275 students and study skills training to 30 high school students in Bull Savannah, Jamaica.</p> <ol style="list-style-type: none"> 7. EDU 231/232 Field Experience: Students taking this course visit Mexico City and investigate the duties, responsibilities, and requirements of the teaching profession in that country. 8. Nursing 291: Transcultural Nursing: Study of Healthcare in an International Setting: students in this class traveled to Ecuador to study differences and similarities in healthcare related to cultural values, beliefs and practices. 9. American Literature I: Students taking this course work in teams to research and report on connections between American Literature and the world. 10. Composition II: several sections of this course have an international focus on writers from Latin America, Africa, Ireland, etc. who write about their experiences as immigrants. 11. MGT 206: Applied Economics: Students review international trade concepts. 12. BUS 278: Entrepreneurship: Students learn effective international business strategies. 13. BUS 281: Management & Supervision; BUS 101: Introduction to Business: students are introduced to global business and international trade concepts, human resource management, and internationalization of business. 14. HEA 241: School Health: students study issues related to disease incidence in the United States compared to lesser developed nations. Global public health issues throughout the history of the U.S. and worldwide are also reviewed. 15. BIOL 2015: Environmental Science: Students analyze resource utilization in developed nations compared to lesser developed nations. Sustainability issues regarding resources, standard of living, waste, pollution generation and economics are examined for countries throughout the world. Worldwide biomes and ecosystems are examined. Man's effect on the global environment including acid rain, global warming, and ecosystem loss are also studied. 16. Astronomy 1010 & 1020: students learn an international perspective on astronomical history, research and constellations. <p>% attainment of 2009-2010 benchmarks: 100%</p>
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Measurable Objectives: 1.14 Use of Technology – ERP

To improve access to institutional information for all constituencies through implementation of Banner and Luminus computing systems	
Owners: Asst VP for Information Technology	
2004-05 Base Year Objective Baseline	Establishment of organizational structure for project implementation, including steering committee, implementation team, core process teams, and work teams. Initiation of some data clean-up
2005-06 projected progress	Conduct training for team leaders and team members; conduct business process inventory to prepare for process and organizational improvements; install new hardware; continue data clean-up; implement Luminus and HR/payroll modules
Progress status as of 06/30/06	RSCC held its Banner Kick-Off meeting on September 20, 2005. Sungard SCT, Cornelius and Associates, and TBR representatives indicated that Roane State was well-prepared for the project. Team leaders have met with their respective teams to conduct business process inventories and inventories of interfaces, holds, forms, letters, shadow systems, reports, and current address

	<p>types. Roane State has implemented the SG SCT Luminus Portal, branded locally as RaiderNet. New hardware has been installed and data clean-up is ongoing. The Banner HR/Payroll Team conducted a kick-off meeting in February and began formal training in March, 2006. Two other noteworthy accomplishments were publication of the RaiderNet newsletter to raise awareness among the college community about the Banner implementation and completion/publication of Data Standards Guidelines.</p> <p>% implementation of 2005-2006 benchmark: 100%</p>
2006-07 projected progress	Continue necessary data clean-up; continue training and process improvement discussions through core process teams; implement human resource and finance modules
Progress status as of 06/30/07	<p>The Banner HR/Payroll Team completed training and conversions tasks and the module along with self-service went live in January 2007. The Banner Finance Team began training in August 2006 and successfully completed all tasks required for Go-Live by June 2007. The Banner Student Team began training in September 2006. They are currently continuing their training and beginning conversion tasks. Consultants indicate they are ahead of their peers in many areas. The Admissions and Recruiting Module is on track to Go-Live in September 2007. The Banner Financial Aid Team began training in October 2006 and continue to work toward a Go-Live in 2008.</p> <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Implement finance, student, and advancement modules. Evaluate impact of new system to all functional areas; based on evaluation, develop reporting and/or process improvements to increase accessibility to information for internal and external constituencies.
Progress Status as of 06/30/08	<p>The Banner Student Team continued training and conversion tasks. Admissions successfully went live in August 2007. The Student Team conducted several mock registrations; one in August 2007 and one in December 2007. Data gathered during those mock registrations was used to make adjustments in the Production Banner Student database. The Financial Aid Team continued training and conversion activities during the summer and fall of 2007 and went live in January 2008 without incident. Beginning with the Fall Semester 2007, the Banner Project Manager initiated a transition campaign headed by the Marketing Department. The campaign, titled "Your Ticket Inside", targeted students with the goal of easing the transition from Roane State's Student Information System to the Banner Student system. The promotion was a great success and contributed to a very successful Banner Student Go Live in April 2008. RSCC had the highest number of successful registrations of any Cohort 2 institution on the Go-Live data. The Student Team continues to convert student data in preparation for the Fall Semester 2008. Student Registration continues to go well. The Banner "War Room" continues to serve as headquarters for troubleshooting of Banner Student implementation. Work continues on the Faculty interface with Banner, especially the Curriculum, Advising and Program Planning or CAPP. CAPP is a comprehensive module which provides flexible student tracking toward a degree or award completion. Faculty training on Banner is scheduled for Fall 2008.</p> <p>The Banner Advancement Team began training and conversion Fall 2007 and continues toward a Go Live in August 2008.</p> <p>The Business Office purchased the TouchNet Cashiering system; training was completed and implementation preparation substantially completed; system went live July 2008. Training and implementation of Banner Finance continued, specifically related to year-end processes and accounts receivable. Fiscal year 2007-08 will be the first fiscal year-end reported on Banner Finance. Business Office also trained and implemented Banner Student and went live with</p>

	<p>business office portion July 2008. All areas of financial services developed some reports using WebFocus and continued to offer department training in Banner Finance to college users.</p> <p>% Attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Full implementation of Banner Student Module; evaluate impact on all functional areas; make improvements to service as needed based upon analysis of problem areas.
Progress Status as of 06/30/09	<p>Banner Enterprise Resource Planning (ERP) System completed in April, 2008 and all modules, including Banner Student were in place for fall 2008 semester. Most significant challenges occurred in Admissions and Financial Aid compounded by staffing issues and late student submissions. In September 2008, the Banner After-Action Team was formed to identify and address problem issues during the run-up and initial weeks of fall semester. Each identified issue was assigned an “owner” with responsibility for investigating and resolving the issue. Where solutions were outside RSCC’s ability to address or mitigate, the issue was reported to TBR for resolution. Project Manager monitored progress through March 2009 to ensure all internal issues were fixed locally; few problems were reported after enrollment opened April, 2009.</p> <p>In September 2008, a test installation of WorkFlow was completed. A production installation was completed by the end of September 2008; work began on a Security Form WorkFlow process. In November 2008, a test installation of ODS was completed, followed by training for IT technical staff. In March 2009, the production ODS was completed and placed in service May 2009. The ODS is used for operational reporting using the Argos Reporting Suite. In May 2009, RSCC began planning for move from Banner 7.x to Banner 8.2</p> <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Based on evaluation, develop reporting and/or process improvements to increase accessibility to information for internal and external constituencies.
Progress Status as of 06/30/10	<p>The Banner ERP system was successfully upgraded to Banner 8.2 in March 2010 and integrated with Luminis IV. This upgrade provided significant enhancements for functional users as well as employees and students. Some new Student enhancements include: registration error message, catalog extract and load, incomplete grade processing automation, automated faculty load and compensation, waitlist automation, manual roll, self-service graduation application, course, section and registration restrictions enhancements, reserved seats enhancement, mass entry registration and other student related enhancements. For Financial Aid: applicant status, self-service enhancements, scholarship and athletics enhancements, holds by term, archive data and purge. Many other enhancements were made for Human Resources and Finance. In addition to the major upgrade, a review of the Admissions and Applications process led to significant improvements to the process. IT working with Admissions and Records staff was able to significantly reduce the number of errors encountered during the “push” process of applications. Also the IT staff was able to automate some of the manual processes which resulted in fewer errors and reduced the processing time. IT staff also completed the disaster recovery testing for</p>

the Banner System.
% attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 1.15 Use of Technology – Improved Service

Add at least three new or improved technology processes per year to improve enrollment procedures for credit and non-credit students.

Owners: Computer Services; Enrollment Management divisions; Business Office; Workforce Connections; RSCC Webmasters

2004-05 Base Year Objective Baseline	Records and Registration, Financial Aid, Business Office, and Continuing Education have implemented recent online service upgrades with additional projects in progress
2005-06 projected progress	Add online check payment option for credit students; add direct deposit availability for financial aid disbursements and refund payments; improve online registration instructions for Community Service courses
Progress status as of 06/30/06	<p>Due to organizational issues with the college's local bank, online payment and direct deposit were not able to be implemented. The college will consider putting out an RFP for banking in late fall 2006.</p> <p>Successful improvements include: Online application in use (289 downloaded in May 2006) Online "interest card" added for prospects to check requested items Payments via web for credit students increased 37% from fall 2004 to fall 2005 Improved search capabilities added to online catalog Online schedule of classes improved to enable direct access to specific campus schedules Financial Aid newsletter available online Non-credit students can now access classes, register, and pay online. % attainment of 2005-2006 benchmark: 100% (although projected plans were deferred, more than three processes were improved for online access.)</p>
2006-07 projected progress	Add at least three new or improved processes.
Progress status as of 06/30/07	<p>New or improved technology processes include:</p> <ol style="list-style-type: none"> 1. Availability of deferred payment option online – resulted in double the previous number of participants 2. XAP application process eases application and financial aid process 3. Textbook rental program available to students online 4. Testing Center piloted online pre-admission testing for Nursing program which produces instant results. 5. Enhanced webpages for Continuing Education centers resulted in greater customer awareness and ease of use; email alert of online registration to Con Ed secretary streamlined enrollment processing. <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Add at least three new or improved processes

<p>Progress Status as of 06/30/08</p>	<p>New or improved technology processes include:</p> <ol style="list-style-type: none"> 1. To support the move to Banner Student, a major upgrade to the Student Exchange email server/system was purchased; conversion for implementation will be completed August 2008. 2. TouchNet Cashiering system implemented July 2008 has improved security features, improved ability to automatically handle deferred payments, increased payment method options, and improved capabilities for student refunds. 3. RaiderNet Portal implemented to provide a single sign-on for students, faculty, and staff to access all Banner data. Student access to academic and financial aid information is greatly improved. Student focus groups were used to assist in the design of the student section of the Portal. 4. Parent web page created as an online complement to information sessions for parents held during Freshman Experience and the Academic Scholarship Student Reception and Registration. 5. Financial Aid web page continually updated to provide the most current loan and lottery scholarship information. Updates included latest legislative changes, updated Loan Comparison Chart with accurate interest rates and eligible lenders. 6. Financial Aid streamlined the loan process from two-step to one-step process through usage of TSAC guarantee site which allows students to complete the required Entrance Interview while electronically signing their Master Prom Note. 7. Continuing Education division improved their web site and the online registration process to improve cycle time, communication and tracking. Processes impacted include, youth camp registration, court-ordered parenting education seminars, and youth sports leagues. <p>% attainment of 2007-2008 benchmark: 100%</p>
<p>2008-09 projected progress</p>	<p>Add at least three new or improved processes</p>
<p>Progress Status as of 06/30/09</p>	<p>New or improved technology processes implemented during 2008-2009 include:</p> <ol style="list-style-type: none"> 1. To encourage use of online application, Admissions Office developed an "instruction sheet" for applying online. This has increased the number of online applications to approximately 70% submitted online. 2. Records and Registration improved students' ability to request academic transcripts by implementing online transcript request via student's secure web account in Banner Self-Service. 3. Counseling and Career Services added online career workshops including interviewing skills and resume writing. 4. Placement Services enhanced their web resources to include OptimalResume for developing a resume, cover letter, brush up on interviewing skills and developing online portfolio for employers to access. In addition to job postings, the Placement web page also includes links to area human resources webpages, co-op and internship information, and job search tools through the college's membership in Nat'l Association of Colleges and Employers. 5. The Roane State Library re-engineering its webpage based upon student survey feedback to make more direct links to reference resources. 6. Continuing Education used Adobe Connect software to connect with businesses in the service area and across the country; used it to conduct webinar titled "Selling Using the Email Process" for a local company.

	<p>7. Small Business Development Center and Continuing Healthcare Education Center created online classes to better serve their clients' training needs. % attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Add at least three new or improved processes
Progress Status as of 06/30/10	<p>New or improved technology processes implemented during 2009-2010 include:</p> <ol style="list-style-type: none"> 1. A new RSCC website was launched that features a completely upgraded search engine that makes searches much easier and more accurate. 2. The student application process was enhanced through the review and manipulation of student application table settings. Due to these changes in the application process the application process is more streamlined and has upped the number of applicants which are able to be pushed into Banner without error. Enhancements to the Banner application were also made to improve feedback for students and reduce duplication; an email is sent to applicants confirming receipt and providing information about login ID and PIN number. 3. Bookstore links were created to allow students to see course material requirements online. Students now have the ability to look up courses and the associate cost of required materials for those courses to make a more informed decision when taking courses at Roane State. These online links meet the federal HEOA guidelines. 4. Financial Aid ESAR and TSAA processes were automated to help streamline new and current student Financial Aid. This automation has improved Financial Aid processing time. 5. Automated Advisor assignment process was completed to automatically assign advisors to students in Banner. 6. In response to faculty requests, distribution lists were created and sent to faculty listing their advisees. Faculty advisors may now use the distribution lists to send email messages to all their advisees at once; advisees may reply to the advisor without replying to all. 7. The Business Office upgraded Touchnet to Version 5.0 to allow receipt of payment for application fees via the web. 8. Enrollment Services developed and implemented an online personalized checklist for applicants. Applicants answer 5 questions on the RSCC website to automatically generate a "personalized" checklist with admission type, residency, age, and financial aid information. <p>% attainment of 2009-2011 benchmark: 100%</p>

Measurable Objectives: 1.16 Use of Technology – Education Workroom

To enhance educational technology training for RSCC education majors and area K-12 teachers through establishment of a model educational technology workroom	
Owners: Dean of Social Science, Business, and Education	
2004-05 Base Year Objective Baseline	Workroom designed as classroom/open lab for students and area teachers; funding secured
2005-06 projected progress	Space renovations completed and equipment installed; first EDU classes scheduled in this space; log

	maintained for usage of workroom as open lab. 100% of area K-12 school systems receive information about workroom availability
Progress status as of 06/30/06	Education workroom is complete. Students in EDU classes have begun using the facility during class. Area schools notified informally through interaction with RSCC Education faculty. Funds have been appropriated for 2006-2007 to provide a part-time employee to provide access for students and area teachers during times in which classes are not being held. % attainment of 2005-2006 benchmark: 80%
2006-07 projected progress	50% increase in student usage of workroom; first usage by area teachers documented.
Progress status as of 06/30/07	The Education Technology Workroom has been very successful. Student usage during the day is estimated at 10-12 per day. The room is currently open evening and weekend hours and 130 students, area teachers and community members have used the room during these extended hours in 2006-2007. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	50% increase in area teacher participation
Progress Status as of 06/30/08	Over 200 students, area teachers and community members have utilized the workroom during 2007-2008. The Education Technology Workroom is highlighted via demonstrations during the community Teachers' Supply Closet. 50% increase in teacher participation attained. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Maintain education workroom as resource for students and community teachers.
Progress Status as of 06/30/09	Additional software purchased for students to use with projects and the enhancement of presentations. Workroom continues to be highlighted and used for demonstrations at the community Teachers' Supply Closet, Teachers Symposium, as well as in the education classes. Utilization by students and the community has declined this past year. The technician for the Workroom was lost due to a reduction in the budget causing a reduction in the hours of operation for the Workroom. Budget constraints will prevent expansion of usage for the foreseeable future. % attainment of 2008-2009 benchmark: 100% (Room remains a valuable resource despite cut-back in open hours.)
2009-10 projected progress	Maintain education workroom as resource for students and community teachers.
Progress Status as of 06/30/10	During 2009-2010, the Education Workroom continues to be a resource for students and community teachers. A SMART Board has been installed to use in the Education classes and to use for in-service training. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 1.17 Outreach – Youth Camps

To increase by 100% the number of area youth served through expanded offerings of Computer Training Center Summer Camps	
Owners: Satellite Center Directors	
2004-05 Base Year Objective Baseline	Conduct assessment of past camps and survey current students and parents. Current enrollment approximately 50 students at Oak Ridge camp
2005-06 projected progress	Expand camps to include one other site (Roane County) and enroll 20% more students (60). Add new concept camp such as Animation, CSI, Astronomy, or Environmental Science camp
Progress status as of 06/30/06	Summer Camps have been added at the Roane County Campus in addition to Oak Ridge Branch Campus. Five computer camps in Oak Ridge had an enrollment of 62 students; 8 additional Oak Ridge camps enrolled 44 students. Eight camps in Roane County enrolled 94 students, bringing

	<p>the total summer enrollment to 200. New camps included Fashion and Style and a Horsemanship Camp at the Henry Stafford Expo Center that was filled far in advance. Plans are to add more horse camps next year.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Expand camps to include one other site and include 20% more students. Add new concept camp.
Progress status as of 06/30/07	<p>Roane State's summer camps have been an unqualified success. During the 2006-2007 year a total of 33 camps on five locations served 460 students.</p> <p>% attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Expand camps to include one other site and include 20% more students. Add new concept camp.
Progress Status as of 06/30/08	<p>Roane State had another highly successful season of summer camps. During the 2007-2008 year a total 50 camps at eight locations served 587 students. A new Spring Break camp was added and enrolled its first fifteen students.</p> <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Expand camps to include one other site and include 20% more students. Add new concept camp.
Progress Status as of 06/30/09	<p>Due to budget constraints in 2008-2009 and the resulting re-organization of Community Services, a decision regarding offering summer camps was delayed until February 2009. This resulted in a late start for developing camps and putting together an advertising campaign.</p> <p>Despite these circumstances and a slight decline in participation due to a slowing economy, a number of highly successful summer camps for youth were conducted.</p> <p>A total of 33 camps were conducted in seven counties with 344 total participants.</p> <p>% attainment of 2008-2009 benchmark: 100% (Despite decline, this objective has exceeded benchmark projections through 2010 since the second year of the planning period.)</p>
2009-10 projected progress	Benchmark revision based upon budget constraints and college re-organization initiative: Offer summer camps at a minimum of two campuses
Progress Status as of 06/30/10	<p>By the second year of the planning period, benchmark projections through 2010 were exceeded; however, as noted above, budget constraints and the resulting re-organization of Community Services resulted in severely scaled-down offerings of summer youth camps. During 2009-2010 summer camps were held at two RSCC campuses.</p> <p>% attainment of 2009-2010 benchmark: 100%</p>

ACCESS TO LEARNING

RSCC Strategic Access to Learning Goals:

2. Roane State Community College will increase the postsecondary participation rate of students representing a wide diversity of demographic groups and educational goals.

3. Roane State Community College will demonstrate patterns of evidence that its programs and services are aligned with market demand and regional resources and that its delivery systems meet service area needs for currency, flexibility, and convenience.

Rationale:

Since the late 1980's Roane State Community College has made significant progress toward bringing higher education within the reach of its entire eight-county service area through the establishment of permanent teaching centers and through the use of the latest advances in interactive audio-video technology. As a result of these efforts, hundreds of citizens of the service area, who would otherwise not have been able to enroll in postsecondary education, are now working in jobs for which their advanced training has qualified them.

Nevertheless, much work remains to be done. The 2000 U.S. Census shows that only one of the eight counties in the college's service area has a percentage of the population 25 years and over with a higher rate of high school graduates or holders of bachelor's degrees than the average rate for Tennesseans. All seven of the other counties have percentages below the state average. The challenge to increase the participation rate of 18-24 year olds is equally great, since none of the service area counties shows a percentage enrolled in college or graduate school equal to the state average.

It is no surprise that unemployment rates in the service area are highest in those counties where educational attainment is the lowest. The obligation to align postsecondary education and training to existing and emerging job markets and to prepare an increasing number of students for those markets has never been greater.

Through the objectives developed to meet this goal, the college will strive to increase and enhance access for a number of targeted demographic groups, including traditional and non-traditional students, disabled students, a growing number of Hispanic residents, and those in need of continuing education to remain viable in their jobs. The college will also identify, develop, and monitor programming to meet the current and future workforce needs of its communities.

RSCC Objectives for Access to Learning Goal:

Measurable Objectives: 2.1 Increase participation rate of targeted populations – Adult Students

Roane State Community College will target adult students as a group of lifelong learners and increase enrollment of students over the age of 25 by 10% over a baseline of 2289 (fall 2004)

Owners: VP of Student Services & Enrollment Management

2004-05 Base Year Objective Baseline

Baseline enrollment for target group is 2289 (fall 2004)

2005-06 projected progress	Recruitment plan developed for this age segment.
Progress status as of 06/30/06	<p>Plan developed to target non-traditional students through the following: 1) Hosted GED graduation and provided RSCC certificates of achievement and packets of information to all graduates. 2) Awarded two SAS scholarships to GED recipients. 3) Developed “tool kits” for faculty and staff to use in summer recruitment of casual contacts. 4) Sent letters to all students age 25 and over who were enrolled spring 06 asking them to refer family or friend</p> <p>5) Established a pool of 30 “personal assistants” to offer one-on-one service to students; 6) students who applied but didn’t enroll in fall 05 were surveyed. Those students as well as those who withdrew during the term were contacted and offered a “personal assistant” to help them through the process. Each “personal assistant” was assigned a financial aid mentor to assist them with financial aid questions and processing. 7) Students who have applied and not enrolled by mid-June are being contacted by phone to offer any information or service to assist them in enrolling. 8) Admissions, Financial Aid staff, and satellite center directors have scheduled regular visits to the TN Career Centers. 9) Re-instituted Adult Information Fairs at all sites except Knox. 10) Moved Coffee, College and You sessions to sites in the four cities of Roane County. 11) College literature and fall schedules will be distributed throughout the service area. 12) Fall media campaign will strongly target adult students. 13) Letters mailed the last week of June to students with 45 or more hours who have not graduated. 14) Letters mailed first week of July to students enrolled fall 05 and not spring 06. 15) Initiated visits to local businesses to access training needs. (Academic Programming Subcommittee has begun data gathering for analysis of adult enrollment patterns.) 16) Participated in adult college fairs through the East Tennessee College Alliance.</p> <p>% attainment of 2005-2006 benchmark: 100%; plan developed and implemented</p>
2006-07 projected progress	Instrument developed to assess continuing education needs of RSCC graduates. Increase of 3% in targeted age group for fall 06
Progress status as of 06/30/07	<p>Continued many activities from 2005-2006. In addition:</p> <ol style="list-style-type: none"> 1. RSCC Public Relations department conducted focus groups with adult students to determine best marketing and awareness building venues. 2. RSCC recruiters strengthened partnerships with area career centers and Technology Centers, including several Adult Career Fairs. 3. Hosted GED graduation. <p>The Office of Institutional Effectiveness and Research developed a survey to assess continuing education needs and preferences that was administered as part of the 2006-2007 Alumni Survey. Survey results will be analyzed in fall 2007.</p> <p>Fall 2006 enrollment of students 25 years and older was 2173, a .5% decline over fall 2005. Analysis of over 25 enrollment indicates that students 25-35 declined, but students over the age of 35 increased.</p> <p>% attainment of 2006-2007 benchmark: 50% Activity benchmark met; enrollment target not met.</p>
2007-08 projected progress	Increase of 2% in targeted age group for fall 07
Progress Status as of 06/30/08	<p>Despite continuing efforts to recruit adult students, enrollment for fall 2007 was down by 85 students from the previous fall. The college continued to participate in the GED graduation, provided packets of information to GED graduates, and provided two academic scholarships for GED students. A brochure was developed and sent to a pilot group with high school diploma but less than two years of college in Cumberland County. Additional correspondence was sent to adult students that had applied but not enrolled. Information Fairs were held in Oak Ridge and</p>

	<p>Cumberland County. % attainment of 2007-2008 benchmark: 50% Activity benchmark met; enrollment target not met.</p>
2008-09 projected progress	Increase of 3% in targeted age group for fall 08
Progress Status as of 06/30/09	<p>The College continued outreach to adult students as opportunities arose. Roane State was represented at the following events where adults were the targeted audience:</p> <ul style="list-style-type: none"> • Regional Career Transition Fair in Knoxville • News Sentinel Job Fair in Knoxville • Veteran’s Conference in Oak Ridge • Information fairs at several companies and health care facilities. <p>The College hosted Adult Information Fairs at the Cumberland Campus (Summer 2008) and the Oak Ridge Campus (Spring 2009). Roane State representatives attended the GED graduation and provided enrollment information and GED scholarship applications to recipients. The College has embarked on a re-design process and is separating admissions and recruiting processes to focus on a broader population, including K-12 and non-traditional. A full-time employee will be moved in summer 2009 to develop a recruitment plan for these targeted populations. The College did not reach its targeted goal of a 3% increase in adult students age 25 and older; however, it did experience the first growth in this group since 2004 with a 1.5% increase. % attainment of 2008-2009 benchmark: 50% Activity benchmark met; enrollment target not met.</p>
2009-10 projected progress	Increase of 1.75% in targeted age group for fall 09 to a total of 2520
Progress Status as of 06/30/10	<p>During the 2009-2010 academic year, for the first time in the history of the college, spring enrollment exceeded fall enrollment. During fall 2009, headcount of students over the age of 25 was 2196; for spring 2010 the number was 2286. The spring enrollment figure represents an achievement of 91% of the final planning period benchmark.</p> <p>Recruitment efforts targeted to adult students during 2009-2010 include the following:</p> <ul style="list-style-type: none"> • The ViewBook was re-designed to target adult as well as traditional students. • The Adult Learner magazine was distributed at all college/career fairs and other recruitment events targeted to adult students. The magazine was also placed on the college website. • The college participated in the Veteran’s Conference held in Oak Ridge. • Adult student recruiter designated to serve as college contact with TN Technology Centers as well as the TN Career Centers. <p>% attainment of 2009-2010 benchmarks: 100% for activities; 91% for enrollment target</p>

Measurable Objectives: 2.2 Increase participation rate of targeted populations – Tech Prep

Through partnership with the Tech Prep consortium, Roane State Community College will increase the number of students going on to postsecondary training/education by 100% from a base of 30 in 2004.

Owners: Tech-Prep Coordinator; Dean of Business Technologies	
2004-05 Base Year Objective Baseline	Conduct survey to identify barriers to articulation.
2005-06 projected progress	a. 25 students in each of the 25 Tech Prep consortium high schools will be administered competency tests to earn articulation credits at the community college or technology centers; at least 20% will earn articulation credits. c. TTC to RSCC General Technology degree articulation will increase by 10 students over a baseline of 16 students d. RSCC will host Career Pathways workshops for middle school, secondary, and postsecondary staff for development of career pathways to articulation.
Progress status as of 06/30/06	a. Over 50 students were administered pilot competency testing. Students challenged COLL 1020 and OAD 101. Approximately 13 students passed the exams and 5 students received articulation credits. b. In 2004-2005, 16 TTC students received General Technology degree articulation credits (30 credits each). Roane State has the most successful General Technology articulation program in the state. In 2005-2006, 13 TTC students received articulation credits. The numbers are low because of a rule change that requires incoming TTC graduates to pass 15 credits at Roane State before articulation credits can be posted. c. 30% of high school juniors took the Kuder Interest Inventory Assessment and over 50 high school, TTC, and RSCC counselors and advisors were trained to administer the Kuder assessment instrument for career pathway development. % attainment of 2005-2006 benchmarks: 75%
2006-07 projected progress	60 students will enter postsecondary training/education through Tech-Prep articulation. Evaluate options based upon continuation or discontinuation of Tech-Prep funding.
Progress status as of 06/30/07	A total of 63 students entered postsecondary training/education through Tech-Prep articulation. % attainment of 2006-2007 benchmark: 100% Objective completed due to discontinuation of Tech-Prep program.

Measurable Objectives: 2.3 Increase participation rate of targeted populations – Hispanic Population

Provide outreach activities to growing Hispanic population in the service area in order to raise awareness of value of postsecondary education; increase the number of Hispanic students by 100% over a baseline (fall 2004) of 33.	
Owners: VP of Student Services and Enrollment Management	
2004-05 Base Year Objective Baseline	Fall 2004 Hispanic enrollment of 33 students; established relationship with leaders of Hispanic community in Loudon County; hosted information session
2005-06 projected progress	Continue relationship with Loudon County Hispanic community; provide Command Spanish workshops for Loudon County K-12 teachers. Establish relationship with Hispanic leaders in Anderson County; host information session Increase fall 05 Hispanic enrollment by 15% to 38 students.
Progress status as of 06/30/06	Visits made to Catholic churches in Lenoir City (Loudon County) and in Oak Ridge. ESL class developed for delivery fall 2006. Associate Professor Maria Barriga presented Spanish for School Teachers Workshop spring 2006. 1st time Hispanic applicants increased by 29%

	<p>Fall 2005 Hispanic enrollment increased by 6% to 35 students. % attainment of 2005-2006 benchmarks: 40% based upon less than projected enrollment increase; 100% of activities strategies</p>
2006-07 projected progress	<p>Establish an ESL class at RSCC; implement recruitment activities. Increase fall 06 Hispanic enrollment to 45 students</p>
Progress status as of 06/30/07	<p>Continued outreach to churches in Loudon County and Oak Ridge with Hispanic membership. Conducted telephone campaign to all Hispanic applicants. ESL class coordinated through Adult Education is conducted in Anderson County; serves participants from multiple counties. Fall 2006 enrollment of Hispanic students increased by 6% to 37 students. % attainment of 2006-2007 benchmarks: 100% of activities strategies; 82% of projected enrollment increase</p>
2007-08 projected progress	<p>Continue ESL class; continue implementation of recruitment activities; increase fall 07 enrollment to 50 students</p>
Progress Status as of 06/30/08	<p>Fall 2007 Hispanic enrollment fell short of the benchmark by 12 students. Recruitment activities continued in 2007-2008. All Hispanic applicants for fall 2007 were contacted by phone and those who enrolled were assigned a mentor. The College received an Access and Diversity Grant to host Hispanic Outreach Festivals in the three counties in the service area with the largest Hispanic populations. Committees were formed to include residents of each local community to plan and host the festivals. Festivals were held in April and May 2008 in Loudon County, Anderson County, Roane County, and Cumberland County. Over 600 people attended the 4 festivals. ESL classes continue to be offered in three counties through Continuing Education division's Adult Education program. Participation in the Hispanic outreach events resulted in a special ESL class offering in Cumberland County, scheduled for an August 2008 start date. % attainment of 2007-2008 benchmarks: 100% of activities strategies; 76% of projected enrollment increase</p>
2008-09 projected progress	<p>Continue ESL class; continue implementation of recruitment activities; increase fall 08 enrollment to 60 students</p>
Progress Status as of 06/30/09	<p>Fall 2008 Hispanic enrollment increased over fall 2007 by 8%; however, the first use of the Banner Student Module for enrollment reporting listed 931 students as "unclassified" by race compared to 133 reported as "unclassified" the previous fall. This large discrepancy suggests that there were errors in race reporting that make reliable numbers for actual enrollment of Hispanic students unclear. Although Access and Diversity grant dollars were not approved to continue outreach fairs, funds were set aside to pre-pay for recruiting advertisements on the Spanish speaking radio station to recruit students for fall semester 2009. ESL class was continued with 19 students enrolled. % attainment of 2008-2009 benchmark: 66% based upon level of outreach activity and likelihood that benchmark of 60 Hispanic students not met.</p>
2009-10 projected progress	<p>Continue ESL class; continue implementation of recruitment activities; increase fall 09 enrollment to 66 students</p>
Progress Status as of 06/30/10	<p>For the first time in the history of the college, spring enrollment exceeded fall enrollment. Spring 2010 enrollment of Hispanic students was 112 headcount (73.73 FTE). Student enrollment staff members continued to participate in college/career fairs targeting Hispanic students and attended the first Hispanic Higher Education Conference in TN held at Volunteer State Community College. The college also continued to place print advertising in Mundo Hispano, a bi-lingual newspaper. Community partners assisting Enrollment Management staff during outreach activities throughout</p>

	<p>the planning period have advised that such efforts require patience to show results with this demographic community. This year's increase in Hispanic students appears to bear this out. Plans for future recruitment of Hispanics include distribution of Spanish language brochures at an upcoming Hispanic Fall Festival as well to area business/industry sites with substantial Hispanic populations. A list of self-reported Hispanics will also be ordered from ACT for the purpose of targeted recruitment.</p> <p>% attainment of 2009-2010 benchmarks: 100%</p>
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Measurable Objectives: 2.4 Increase participation rate of targeted populations – African American Students

Increase the number of African American students enrolled in the college by 12% during the planning period to 153 over a baseline (fall 04) of 137.	
Owners: VP of Student Services and Enrollment Management	
2004-05 Base Year Objective Baseline	137 African American students enrolled in fall 2004.
2005-06 projected progress	Develop pilot program for mentoring African American students using Rising Stars program "graduates;" develop and implement outreach activities. Increase enrollment by 3% to 141 for fall 2005.
Progress status as of 06/30/06	<p>Developed and implemented mentoring program open to all students but designed to provide extra assistance for minority and/or at-risk students.</p> <p>Established Targeted Populations task force; conducted information sessions at local churches</p> <p>Held summer science workshop for middle school minority students.</p> <p>Conducted telephone campaign to all African-American applicants.</p> <p>African-American enrollment mirrored overall 2005 enrollment decline: decreased by 18% to 113 fall 2005</p> <p>% attainment of 2005-2006 benchmarks: 0% per enrollment goal</p> <p>50% per activities accomplished</p>
2006-07 projected progress	Continue outreach activities to recruit African-American students; continue mentoring program. Increase enrollment by 2% to 144 for fall 2006.
Progress status as of 06/30/07	<p>Continued outreach activities including Raider Connections mentoring program and participation in College Expo sponsored by 100 Black Men of Greater Knoxville and Delta Sigma Theta.</p> <p>Additional activities included: Minority Science Workshop for rising 9th-11th graders, "Strategies for Success" workshop for African-American students, and presentations at Oak Ridge SECME program.</p> <p>Financial Aid department posted updated diversity scholarship application information to the RSCC webpage</p> <p>Fall 2006 African-American enrollment was 121 students; an increase of 7%</p> <p>% attainment of 2006-2007 benchmarks: 84% of enrollment benchmark</p>
2007-08 projected progress	Continue outreach activities to recruit African-American students. Increase enrollment by 3% TO 148 for fall 2007.
Progress Status as of 06/30/08	<p>92% of the benchmark was achieved as there were 136 African American students enrolled for fall 2007. African American applicants for fall 2007 were contacted by phone and those who enrolled were assigned a mentor. An Access and Diversity grant was received and allowed the Admissions Office to re-institute the bus tour for allied health programs for two largely minority</p>

	high schools in the extended service area. Two allied health bus tours were held in the spring 2008. Students were given tours of the Oak Ridge and Knox County campuses. One of the bus tours was with Austin East High School, the largest minority high school in the extended area. Surveys given to each participant showed 100% satisfaction. % attainment of 2007-2008 benchmarks: 100% of activities; 92% of enrollment increase
2008-09 projected progress	Continue outreach activities to recruit African-American students. Increase enrollment by 3%TO 151 for fall 2008.
Progress Status as of 06/30/09	Through the Perkins Grant, the Admissions Office was able to invite two high schools to participate in the Allied Health bus tour in spring 2009 allowing them to tour the Knox and Oak Ridge campuses. Fulton H/S, with the 2nd highest minority enrollment in our extended service area, has requested that this be an annual event. The College experienced a decline in African American enrollment of 18.4% compared to 2007 fall. One factor that may have affected these numbers and made them incorrect is the number of students listed as “unclassified” by race. The 2007 enrollment report listed 133 students as “unclassified” and the 2008 report listed 931, an increase of 600% with an unknown race. Fall 2008 was the first year of the Banner Student module and there may have been errors in the data. % attainment for 2008-2009 benchmark: 50% Activity target met; enrollment target not met.
2009-10 projected progress	Continue outreach activities to recruit African-American students. Increase enrollment by 1%TO 153 for fall 2009.
Progress Status as of 06/30/10	As noted previously, spring 2010 enrollment exceeded fall 2009 enrollment for the first time in the history of the college. During spring 2010, 174 African-American students enrolled at Roane State. Activities during 2009-2010 targeted toward the recruitment of African-American students include: <ul style="list-style-type: none"> • Allied Health/Nursing Bus Tour for Austin-East High School (the largest minority enrollment in the college’s extended service area). • Presentation of RSCC programs and services made to Oak Ridge High School SECME organization. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 2.5 Increase participation rate of targeted populations – Dual Enrollment Students

Increase the number of students enrolled in dual-enrollment courses by 102 students over the course of the cycle.	
Owners: Coordinator of Dual Studies, VP of Student Services & Enrollment Management; Academic Deans	
2004-05 Base Year Objective Baseline	103 dual-enrollment students enrolled in fall 2004.
2005-06 projected progress	Increase students in dual-enrollment courses to 150.
Progress status as of 06/30/06	181 dual-enrollment students enrolled in fall 2005. 100% attainment of 2005-2006 benchmarks
2006-07 projected progress	Increase students in dual-enrollment courses to 175 in fall 2006.
Progress status as of 06/30/07	248 dual-enrollment students enrolled in fall 2006. % attainment of 2006-2007 benchmark: 100%

2007-08 projected progress	Increase students in dual-enrollment courses to 185 in fall 2007.
Progress Status as of 06/30/08	364 dual enrollment/advanced studies students enrolled in fall 2007, representing a 47% increase over fall 2006. A partnership was forged in the summer of 2007 with ETHRA to provide financial assistance to dually enrolled students who met ETHRA's criteria. They also provided funding for t-shirts for all of the students. A Coordinator of Dual Studies was hired in August, 2007 to coordinate and manage the growth of the program. The College received Perkins grant funding that has greatly facilitated the work that can be done in providing information and workshops to service area high schools. It has also allowed the college to begin to offer dual enrollment courses that will articulate into the A.A.S. degree programs. Six Community College Transition Initiative (CCTI) programs of study were developed to encourage dual studies coursework and to prepare high school students for college career programs. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Increase students in dual-enrollment courses to 195 in fall 2008.
Progress Status as of 06/30/09	468 dual enrollment/advanced studies students enrolled in fall 2008, representing a 29% increase over fall 2007. Students taking more than one dual enrollment course per semester increased the number of duplicated enrollments to 586. Enrollment increased in the spring to 525 unduplicated count and 858 duplicated count. In addition to offering 17 standard academic courses to 21 high schools in the RSCC service area, dual enrollment has expanded courses offerings to AAS program courses. Roane State piloted a First Responder course, in which 164 high school students participated. This course was selected as the capstone course of a TN secondary schools' program of study in health science and is being offered across the state in 2009-2010 through other postsecondary institutions. Additional programs of study were developed in the fields of criminal justice and early childhood education and will be implemented in 2009-2010. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Increase students in dual-enrollment courses to 205 in fall 2009.
Progress Status as of 06/30/10	<ul style="list-style-type: none"> • The growth of dual enrollment continues to increase as programs of study are implemented at area high schools. • The unduplicated enrollment for fall 2009 was 714 students, an increase of 53% while the duplicated fall count was 866 students. • In the spring of 2010 there were 820 dual enrollment students participating at RSCC, an increase from last spring of 58%. There were 97 students taking more than one dual enrollment course in the spring for a duplicated count of 917. • In addition to increased student participation in academic courses, there have been a number of requests for courses in the AAS degree programs. The First Responder classes conducted at 13 high schools enrolled 162 students in 09-10. • Also in health science, a Medical Terminology course was added with 40 students enrolled during the pilot. • Early childhood education courses were offered for the first time at two high schools with 23 students participating and one high school offered a criminal justice course with 12 enrolled. • A pilot accounting course is being planned for 2010-2011. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 3.1 Fit of Programs – Flexible Scheduling

Increase the number of credit courses designed for the instructional and scheduling needs of students 25 years of age and older.	
Owners: VP of Student Learning; Dean of Student Academic Support Services, Academic Deans	
2004-05 Base Year Objective Baseline	
2005-06 Base Year Objective Baseline	Analyze adult student enrollment patterns; identify best current practice and number of courses designed for adult students Develop hybrid courses and other “flexible” courses for credit
Progress status as of 06/30/06	Baseline Year: Academic Programming and Adult Student subcommittees of the Enrollment Management Task Force have begun gathering data for analysis of adult enrollment patterns. Survey and focus groups will be conducted 2006-2007 based upon targeted questions raised throughout the enrollment analysis. The Office of Distance Learning has analyzed enrollment in web courses: developed a list of courses recommended for expansion. Hybrid (traditional/web blend) classes have been added in Business (BUS 112 Personal Finance and BUS 100 Career Planning) and History (Western Civilization II HIST 1020) % attainment of 2005-2006 benchmark: 75%: true baseline information will require analysis of enrollment patterns; deferred to 2006-2007
2006-07 projected progress	Conduct needs assessment with RSCC graduates to determine programmatic and scheduling needs/priorities/preferences. Offer new or revised credit courses.
Progress status as of 06/30/07	Graduate needs assessment administered through spring 2007 alumni survey; results to be analyzed fall 2007. The number of hybrid courses increased from 3 to 8; Web courses increased from 60 to 70; additional Xpress class added. % attainment of 2006-2007 benchmarks: 80% based upon deferment of survey analysis.
2007-08 projected progress	Add at least one new or alternatively delivered course.
Progress Status as of 06/30/08	Increased the number of online sections from 71 with 1,516 students in fall 2006 to 89 in fall 2007 with 1,790 students resulting in increase of 25% more sections and 18% increase in student enrollments. Increased RODP enrollment by 19% from FTE of 62.9 in fall 2006 to 74.9 FTE in fall 2007. Added online delivery for Art Appreciation and Survey of World Literature II; delivered Spanish 1010, and 1020 as hybrid courses. Analysis of the graduate needs assessment survey indicates strong interest for continuing education in the areas of education, business, law, criminal justice and computer applications. Several graduates also expressed an interest in training for additional modalities in the field of radiology, mirroring needs assessment of area employers. Other findings include an interest in additional 2+2 opportunities. The most favored time for live classes was evening, and there was significant interest in accelerated course delivery. These findings will be shared with academic administrators. % attainment of 2007-2008 benchmarks: 100%
2008-09 projected progress	Add at least one new or alternatively delivered course.
Progress Status as of 06/30/09	Increased RODP enrollment from 74.9 FTE in fall 2007 to 101.7 FTE in fall 2008 Added new online GIS courses for fall 2008; ECED Courses for spring 2009; ENGL 2110; HIT

	<p>courses for fall 2008 /spring 2009. New Hybrid courses for fall 2008 / spring 2009: BIOL 2230; NSG 126; COLL 1020; CST; HIT & MDT Increased # of Online sections from 89 with 1,790 students to 99 sections with 2, 186 students in fall 2008. New Criminal Justice program director is working with TBR colleagues to develop online programming. % attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Add at least one new or alternatively delivered course.
Progress Status as of 06/30/10	<ul style="list-style-type: none"> • New hybrid courses offered in spring 2010: MGT 200, 201 & 203; total of 44 hybrid sections with 21 discrete courses and 678 students. This represents increase over fall 2009 hybrids: 28 sections with 14 discrete courses and 283 students. • RODP enrollment from 101.7 FTE in fall 2008 to 200.1 in spring 2010 • Increased # of online students to 2,554 in spring 2010; # of sections to 106 sections. • New HIT, GIS; HIST 1210 & 1220; and BUS 103 online courses. • Criminal Justice courses were offered through RODP. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 3.2 Fit of Programs – New Programming

Develop new and/or expanded academic programs based upon market need	
Owners: VP of Student Learning, Academic Deans, Director of Workforce Connections	
2004-05 Base Year Objective Baseline	Preliminary needs assessment and benchmarking for Biotechnology program begun, discussions with senior institutions for new or expanded 2+2 programs begun (disciplines under discussion include Psychology, Sociology, Business, Criminal Justice, Secondary and Special Education)
2005-06 projected progress (Begin baseline here):	Continue planning with TTU for expansion of 2+2 program partnerships Investigate other new programming options
Progress status as of 06/30/06	<p>Established Academic Programming subcommittee of Enrollment Management Task Force; committee has begun research phase, including service area demographics, job outlook, etc. 2+ 2 discussions with TTU have resulted in first Elementary Education junior cohort on Roane County campus fall 2006</p> <p>Humanities Department developed/offered Musical Theatre major in partnership with Cumberland County Playhouse.</p> <p>Homeland Security Certificate Program added; articulates to RSCC A.A.S. in Criminal Justice. Personal Trainer Certification course added.</p> <p>Application to NSF developed for planning grant to develop a program in Nanotechnology based upon identified workforce needs of area Nano Alliance partners.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	<p>a. Develop next 2+2 program with TTU</p> <p>b. Study additional health science programming options</p> <p>c. Submit planning grant to NSF for development of nanotechnology education program</p>
Progress status as of 06/30/07	<p>a. Negotiated elementary 2+2 program for Scott County to begin fall 2007; discussion with TTU for possible programs in business and secondary education</p> <p>b. Obtained approval for HIT bridge program; developed curriculum for Ultrasound degree program; develop accelerated Paramedic course</p>

	<p>c. RSCC awarded planning grant from National Science Foundation for development of nanotechnology education program % attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	<p>a. Enroll first class for 2nd 2+2 program b. Conduct nanotechnology planning activities pending approval of NSF grant c. Implement new health science options as needed by previous year needs assessment</p>
Progress Status as of 06/30/08	<p>a. Elementary Education 2+2 now on four campuses; Education program lead faculty attended National Science Teachers Conference; will begin planning for emphasis on potential science/secondary education program b. Nanotechnology program planning activities initiated with NSF grant funding c. Collaborated on development of curriculum for HIT RODP program d. Submitted letters of intent to develop programs in Diagnostic Medical Sonography (Ultrasound) Technology, expanded Polysomnography to include all subspecialties, and Associate of Applied Science in Allied Health Sciences to provide a pathway for practitioners e. developed E-commerce courses for concentration in Business Management % attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Develop at least one new program or concentration per year
Progress Status as of 06/30/09	<p>The following new programs and/or concentrations were developed during 2008-2009:</p> <ol style="list-style-type: none"> 1. A new A.A.S. Business Management Concentration in General Business. 2. A new A.A.S. degree program in Allied Health Sciences (received preliminary SACS approval). 3. A new Technical Certificate of Credit in Computer Science (received preliminary SACS approval). 4. Began development of curriculum for new courses in nanotechnology. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Develop at least one new program or concentration per year
Progress Status as of 06/30/10	<p>The following new programs and/or concentrations were researched or developed during 2009-2010:</p> <ol style="list-style-type: none"> a. The Humanities division began research and assessment for a potential AA/AS concentration in Mass Communications; received Academic Council approval for seven new courses in Mass Communications b. An Interdisciplinary Studies 2+2 program was developed with TTU for AA/AS graduates to seamlessly transfer to TTU bachelor's degree program. The program is available at the Oak Ridge, Cumberland, and Scott county campuses. c. New Ultrasound courses were developed for future approval of associate degree program. d. BUS 202 Project Management course was developed incorporating hands on applications and Project Management Institute principles. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 3.3 Fit of Programs – Nursing Transition

To improve opportunities for LPN to RN transition through development of new articulation model

Owners: Dean of Nursing

2004-05 Base Year Objective Baseline	Promise of Nursing grant received; preliminary work with WSCC and MSCC to develop online transitions courses; participation on committee for statewide articulation model
2005-06 projected progress (Begin baseline here):	Complete development and implement online transitions courses; continue participation with TBR articulation model
Progress status as of 06/30/06	Begun as an institutional initiative, this has become a TBR system project. Courses developed in partnership with WSCC, MSCC, and JSCC. Students admitted to this option. Online courses being offered through RODP as a pilot and on-ground lab portion planned for August 2006 at RSCC. % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Continue participation in system-wide development of articulation model
Progress status as of 06/30/07	2006-2007 project activities include: RSCC faculty member taught one RODP nursing course in summer 2006 RSCC faculty member developed and taught on-ground lab portion in summer 2006 Four students completed and entered 2nd level nursing classes, graduating in May 2007. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Continue participation in system-wide development of articulation model
Progress Status as of 06/30/08	2007-2008 activities include: 1. RSCC faculty member chaired Curriculum Committee for RODP-AASN program development. 2. RSCC faculty member completed training for nursing course development 3. Began screening of applicants identifying RSCC as “home” school in anticipation of admitting January 2009. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Continue participation in system-wide development of articulation model
Progress Status as of 06/30/09	2008-2009 activities include: 1. 8 RSCC students were admitted in January 2009 to the RODP AASN program. 2. 7 of these students successfully completed the first three nursing courses in May 2009. 3. Faculty secured for summer clinical course. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Continue participation in system-wide development of articulation model
Progress Status as of 06/30/10	2009-2010 activities include: 1. 6 RSCC students enrolled in RODP nursing. 5 of these are on track to graduate in Dec. 2010. 2. RSCC faculty secured for didactic and clinical courses. RSCC faculty chairs Curriculum Committee and Dean serves on Executive Committee for RODP AASN. % attainment of 2009-2010 benchmark: 100% (Note: despite efforts of all TBR parties, RODP Nursing program to be terminated as of December 2010.)

Measurable Objectives: 3.4 Fit of Programs – ROCE

Increase online instructional opportunities for continuing education by submitting a minimum of 10 courses for consideration by the ROCE Curriculum Committee and enrolling at least 150 students

Owners: Director of Workforce Connections; Dean of Student Academic Support Services	
2004-05 Base Year Objective Baseline	Identify courses with statewide impact and instructors to teach them. Train at least one instructor.
2005-06 projected progress (Begin baseline here):	Identify courses with statewide impact and instructors to teach them. Submit at least two new courses. Train at least one new instructor. Enroll 10 students.
Progress status as of 06/30/06	Continuing Education division has enrolled 50 students in ROCE courses during FY 2006. Because of a lack of part-time instructor interest in developing ROCE courses, the division has chosen to market the ROCE catalog rather than develop its own courses. Continuing Education will reevaluate the decision to develop courses for the ROCE catalog yearly. % attainment of 2005-2006 benchmarks: 100% attainment of student enrollment 0% attainment of course development; objective revised for remainder of cycle
2006-07 projected progress	Re-evaluate decision regarding development of ROCE courses. Market ROCE catalog to increase enrollment. Enroll 20 additional students
Progress status as of 06/30/07	RSCC Vice President for Continuing Education and Workforce Development serves on ROCE Distance Education Committee. The committee is developing a survey of statewide constituents to determine barriers to growth of ROCE program. (Like many other institutions across the state, RSCC chose not to develop courses for ROCE this academic year.) 21 students enrolled in ROCE courses from RSCC during 2006-2007. % attainment of 2006-2007 benchmark: 0% (This objective and related benchmarks will be re-evaluated based upon survey results.)
2007-08 projected progress	Re-evaluate scope and extent of participation based upon survey results.
Progress Status as of 06/30/08	ROCE offerings have expanded in various subject areas, however the program still struggles for acceptance by Continuing Education divisions across the state. ROCE is often seen as a competitor to current institutional offerings, especially traditional "on-ground" classes which yield larger revenue. While barriers associated with such issues as lack of open registration and online payment have improved, Continuing Education divisions that strive for self-funding do not widely support ROCE because of the demand to generate the greatest possible revenue. RSCC did not submit any classes to ROCE and has determined that development of institutional online courses will yield greater benefit. % attainment of 2007-2008 benchmark: 0% Objective to be discontinued.
2008-09 projected progress	Roane State has not submitted any classes for ROCE approval; however, we do offer these classes on our web site and market them along with our other online classes.
2009-10 projected progress	Roane State has not submitted any classes for ROCE approval; however, we do offer these classes on our web site and market them along with our other online classes.

QUALITY

RSCC Strategic Quality Goal:

4. Roane State Community College will validate public confidence in the quality of the education and training it provides by demonstrating its commitment to the establishment of high standards, assessment of educational outcomes, and ongoing improvement and development of its programs and personnel.

Rationale:

In the early 1990's, Roane State Community College embarked upon an initiative to incorporate continuous quality improvement into its programs and processes. Although the formal vocabulary of TQM is no longer part of the college discourse, its principles have become integrated into a culture of ongoing improvement and development that drives the institution to continually assess its institutional effectiveness.

As a result, Roane State is justifiably proud to be able to respond to the calls for accountability that are facing all public institutions of higher education with a track record of outstanding scores on Performance Funding, Tennessee's comprehensive program for assessing programmatic and institutional quality.

As rising costs of postsecondary education continue to raise the bar for institutions to show evidence of the quality of their programs and services, Roane State will strive, through the objectives developed to meet this goal, to meet or exceed appropriate national benchmarks while continuing to serve the specific educational needs of its local and regional constituents.

RSCC Objectives for Quality Goal:

Measurable Objectives: 4.1 Effective Programs and Services – Continuous Improvement

100% of administrative and service departments will identify and implement at least one improvement initiative during the planning period.	
Owners: All departments	
2004-05 Base Year Objective Baseline	Many RSCC departments engage in ongoing improvement through college institutional effectiveness process
2005-06 projected progress	50% of departments identify areas for improvement; develop action plans; begin implementation
Progress status as of 06/30/06	15 of 30 administrative/service departments initiated improvement projects. Examples include the following: 1) Telephone Services - upgraded or replaced four systems to improve services across campuses. 2) Continuing Education and Financial Services conducted study of human and financial costs to the institution of managing seven workforce Career Centers. Based upon the analysis, a decision was made not to renew the subcontract for 2006-07. An action plan was developed to minimize the impact on contract staff and an appropriate extension was given to minimize the impact on the grantor and any prospective subcontract bidders 3) Financial Aid Office reorganized to provide improved customer service. New resources include a telecounselor and designating the Assistant Director as Customer Service Representative.

	<p>4) Records and Registration Office reorganized; case management model instituted to provide more efficient customer service.</p> <p>5) Institutional Research implemented ScheduleDev to track and process changes to the schedule of classes as they are developed</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Remaining 50% of departments implement improvement initiatives. Develop Administrative and Support Services Audit process based upon William Massey model to support unit improvement identification processes.
Progress status as of 06/30/07	<p>All administrative and support service departments developed improvement initiatives in 2006-2007 documented in SPOL or through reporting to Budget Committee, spring 2007. Examples include:</p> <p>1) Financial Services streamlined the TAF budget process</p> <p>2) The Physical Plant improved main campus signage</p> <p>3) The Business Office implemented deferred payment online and a textbook rental program</p> <p>4) Purchasing improved the RFP process for a new bookstore contract by bidding jointly with Columbia State C/C and Walters State C/C</p> <p>The Assistant Vice President for Institutional Effectiveness and Research developed an Administrative and Support Services Audit process based upon the William Massey Academic Audit Model. Pilot departments will begin implementation summer 2007.</p> <p>% attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Schedule of administrative and support services audits developed. Departmental projects continued concurrently; reports of progress toward accomplishment of improvement goals published as part of internal institutional effectiveness documents; annual until completed.
Progress Status as of 06/30/08	<p>All administrative and support service departments developed improvement initiatives in 2007-2008 documented in SPOL or through reporting to Budget Committee, spring 2008. Examples include:</p> <ul style="list-style-type: none"> • Enhanced career planning resources added at all campuses • Testing Center began development of operational guidelines for all testing services • Enhanced engagement of SAS scholarship students through recognition reception • Improved college-wide emergency response plan • Began library facilities upgrades • Improved tracking of students in clinical rotations for Nursing • Upgraded facilities at Expo Center • Streamlined budget request process to integrate with SPOL and Banner implementation • Enhanced student financial aid services through addition of VA counselor <p>A schedule of Administrative and Support Service Audits was developed; Student Services and Physical Plant to initiate the first audits during 2008-2009</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Departmental projects continued concurrently; reports of progress toward accomplishment of improvement goals published as part of internal institutional effectiveness documents; annual until completed.
Progress Status as of 06/30/09	<p>All administrative and support service departments developed improvement initiatives in 2008-2009 documented in SPOL. Examples include:</p> <p>1. Enhanced communication/interaction with parents and high school administrators by expanding to four meeting sites for information sharing meetings (located more conveniently to high schools); staffing hospitality rooms for high school</p>

	<p>teachers/sponsors during students competitions at RSCC to facilitate interaction with college staff; development and distribution of program of study brochure for dual studies students, parents, and high school counselors.</p> <ol style="list-style-type: none"> 2. Initiated self-study of intake process from “interest to payment” to improve convenience, customer service for entering students. 3. Implemented tracking system to monitor accumulation and disposal of barn waste at the Expo Center; added 30 camper hook-ups to campground area for additional revenue; added Expo Center to GCA Custodial Services contract to reduce costs. 4. Made Ed2Go and JER continuing education online classes automatically available to students. 5. Added online continuing healthcare education courses to meet client needs. 6. Added three new, updated badges to annual Boy Scout Merit Badge College; generated largest participation in the history of the event. 7. Human Resources initiated review of applicant files as improvement opportunity; files are now scanned upon completion, placed on RSCC network for review by search committee members, reducing paperwork and/or one-by-one review. 8. Upgraded security department to a police department; expanded security coverage at Cumberland Campus to include day coverage with addition of full-time officer. 9. Implemented voluntary buy-out plan to improve the College’s budget outlook. 10. Developed Emergency Response Plan document and updated college Health and Safety Manual. 11. Improved HVAC systems in the Computer Center and the O’Brien Building. 12. Merged the Physical Plant department and the Expo Center for greater efficiencies. <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	<p>Departmental projects continued concurrently; reports of progress toward accomplishment of improvement goals published as part of internal institutional effectiveness documents; annual until completed.</p>
Progress Status as of 06/30/10	<p>All administrative and support service departments developed improvement initiatives in 2009-20010 documented in SPOL. Examples include:</p> <ol style="list-style-type: none"> 1. Human Resources made online employment application submittal available using PeopleSoft. 2. Information Technology provided the institution with new guidelines for the storage, transportation, and protection of Personally Identifiable Information (PII) on portable computers or removable storage devices. 3. All WebFocus reports were converted to Argos to reduce annual maintenance costs for report writing software and provide increased flexibility and depth of reporting. 4. Networking/Technical Support designed and implemented a Microsoft SQL Server cluster to provide fault tolerance and performance enhancement for hosted, mission-critical databases. 5. The RSCC Physical Plant staff made various improvements to all campus buildings and grounds and operationalized an online work order system. 6. The RSCC Public Safety/Campus Police Department obtained recognition by the State of Tennessee Peace Officer Standards and Training Commission (POST). 7. Student recruiters used assigned laptops and air cards at area high schools to process all prospect documents. If the student’s file was complete, recruiters were able to “accept” them, resulting in quicker process time.

	<p>8. The Banner checklist for international student admission was edited for better processing, including the new online personalized checklist. % attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 4.2 Effective Programs and Services – Program Review

<p>Demonstrate patterns of evidence for educational quality through use of Academic Audit and/or specialized accreditation activities for program evaluation; at least three programs per year will engage in program review process; at least 10 faculty and/or academic administrators will be trained as auditors for Academic Audit.</p>	
<p>Owners: VP of Student Learning; Academic Deans</p>	
2004-05 Base Year Objective Baseline	Academic Audit piloted for English and Biology programs, three RSCC faculty trained as auditors, Asst.VP trained as master auditor
2005-06 projected progress	Three departments will engage in Academic Audit process or specialized accreditation; two faculty will be trained as auditors
Progress status as of 06/30/06	<p>Required program audit schedule submitted to THEC. Environmental Health Technology had successful Academic Audit site visit April 25-26; met all criteria per exit report. Chemistry department has participated in TBR training sessions; will begin actual self-study process fall semester 2006. Successful accreditation visits included Radiologic Technology and EMT/Paramedic. HIT conducted successful “Paper Review” as part of its accrediting agency’s new process. OTA began the self-study process for reaffirmation of accreditation by ACOTE. Psychology department included Academic Audit orientation during June adjunct faculty workshop. (Audit planned for 2007-08) Kathy Rhodes, Jim Condon, Ron Sternfels, Dan Hyder, Johnny Rudolph, Don Miller, Kristi Scott, Myra Peavyhouse and Pat Wurth participated in A/A training. Kathy Rhodes, John Rudolph, Adolf King, and Karen Brunner served as auditors for spring 2006 audits. % attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Three departments will engage in Academic Audit process or specialized accreditation; two faculty will be trained as auditors; previously audited departments will continue improvement initiatives identified in the audit
Progress status as of 06/30/07	<p>Accreditable programs: self-studies and site visits were conducted in Occupational Therapy Assistant, Dental Hygiene and Nursing. Non-accreditable programs: Roane State’s General Education Program had successful Academic Audit with site visit April 3, 2007; the GIS Program also conducted the Academic Audit; their site visit occurred April 4, 2007. RSCC Chemistry department began work on self-study for Academic Audit. Karen Brunner, Kathy Rhodes, Adolf King, and Pat Jenkins served as auditors for spring 2007 audits. % attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Three departments will engage in Academic Audit process or specialized accreditation; two faculty will be trained as auditors; previously audited departments will continue improvement initiatives identified in the audit
Progress Status as of 06/30/08	Accreditable programs: Following successful site visits, accreditation of Occupational Therapy

	<p>Assistant, Dental Hygiene, and Nursing programs was reaffirmed. Medical Transcription, Respiratory Therapy, and Health Information Technology, and Paralegal Studies all submitted annual and/or progress reports to their respective accrediting agencies.</p> <p>Non-accreditable programs: Roane State's Chemistry and Psychology programs had successful Academic Audits with site visits on April 4 and April 14 respectively.</p> <p>Andy Anderson and Ted Stryke attended auditor training. Kathy Rhodes, Adolf King, and Andy Anderson served as auditors for spring 2008 audits.</p> <p>Biology Department conducted study of predictive factors for failure in Anatomy and Physiology I as part of ongoing improvement initiatives from their 2004-05 Academic Audit; the General Education disciplines continue regular meetings as part of the improvement initiatives from their 2006-2007 audit.</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Three departments will engage in Academic Audit process or specialized accreditation; two faculty will be trained as auditors; previously audited departments will continue improvement initiatives identified in the audit
Progress Status as of 06/30/09	<p>Accreditable programs: Following a successful site visit, the Opticianry program was reaffirmed. RSCC's Pharmacy Technician Program submitted its self-study and had an on-site visit February 20, 2009 for initial accreditation. Approval will be voted on by the American Society of Health-System Pharmacists Commission on Credentialing at its meeting August 20, 2009. OTA, PTA, DHT, OPT, RRT, Massage Therapy, HIT, RDT, Polysomnography, and BMT all submitted annual and/or progress reports to their respective accrediting agencies.</p> <p>Non-accreditable programs: Roane State's General Technology program conducted a successful program review spring 2009, meeting all review criteria. The Medical Transcription and Diagnosis and Procedural Coding programs also had successful program reviews. Roane State's Computer Science transfer program conducted a successful Academic Audit.</p> <p>RSCC English and Biology departments submitted to TBR follow-up reports to their 2004 Academic Audits; faculty in the General Education disciplines continue regular meetings as part of the improvement initiatives from their 2006-2007 audit.</p> <p>Kristi Roberson-Scott, Ted Stryk, and Diane Raines served as Auditors.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Three departments will engage in Academic Audit process or specialized accreditation; two faculty will be trained as auditors; previously audited departments will continue improvement initiatives identified in the audit
Progress Status as of 06/30/10	<p>Accreditable programs: Following a successful site visit, the Physical Therapist Assistant program's accreditation was reaffirmed on April 28, 2010 through June 30, 2020. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) voted to reaffirm the Polysomnography program's accreditation through 2014. The American Society of Health-System Pharmacists voted to approve initial accreditation of RSCC's Pharmacy Technician program for a period of 6 years (through 2015). The Somatic Therapy program had a site visit by the Commission on Massage Therapy Accreditation April 23-24, 2010. After the Commission's review of requested follow-up material, the program will be notified of the Commission's actions 30 days after it October 2010 meeting.</p> <p>Non-accreditable programs: Roane State's Early Childhood Education program participated in the Academic Audit process. The program met 17 of 19 criteria based upon the review of the on-site audit team. Additionally, the Art program conducted an Academic Audit as well. (This program review was not part of the Performance Funding review process.)</p>

	<p>Previously audited departments continued improvement initiatives identified during their audits. The following RSCC faculty/staff members served as Academic Auditors during spring 2010: Kathy Rhodes, Jim Condon, Diane Raines, Kristi Roberson-Scott, Valerie Herd, Ted Stryk, and Karen Brunner.</p> <p>% attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 4.3 Effective Programs and Services – Academic Advisement

To demonstrate patterns of evidence of improved academic advisement as measured by scores on applicable items on CCSSE (Community College Survey of Student Engagement)	
Owners: VP of Student Learning, Dean of Student Academic Support Services, Asst VP Institutional Effectiveness and Research	
2004-05 Base Year Objective Baseline	Trend scores on student surveys indicate need for improved academic advisement; evaluate related scores from pilot administration of CCSSE
2005-06 projected progress	Updated Faculty Advising Manual distributed and training sessions conducted for faculty Integrate improvements to Freshman Experience event based upon student and faculty feedback Monitor applicable scores on CCSSE
Progress status as of 06/30/06	<p>Faculty Advising Manual updated and distributed. Training sessions and additional activities related to improved academic advisement include the following:</p> <ul style="list-style-type: none"> -General Advising Sessions held at off-site centers prior to registration period during Fall -2005 and Spring 2006. - Postcards sent to students in Spring 2006 regarding Advising Sessions at off-site centers. - Advising Training session – 3 hours - held during Spring 2006 In-Service for new faculty. - - - Offered stipend for faculty to expand advising opportunities for students in Summer. - Developed Advising materials for faculty use during Freshman Experience – Fall 2006- - August 2006 Freshman Experience activities were planned based upon feedback from August 2005 student surveys <p>Data from special Academic Advisement questions administered through 2006 spring CCSSE will be received August 2006. Results will be used to develop questions for planned fall semester 2006 advisement focus groups.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Continue advisement training for faculty; add information to Freshman Experience about group advising sessions prior to spring registration; develop online version of New Student Orientation
Progress update as of 06/30/07	<ul style="list-style-type: none"> - Advisement training for faculty was conducted during fall and spring in-service workshops - Information about group advising sessions wide publicized; special sessions included meeting for Health Science “hold” students, lottery students, and those with less than 1.0 GPA - Advising Guides developed for use online and during Freshman Experience introductory meetings - Online New Student Orientation developed - Student advising focus groups conducted at multiple campus locations; results will be used to plan enhanced advising services <p>% attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Continue advisement training for faculty; develop improvement initiatives based upon CCSSE results

<p>Progress Status as of 06/30/08</p>	<ul style="list-style-type: none"> • Advisement training for faculty was conducted during in-service workshops • New Faculty Advisor Training was conducted and expanded to a 5-hour session. • An advising resource handbook was developed and NACADA materials were purchased for use by advisors. • The CAPPs degree-audit programming was completed for integration with Banner Student. • Two issues of "Take Our Advice," the advising newsletter were distributed. • A part-time advisor (retired full-time faculty member) was hired to support students at the Cumberland County campus; 12-15 students attend each session regularly. • Special advising group sessions were held for Allied Health/Nursing "hold" students as well as workshops for specific allied health programs • Several faculty participated in pilot "early alert" program for students at-risk for academic failure in classes. <p>Based upon results of responses to special advisement questions administered through CCSSE, the following ongoing initiatives were begun:</p> <ul style="list-style-type: none"> • Raider Connections mentoring program for at-risk students • Enhanced career exploration and planning resources were purchased, including My Road. These resources are accessible in-person at all campuses and online. <p>% attainment of 2007-2008 benchmarks: 100%</p>
<p>2008-09 projected progress</p>	<p>Develop Advising Center with advisor rotation schedule to serve students at multiple campuses</p>
<p>Progress Status as of 06/30/09</p>	<p>Statewide budget shortfalls prevented the College from approving professional advisor budget as requested; however, due to the high priority of this initiative, 3 professional staff members were transferred to the unit to create a new Advising Resource Center, including Veteran's Services and at-risk advising specialist.</p> <ul style="list-style-type: none"> • New advising staff participated in 25 hours of structured training with key offices/personnel from the college. • During August, 2008, student contacts to the Advising Center exceeded 600. • 2 Advisors attended two sections of Study Skills to assist students with developing an academic plan and registering for the spring semester (approximately 25 students). • Advisor assisted faculty with developing group advising sessions for: AAS Nursing, Physical Therapist Assistant, Occupational Therapy Assistant and Radiologic Technology. • ARC advisor working with additional faculty to develop group advising sessions. • Student advising newsletter "Advising Matters" was developed to encourage students to take advantage of the new degree evaluation program and to stress the importance of meeting. • ARC Advisors begin travel to site campuses to assist students in connecting with their faculty advisor and to answer any registration/advising questions with their advisor prior to leaving for the summer term. • Student contacts for 2008-2009 since Center opened: October: 420, November: 605, December: 606, January: 877, February: 314, March: 413, April: 767 • After reviewing contact logs for all professional advising staff, it was determined that numerous inquiries were being made about the RSCC Nursing program. A group advising model has been developed to streamline student inquiries for the Nursing program.

	<p>Although data from the spring 2009 administration of the CCSSE shows the RSCC students frequency of use of academic advising, and ranking of the importance of academic advising is lower than state and national peers, their ranking of satisfaction with academic advising services is exactly equivalent to the ranking of state and national peers. This represents an improvement over previous survey responses.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Initiate improvements to Advising Center services based upon feedback
Progress Status as of 06/30/10	<ul style="list-style-type: none"> • Assisted Program Directors with group advising sessions for Allied Health Science and Nursing Programs. • Sent out 3 issues of Advising Matters to students/faculty via e-mail • Conducted a survey of all fulltime faculty seeking suggestions for faculty advisor training for 2010-11 (45% response rate) • Student Contact data: July 09-May 2010: 8,568 contacts with prospective and current students. (based on average monthly contacts, represents 36% increase over 2008-2009) • Participated in re-design efforts for New Student Orientation processes and subsequent advising of returning, transfer and new students for summer 2010. • Participated in re-design efforts of the Allied Health Science/Nursing Admissions Process. Addition of Coordinator of AHS/NSG Admissions to the duties of the ARC. • Training/development of Peer Advisors for summer/fall advising labs <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 4.4 Effective Programs and Services – Lottery Student Retention

To facilitate the success of TN Lottery recipients through development of measures to track and retain these students.	
Owners: VP of Student Services & Enrollment Management; Asst VP of Financial Aid; VP of Student Learning	
2004-05 Base Year Objective Baseline	Establish database of lottery students for year one of the program; identify and survey dropouts
2005-06 projected progress	Establish database of new lottery students for 2 nd year of the program; evaluate attrition of 1 st year students, develop and implement retention measures based upon best practice and results of 04-05 survey
Progress status as of 06/30/06	<p>All students were tracked and evaluated as to the reason for loss of scholarship. Financial Aid staff spoke to students at Freshman Experience to review the lottery rules for successfully maintaining the scholarship. They developed a brochure detailing the same information and mailed it to each lottery recipient. VP of Student Services and Enrollment Management and the VP of Academic Services sent letters to all parents of lottery students detailing the criteria for keeping the scholarship and identifying resources for success at RSCC. Any lottery student who changes status or withdraws from the college is immediately sent a letter advising them of the appeals process. The Institutional Appeals Committee meets weekly. In addition, a message was placed on the web site for any student who attempts to withdraw online.</p> <p>Retention team established through Enrollment Task Force to develop interventions available to all students.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>

2006-07 projected progress	Establish database of new lottery students; track previous year students; continue retention activities; evaluate effectiveness and revise based upon assessment results
Progress status as of 06/30/07	<ul style="list-style-type: none"> - Financial Aid office established database of new and returning lottery students - Lottery student retention tracked and reported. - Special advising sessions for lottery students provided. - Financial Aid department used tracking data to analyze patterns of non-retained lottery recipients. Finding: Students exhibit difficulty achieving 3.0 GPA to retain their scholarships; retention efforts including expanded usage of Learning Center resources will be implemented. As of April 2007, only 1% (11 students) of the 955 lottery students who lost their scholarships had withdrawn from the institution. <p>% attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Establish database of new lottery students; track previous year students; continue retention activities; evaluate effectiveness and revise based upon assessment results
Progress Status as of 06/30/08	<ul style="list-style-type: none"> -Financial Aid office continued to track its database of new and returning lottery students. -Lottery student retention tracked and reported. -Financial Aid department used tracking data to analyze patterns of non-retained lottery recipients. Finding: students still exhibited difficulty achieving 3.0GPA to retain their scholarships. -The Assistant VP of FA participated in the TASFAA Advisory Committee to TSAC which met with state legislators to help outline potential legislative changes. Several discussion points were going to be included in the new legislation for 2008-09. <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Establish database of new lottery students; track previous year students; continue retention activities; evaluate effectiveness and revise based upon assessment results
Progress Status as of 06/30/09	<p>Financial Aid Office continued to track its database of new and returning lottery students.</p> <ul style="list-style-type: none"> -Lottery student retention tracked and reported. -Financial Aid department used tracking data to analyze patterns of non-retained lottery recipients. Finding: students still exhibited difficulty achieving GPA requirements to retain their scholarships. 21% (239 students) did not maintain the GPA with an additional 4% (41 students) having enrollment changes that affected their future eligibility. -The Assistant VP of FA continues to participate in the TASFAA Advisory Committee to TSAC to provide guidance to legislators regarding future changes to the program. -Several changes were made to this year's requirements to try and help students maintain their lottery eligibility. The most significant one was decrease the GPA at the 48 hour benchmark to a 2.75 GPA. It was 3.0. (This kept 36 students from losing the award from 07-08). <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Establish database of new lottery students; track previous year students; continue retention activities
Progress Status as of 06/30/10	<p>Financial Aid Office continued to track its database of new and returning lottery students.</p> <ul style="list-style-type: none"> • Lottery student retention tracked and reported. • Financial Aid department used tracking data to analyze patterns of non-retained lottery recipients. (Based upon 2010 THEC statutory data for 2nd year scholarship renewal rates: [fall 2008 data], RSCC had #1 rate (52%) of any TN community college) • Financial Aid staff met with SAILS QEP committee to develop process for enrolling in new study skills class that will benefit students at risk of losing lottery scholarships. • The Assistant VP of FA continues to participate in the TASFAA Advisory Committee to TSAC to provide guidance to legislators regarding future changes to the program.

% attainment of 2009-2010 benchmarks: 100%

Measurable Objectives: 4.5 Effective Recruitment, Development & Retention of Faculty – Faculty Professional Development

Demonstrate evidence of effective faculty development through implementation of enhanced training initiatives	
Owners: VP of Student Learning; Chair of Professional Development Committee	
2004-05 Base Year Objective Baseline	Assess current participation by RSCC faculty as trainers for faculty and adjunct faculty in-service presentations and workshops; assess training content of past and current in-services
2005-06 projected progress	Offer wider variety of in-service workshops based upon faculty interest and need; increase by 10% the number of faculty presenters
Progress status as of 06/30/06	<p>Spring 2005 and fall 2006 faculty in-service activities/workshops were developed based upon faculty requests for workshops concerning current “need to know” issues. Examples for fall 2006 include: Academic Audit of General Education program, IDEA room training, WebCT for new users, and Freshman Experience Group Advising techniques.</p> <p>2004-2005 faculty in-service presenters =4 2005-2006 faculty in-service presenters = 7</p> <p>Other faculty professional development activities: WebCT Academy held May 2006 with 35 participants.</p> <p>Adjunct Faculty Workshop enhanced with supplemental materials online and on CD rom. % attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Faculty from at least 3 academic divisions will participate as presenters for in-service workshops; enhance online materials available to adjuncts
Progress status as of 06/30/07	<p>Ten faculty members from 4 academic divisions made presentations during in-service workshops. In-service presentations, including videos of keynote speeches, were placed on the RSCC webpage for later review.</p> <p>Workshops included IDEA faculty evaluation analysis of results, exemplary teaching techniques, and learning-centered college principles % attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Increase in-service participation to 10 faculty presenters
Progress Status as of 06/30/08	<p>Fourteen faculty members from 5 academic divisions made presentations or led faculty workshops during in-service. Presentations included methodology for internationalizing the curriculum, participation in the Honors program as faculty sponsors for special projects, use of D2L, assessment in academic disciplines for general education, aspects of the upcoming QEP, and service learning. Several presentations, including in-service keynote addresses are available on the RSCC professional development webpage.</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Add 2 adjunct faculty members to roster of 10 full-time faculty in-service presenters
Progress Status as of 06/30/09	<p>The following professional development presentations were made during 2008-2009:</p> <p>Fall 2008</p> <ul style="list-style-type: none"> • Total of 22 full-time faculty from all academic divisions presented in Faculty In-Service. • Had 2 adjunct faculty present; Humanities and Social Sciences.

	<p>Spring 2009</p> <ul style="list-style-type: none"> • Three adjunct faculty members presented in spring 2009 Faculty In-Service with QEP aligned topics (Mike Hill, Chester Goad & Alicia Mitchell) – Humanities. <p>Total of 16 full-time faculty members presented during spring 2009 Faculty In-Service Workshop PowerPoints are available on the RSCC professional development webpage and/or the QEP webpage.</p> <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Increase participation to 12 full-time and 4 adjunct faculty in-service presenters
Progress Status as of 06/30/10	<p>The following professional development presentations were made during 2009-2010:</p> <ul style="list-style-type: none"> • Fall 2009 - 5 workshops with 13 full-time faculty / 4 adjunct presenters - one workshop was a panel event with 6 faculty members • Spring 2010 - 11 workshops with 13 full-time faculty / 4 adjunct presenters • Workshop PowerPoints were made available on the RSCC professional development webpage and/or the SAILS QEP webpage. <p>% attainment of 2009-2010 benchmarks: 100%</p>

Measurable Objectives: 4.6 Effective Recruitment, Development, & Retention of Faculty – Instructional Technology Training

Increase opportunities for faculty to learn and use instructional technologies; 50% or more faculty will participate in WebCT training	
Owners: Director of CTAT	
2004-05 Base Year Objective Baseline	Center for Instructional Technology (CTAT) staff train faculty at the center and on all campuses; 2 nd faculty WebCT Academy scheduled for May 2005
2005-06 projected progress	Conduct WebCT refresher and 3 rd annual Academy with increasingly advanced topics. Establish, equip, and publicize FAST Lab as resource for faculty and students to create course materials Begin Tablet PC Training Initiative; five selected faculty and CTAT staff will receive instructional design training using Tablet PC
Progress status as of 06/30/06	<p>RSCC held the 3rd Annual WebCT Academy the week after Commencement. There were two tracks in this Academy – a beginners track and an advanced track. This year the Academy was opened to other TBR faculty members. We had 19 RSCC faculty members and staff members and three faculty members from other TBR institutions attend the beginners track and 16 RSCC faculty and staff members attend the advanced track.</p> <p>The FAST Lab and ACDC Center were used for over 50 different projects/meetings during the Spring 2006 semester. We plan to conduct a CTAT Day during Fall 2006 in-service to highlight the new capabilities of these resources.</p> <p>We received TAF funding to add three additional faculty members to the Tablet PC initiative during the upcoming year.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Conduct WebCT refresher and 4 th annual Academy with increasingly advanced topics; increase faculty participation by 5% Increase usage of FAST Lab by 10% Train additional five faculty members to use Tablet PC
Progress status as of 06/30/07	<p>Accelerated conversion to D2L resulted in revision of benchmarks for this period. Instead of conducting further WebCT training, a D2L/Momentum Academy was held during the week of May 7, 2007. Forty-seven faculty members participated in the training.</p>

	The FAST Lab and ACDC Center were used for approximately 60 projects/meetings during the 2006-2007 period. Funding was allocated for the additional Tablet PC training. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Conduct training on D2L (at least 50% of faculty previously using WebCT); begin usage during summer/fall semesters
Progress Status as of 06/30/08	D2L training continued through in-service workshops and one-on-one by selected faculty “power users.” As of spring semester 2008, 359 classes are being taught using Desire2Learn. A long-time adjunct faculty power user was hired to serve as training coordinator for instructional technology. This full-time, high-quality instructional assistance has facilitated wide-spread adoption of the platform. A technician was also hired to work full-time at the Oak Ridge Branch Campus to assist faculty with classroom multimedia issues and help with D2L training. % attainment of 2007-2008 benchmarks: 100%
2008-09 projected progress	Continue training on D2L (at least 75% of faculty previously using WebCT)
Progress Status as of 06/30/09	Technology training during 2008-2009 included: <ul style="list-style-type: none"> • D2L Training of faculty; 70%+ of all faculty utilize D2L for web and/or supplemental materials. • Successful Technology Academy highlighting use of D2L and other Web 2.0 technologies was held the week of May 11 with 22 attendees. • In-Service workshops included D2L/Clicker Technology. 70% + faculty utilization of D2L exceeds benchmark goal of 75% of previous users. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	100% of faculty previously using WebCT will be trained to use D2L.
Progress Status as of 06/30/10	100% of faculty previously using WebCT who are currently teaching online or have web enhanced traditional classes have received D2L training. Rather than hold the traditional week-long Academy, CTAT has shifted toward individual training and small group sessions on both the Harriman and Oak Ridge campuses. These training sessions have been supplemented by a wealth of instructional materials, including video tutorials, in the Momentum Faculty Lounge in which all faculty are enrolled. Introductory training will continue to be offered to new faculty, with special initiatives such as an adjunct open house to publicize CTAT services, and specialized group training will continue throughout the year along with broader instructional technology training workshops. Conducted 36 training sessions, 16 workshops, 1 webinar. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 4.7 Effective Recruitment, Development, & Retention of Faculty – Faculty Recruitment/Retention

Demonstrate commitment to effective recruitment and retention of highly qualified faculty through ongoing initiative to increase the number of full-time faculty for new and existing programs.	
Owners: Director of Human Resources; VP of Student Learning; Academic Deans; VP of Financial Services	
2004-05 Base Year Objective Baseline	Post-retirement program in place to retain best long-time faculty; however, recruitment/retention of qualified full-time health science faculty, pending retirement of faculty in all divisions, and demands of new programs present challenges
2005-06 projected progress	Conduct short and long-term programmatic needs assessment; research and benchmark other institutions using NCCBP data, Kansas Cost Study data and best practice of TN institutions

	Analyze budget impact of results of needs assessment
Progress status as of 06/30/06	<p>Analysis of Kansas Cost Study data shows that during 2004-2005, Roane State had a greater percentage of SCH taught by full-time faculty compared to national peers in 17 of 31 programs and compared to TN peers in 12 of 21 programs.</p> <p>During academic year 2004-2005, 2 new faculty positions were funded (Chemistry & Math); Pharmacy Technician program director position was filled.</p> <p>During academic year 2005-2006, 3 new positions were funded to accommodate the expansion of the Nursing program.</p> <p>Based upon needs assessment and commitment to placing full-time faculty in satellite campus instructional positions, 5 new positions have been proposed for 2006-2007 to add depth in each academic division.</p> <p>% attainment of 2005-2006 benchmark: 100%</p>
2006-07 projected progress	Recruit and retain additional full-time faculty based upon needs assessment and availability of funds.
Progress status as of 06/30/07	<p>Analysis of Kansas Cost Study data shows that during 2005-2006, Roane State had a greater percentage of SCH taught by full-time faculty compared to national peers in 19 of 32 programs and compared to TN peers in 7 of 21 programs.</p> <p>During the 2006-2007 academic year, five new faculty positions (Psych [2], History, Geology, & Education) were funded.</p> <p>During the period, the institution's compensation plan was fully paid out.</p> <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Recruit and retain additional full-time faculty based upon needs assessment and availability of funds.
Progress Status as of 06/30/08	<p>Analysis of Kansas Cost Study data shows that during 2006-2007, Roane State had a greater percentage of SCH taught by full-time faculty compared to national peers in 19 of 32 programs and compared to TN peers in 7 of 23 programs. Analysis of the most recent NCCBP (National Community College Benchmark Project) data shows that 61.70% of credit hours are taught by full-time faculty compared to the national median of 53.80%. The study also shows that 58.72% of sections are taught by full-time faculty compared to the national median of 50.43%</p> <p>During the 2007-2008 academic year, 10 full-time faculty positions were funded. (EMT, Biology, Nursing, English, Speech, Art, Computer Science [2], OTA & Rad Tech)</p> <p>During the period, a new salary equity study was completed to be implemented as budget conditions permit.</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Recruit and retain additional full-time faculty based upon needs assessment and availability of funds.
Progress Status as of 06/30/09	<p>Analysis of Kansas Cost Study data shows that during 2007-2008, Roane State had a greater percentage of SCH taught by full-time faculty compared to national peers in 16 of 30 programs and compared to TN peers in 8 of 22 programs. Analysis of the most recent NCCBP (National Community College Benchmark Project) data shows that 63.55% of credit hours are taught by full-time faculty compared to the national median of 54.30%. The study also shows that 59.55% of sections are taught by full-time faculty compared to the national median of 52.97%.</p> <p>During the 2008-2009 academic year, 8 full-time faculty positions were funded (Criminal Justice, Biology, Speech, Nursing, PE, NanoScience, Nursing and Rad Tech.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Recruit and retain additional full-time faculty based upon needs assessment and availability of funds.
Progress Status as of 06/30/10	Analysis of Kansas Cost Study data shows that during 2008-2009, Roane State had a greater percentage of SCH taught by full-time faculty compared to national peers in 18 of 33 programs

	<p>and compared to TN peers in 7 of 22 programs. Analysis of the most recent NCCBP (National Community College Benchmark Project) data shows that 58.72% of credit hours were taught by full-time faculty compared to the national median of 53.87%. For the first time, the study showed that RSCC had a lower percentage of sections taught by full-time faculty (51.01%) compared to the national median of 52.12%. (Data submitted for the 2010 NCCBP report indicates that the percentage of sections taught by full-time faculty increased to 56.80%)</p> <p>During the 2009-2010 academic year, 9 full-time faculty positions were funded: (4 in Nursing, one each in Speech, Biology, Somatic Therapy, Math, and Health Information Technology)</p> <p>% attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 4.8 Effective Recruitment, Development & Retention of Staff – Banner Training

Demonstrate effective development of staff through organizational and training activities for Banner implementation	
Owners: Asst VP for Information Technology	
2004-05 Base Year Objective Baseline	Steering Committee and Core Process Teams established; implementation timelines set
2005-06 projected progress	Core Process Team members conduct business process inventories; attend SCT training; develop policy and procedures for their functional areas; and recommend policy/process changes for improvement
Progress status as of 06/30/06	<p>The Banner Implementation Team continues to meet regularly. The RaiderNet work team continues to test the portal and prepare to integrate with Banner. The HR/Payroll Team is currently engaged in training and task completion for implementing the Banner HRS files. HR/Payroll Team – Payroll has been cleaning up the current HRS Plus files for conversion to the new Banner HRS System. Payroll identified 320 positions that were “Not Rolled” into FY 06-07 HRS Plus files. Have developed a new position numbering scheme to implement into the Banner HRS files.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Core Process Teams continue work as needed; preliminary staff training conducted as Banner modules are implemented
Progress status as of 06/30/07	<p>Banner Implementation Team - The Banner Implementation Team met regularly throughout the year and provided overall guidance to the Process Teams.</p> <p>HR/Payroll Team - The HR/Payroll Teams completed training for implementation and has completed all post implementation training activities.</p> <p>Finance Team - The Finance Team has completed all implementation training activities and is now conducting post implementation training as well as Joint Student training.</p> <p>Student Team - The Student Team is involved in implementation training working toward the Recruiting and Admissions go-live in September.</p> <p>Advancement Team – The Advancement Team is beginning implementation training the last week in August 2007.</p> <p>% attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	College-wide training and awareness building activities implemented; process improvement teams established as necessary to manage impact of system changes
Progress Status as of 06/30/08	<p>Banner Implementation Team continued to provide overall guidance to the Process Teams and serve as TBR liaison.</p> <p>HR/Payroll Team completed training for successful conversion, joining Banner Finance for July, 1</p>

	<p>2007 Go Live. Completed conversion of administrative staff into new EClass and longevity/401K deduction changes; successfully printed accurate employee 2007 W2 forms during January 2008. Finance Team completed training leading to successful Go Live July 1, 2007. Other related third party software continues to be implemented with the next two projects being TouchNet and Appworks.</p> <p>Banner Student team conducted large-scale pre-conversion data clean up, had successful Go Live in August 2007 and two successful mock registrations in October and December 2007. SunGard consultants gave the Student Team positive assessment for both registrations. On the first day of full-scale registration using Banner, RSCC had the most student registrations of any other Cohort 2 School. Banner "War Room" continues in place to provide Team with headquarters to troubleshoot problems as they arise.</p> <p>Banner Advancement Team attended three training sessions and worked with on-site consultant to begin the process of building necessary tables to convert from Raiser's Edge to Banner Advancement.</p> <p>Banner Student and Banner Finance leaders conducted training for faculty and staff users during multiple sessions.</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	College-wide training continued as necessary
Progress Status as of 06/30/09	<p>All formal Banner training has been completed, however, The Banner Implementation Team continues to meet, although less frequently (monthly) to discuss cross-departmental issues and to discuss the Banner 8 conversion to begin fall 2009. Team leads continue to meet telephonically with functional teams from other TBR institutions weekly or by-weekly.</p> <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	College-wide training continued as necessary
Progress Status as of 06/30/10	<p>Banner Functional Teams continued to offer training for users as needed. Training on the Argos Enterprise Reporting Suite was conducted to train users on report retrieval and writing. These Banner Related training activities will continue on an as needed basis.</p> <p>% attainment of 2009-2010 benchmarks: 100%</p>

Measurable Objectives: 4.9 Effective Recruitment, Development & Retention of Staff – Career Ladder

Demonstrate effective development of staff through initiative for career ladder opportunities	
Owners: Director of Human Resources; VP of Financial Services; President	
2004-05 Base Year Objective Baseline	
2005-06 Base Year Objective Baseline	<p>Appoint task force to analyze long-term institutional staff needs; research and benchmark best practices of other institutions</p> <p>Conduct workshops to raise awareness among staff pursuing degrees about areas of potential institutional need</p>
Progress status as of 06/30/06	<p>Due to the retirement of Vice President for Financial Services, this objective has been deferred until new Finance VP is hired. President Goff has proposed development of leadership program whereby individuals would be tasked with projects outside their primary of responsibility to develop growth potential.</p> <p>% attainment of 2005-2006 benchmark: 0%; deferred to 2006-2007 for baseline analysis</p>

2006-07 projected progress	Develop Leadership Program for faculty and staff
Progress status as of 06/30/07	During 2006-2007 the college's compensation plan was full paid out and plans for a new compensation study initiated. During the period, an orientation program and training materials for new employees was developed for implementation prior to fall semester 2007. The RSCC Leadership Institute, a leadership program for faculty and staff was developed for implementation spring 2008. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Pilot leadership plan; assess strengths and weaknesses; revise based upon pilot feedback
Progress Status as of 06/30/08	The RSCC Leadership Institute completed its first class. Three faculty, three administrative/professional staff, and three support staff were selected to participate. Classes oriented participants to leadership principles as well as to all aspects of the college. The class project was the development of a full-scale "go-green" initiative that was presented to the Executive Council for consideration. The initiative will be piloted in phases for adoption. The Institute received college-wide visibility through a series of interviews/articles with each participant written by the college Public Relations department. The participants evaluated each module of the program and gave the entire experience high marks. One aspect noted for improvement was more time allotted for question/answer period after session presentations. % attainment of 2007-2008 benchmarks: 100%
2008-09 projected progress	Implement Leadership Program
Progress Status as of 06/30/09	RSCC Leadership Institute completed its second class. Two faculty members, two administrative/professional staff, and 3 support staff were selected to participate. Each participant was awarded a new computer for their office as well as an opportunity to chaperone an international education student trip to Europe. The class project was the "LUCY initiative to provide enhanced support for new students. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Evaluate Leadership Program; continue with improvements based upon evaluation.
Progress Status as of 06/30/10	The RSCC Leadership Institute completed its third class. 2 faculty members, 3 administrative/professional staff and 4 support staff were selected to participate. Class session leaders received feedback from previous year participants' evaluations in order to make ongoing improvements to session presentations. The class project recommended was a faculty/staff directory which was deferred pending institutional plans to distribute electronically enabled ID cards. In lieu of this project, participants will serve as selection committee for President's new mini-grant program. % attainment of 2009-2010 benchmarks: 100%

Measurable Objectives: 4.10 Benchmarked quality attainment compared to national peers – Student Success

Improve students' relative performance on key student success measures as compared to peers in the NCCBP (National Community College Benchmark Project)	
Owners: Asst VP of Institutional Effectiveness & Research; Academic Deans	
2004-05 Base Year Objective Baseline	Choose three student success measures to target for improvement as part of development of 5-year Performance Funding plan (Student Persistence Standard)

2005-06 projected progress	Conduct assessment to identify barriers to retention/persistence and student success in the three chosen measures; begin development of improvement strategies
Progress status as of 06/30/06	Findings from 2005 data collection indicate that success in English Composition I is the only measure where RSCC students scored below the national mean. Trend data on students with grades of “D” and “F” have been collected and a subcommittee of the General Education and Assessment Committee has been formed to analyze these data and develop strategies for improvement. Among the barriers identified is a departmental policy barring students from withdrawal from core English courses unless they withdraw from the college. This will be the first issue to be considered for change. This study will continue fall semester 2006. NCCBP comparison data for 2006 will be studied against 2005 results to identify trends or new areas of concern. % attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Use assessment findings to develop and begin implementation of improvement strategies, including timelines and benchmarks of progress
Progress status as of 06/30/07	Analysis of weaknesses in student success measures based upon NCCBP data indicate additional areas of concern in student progress from developmental math to 1st college-level math course. Strategies implemented during 2006-2007 include an improved Early Alert System and efforts to increase student participation in tutoring within the Learning Centers, tutoring coordinated within the divisions, and through Smarthinking.com. English Composition faculty will be establishing and drawing from a consistent URL database instead of a reader for course reading assignments, restructuring the syllabus to reinforce critical thinking, and adding a web component to provide students with enhanced access to class materials and increased communication with faculty. Specific goals and timelines submitted as part of the 2006-2007 Performance Funding plan are currently under revision per THEC suggestion to move away from strictly numerical goals and toward more qualitative developmental learning outcomes. Revised benchmarks are due 9/14/07. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Meet proposed benchmarks per timeline
Progress Status as of 06/30/08	Roane State students continue to perform below national peers in the areas of math and English composition. The college received THEC approval to pursue the following goals to facilitate student success in these areas: <ul style="list-style-type: none"> • Improve the ability of students completing Developmental Writing to conduct research as a predictor of successful completion of Composition I • Decrease the percentage of students who earn “Ds” and “Fs” in a repeated attempt to complete Comp I • Improve scores on comprehensive post-test exam administered to students enrolled in College Algebra. Data on student performance in these key areas was studied in the determination of a topic for the college’s upcoming SACS Quality Enhancement Plan. The chosen topic (Students Achieving Improved Learning Strategies) will attempt to directly and positively impact student performance in college math and writing competencies. % attainment of 2007-2008 benchmarks: 100% for college intervention planning conducted, 33% of actual goal benchmarks attained.
2008-09 projected progress	Meet proposed benchmarks per timeline
Progress Status as of 06/30/09	Roane State students continue to perform below national peers in the areas of math and English composition. Based upon the goals approved by THEC during the previous year include, the results of interventions during 2008-2009 to improve these outcomes include:

	<ul style="list-style-type: none"> • It is now the policy of the Developmental Writing faculty to integrate a research-based competency into the curriculum. In order to successfully complete Developmental Writing, students must be able to: gather information from primary and secondary sources; write a report using this research; quote, paraphrase, and summarize accurately; and cite sources properly. • This goal was not met; the percentage of students earning “D’s” and “F’s” in a repeated attempt to pass Comp I actually increased for the period. • The benchmark for this goal for the period was that the mean post-test score for the comprehensive final exam in College Algebra would meet or exceed 70%; the mean score attained was 71%. <p>Interventions to achieve these goals will continue for the 2009-2010 period; additionally, they have been integrated into the assessment plan of the college’s Quality Enhancement Plan. % attainment of 2008-2009 benchmarks: 100% for college intervention planning conducted; 66.6% of actual goal benchmarks attained.</p>
2009-10 projected progress	Meet proposed benchmarks per timeline; student performance will improve to meet or exceed national median score for peers on NCCBP
Progress Status as of 06/30/10	<p>2009-2010 academic year saw mixed success with some notable improvement in Composition I median success rate.</p> <ul style="list-style-type: none"> • Median RSCC Comp I success rate (grades of A,B,C) was 80% compared to the national median rate of 78%. This is the first time that RSCC Comp I success rate has exceeded peer performance. Two interventions implemented during the cycle included integration of a research-based project in Developmental Writing and a mandatory attendance policy in all English courses. • Less successful was the goal of decreasing the percentage of students who earn “Ds” and “Fs” in a repeated attempt to complete Comp I. The college’s Quality Enhancement Plan (QEP) project related to enhancing student study skills/learning strategies will provide additional academic assistance options for these students. • Academic success rates in College Algebra continue to be lower as compared to national peers on the NCCBP. The RSCC median success rate of 69% compares to a 72% median rate for national peers. • Achievement of an additional goal related to College Algebra, however, indicated greater progress. The aggregate mean score for students taking the common final exam in 39 sections (752 students) of College Algebra was 70%, representing 99% of the benchmark mean score of 71%. <p>% attainment of 2008-2009 benchmarks: 100% for college interventions implemented: 50% attainment of NCCBP peer success rate.</p>

Measurable Objectives: 4.11 Benchmarked quality attainment compared to national peers – Student Engagement

RSCC will exceed average national scores on a majority of items in two major benchmark categories as measured by comparison to peer institution scores on the CCSSE

Owners: Institutional Effectiveness & Research; academic and student support service units as determined by improvement needs

2004-05 Base Year Objective Baseline	Analyze results of spring 2005 initial administration of CCSSE; determine benchmark categories to use for comparison
2005-06 projected progress	Administer CCSSE; compare institutional scores to national peer average; identify areas for improvement
Progress status as of 06/30/06	CCSSE administered spring 2006. Based upon results, RSCC exceeded scores on a majority of items in every major benchmark category with the exception of "support for learners." Preliminary findings have been shared with executive council, faculty, and student support services. Results will be used in the development of student focus groups fall 2006. % attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Communicate survey results to faculty; identify strategies to address areas for improvement
Progress status as of 06/30/07	Survey results were shared during faculty convocation and documented on the Institutional Effectiveness and Research webpage. The greatest area of weakness indicated from the CCSSE survey was academic advisement. Student focus groups were conducted at multiple campuses. Based upon the results, the following improvements have been initiated: <ul style="list-style-type: none"> • A new Early Alert System • "Personal Assistants" assigned to new students • Improved advisement guides for Freshman Experience sessions • Improved New Student Orientation sessions • Improved advisement information on the RSCC website • Increased awareness building of career counseling opportunities. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Continue implementation of improvement strategies
Progress Status as of 06/30/08	CCSSE 2006 data showed that RSCC students were not using career counseling services as much as students at our consortium schools or at the schools in the CCSSE national cohort. A new, more user-friendly career assessment instrument (My Road) was added to the options for students to use and the Counseling staff developed workshops that were delivered at seven campus locations. These were evaluated for attendance and it was determined that future sessions would be better targeted to specific student groups. The Men's Basketball Team was the athletic group determined to be at highest risk for not continuing their education after community college. Although all team members indicated that they planned to transfer to a four-year institution, only 45% had declared a major and only 55% knew that career assessment instruments were available. A dinner and career counseling session explaining the career instruments was held for all members of the team. The Coordinator of Academic Advising attended NACADA training and, along with the Dean of Academic Support Services, developed a plan for a professionally staffed Advisement Center. Although the Center was not funded in this fiscal year, resources were allocated for a retired faculty member to serve as a part-time tutor/advisor for the Cumberland County campus. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Administer CCSSE; RSCC will exceed peer scores on majority of items in two selected benchmark categories
Progress Status as of 06/30/09	The CCSSE was administered spring semester 2009. Based upon the results of the survey, RSCC exceeded peer scores on a majority of items in four of the five benchmark categories. The only category in which the college scored below consortium peers was in the area of "Support for Learners." Partly this is attributable to the inclusion of a question related to interaction with

	<p>students of other racial and ethnic backgrounds (which is extremely difficult in the college's highly homogeneous service area) and to students' response to difficulties the Financial Aid Office had the previous year in maintaining its customary level of service while adjusting to the conversion to Banner student. This benchmark category also includes items related to advisement, an ongoing area of improvement for the college. The new Advising Resource Center was too new at the time of the survey administration to have had a positive effect on student responses. Efforts made by academic support services to improve student academic advisement during 2008-2009 included the following:</p> <p>Advising Center Data</p> <ul style="list-style-type: none"> • Student Contacts: October: 420, November: 605, December: 606, January: 877, February: 314, March: 413, April: 767. <p>Early Alert Data</p> <ul style="list-style-type: none"> • Resulted in a pass rate of 24.4% of the 90 students sent an Early Alert in gateway course – Math 1130 / 1530 and DSPM courses. <p>Learning Center Data</p> <ul style="list-style-type: none"> • Increased presence in classrooms and orientation sessions as well as continued promotion of group-study opportunities resulted in greater awareness of available academic support. • Learning Center staff continues to track student consultations via monthly dashboards and to correlate this data with student persistence in gateway courses. User satisfaction surveys continue to be administered to assess student perceptions of effectiveness of services offered. • Learning Center staff has been very active in collaborating with QEP leadership to increase student use of learning support services. Workshops focusing on learning strategies are currently being developed, and staff is currently developing training materials for student tutors focusing on recognizing and accommodating a variety of learning styles. <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Set "stretch" goal if objective achieved or re-visit improvement strategies for areas of weakness
Progress Status as of 06/30/10	<p>Actions taken by academic support services to improve student academic advisement, engagement and success during 2009-2010 included the following:</p> <p>Learning Center Data</p> <ul style="list-style-type: none"> • Classroom visits increased from 9 in spring 2009 to 23 in spring 2010. • One Study Skills, two Test-Taking Skills and four Active Reading workshops were offered in spring 2010 with 67 students participating. • 690 students received tutoring in the Learning Center in spring 2010 in 2274 tutoring sessions. 404 students received online tutoring through SMARTHINKING.com in 1134 tutoring sessions. • In the Learning Center user satisfaction survey, of 91 students answering responding to the statement "The tutoring/advice received improved my performance in the course," 82 (90.9%) either agreed or strongly agreed. Of 92 students answering the question "Would you recommend the Learning center's services to other students?" 91 (99%) answered either definitely yes or probably yes. <p>Learning Center staff and tutors have received training in Learning Strategies selected as part of the SAILS QEP. These Learning Strategies will be taught to students in one-on-one tutoring and in workshops conducted in the Learning Center. SAILS assessment plan includes gathering of</p>

	<p>baseline tutoring usage and outcomes data to establish benchmarks for five-year plan.</p> <p>Advising Resource Center Data:</p> <ul style="list-style-type: none"> • Assisted Program Directors with group advising for Allied Health Science and Nursing programs • Distributed 3 issues of Advising Matters email newsletter to faculty and students • Student Contact data: July 09-May 2010: 8,568 contacts with prospective and current students. (based on average monthly contacts, represents 36% increase over 2008-2009) • Participated in re-design efforts for New Student Orientation processes and subsequent advising of returning, transfer and new students for summer 2010. • Trained Peer Advisors for summer/fall advising labs <p>% attainment of 2009-2010 benchmarks: 100%</p>
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Measurable Objectives: 4.12 Development of SACS QEP – QEP

Develop a Quality Enhancement Plan through broad-based campus participation that has the capacity and potential to significantly improve the quality of student learning in an area of institutional priority.	
Owners: SACS Liaison Officer; SACS Development Team, SACS Leadership Team; QEP Director	
2004-05	
2005-06	Conduct self-study of QEP assessment needs for Performance Funding
Progress status as of 06/30/06	Analysis of institution-wide assessment processes in place as part of Standard 5A of Performance Funding. % attainment of 2005-2006 benchmarks: 100%
2006-07 Base Year Objective Baseline	Solicit QEP topic and establish campus leadership team
Progress status as of 06/30/07	2006-2007 QEP activities include: <ul style="list-style-type: none"> • Establishment of campus leadership team • Development of QEP suggestion webpage and online “suggestion box” • Establishment of QEP Planning Team to conduct preliminary research on student learning outcomes issues and to develop process for broad-based campus participation in focus groups, etc % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Identify QEP topic. Conduct research for QEP, establish broad-based faculty work teams, determine potential strategies, develop draft of QEP, raise awareness among campus community .
Progress Status as of 06/30/08	2007-2008 QEP activities include: <ul style="list-style-type: none"> • Faculty focus groups led by QEP Chair • Faculty and student online surveys administered to assist in selection of QEP topic • Focus groups conducted with college career program advisory boards • White paper developed and publicized with common themes derived from college-wide feedback • College-wide online voting for QEP topic, chosen from five themes • SAILS Project (Students Achieving Improved Learning Strategies) chosen as QEP topic;

	<p>announced at January 2008 in-service</p> <ul style="list-style-type: none"> • QEP Development team established; sub-committee work teams conducted research, studied data and best practices during spring/summer semester 2008 • Four QEP newsletters distributed college-wide • Professional Development workshops begun • QEP development team developed student learning outcomes, five major initiatives, and draft action plans and assessments <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Finalize QEP, share conclusions/proposals with campus community, submit QEP to SACS, receive on-site team
Progress Status as of 06/30/09	<p>2008-2009 QEP activities include:</p> <ul style="list-style-type: none"> • Eleven faculty meetings were conducted to identify core learning concepts around which to teach selected learning strategies. • Monthly newsletters were distributed via email to inform the college community about the SAILS project. • A contest to build student awareness was conducted. • Professional development workshops were conducted with internal presenters and external guest experts. • A five-year plan was developed around four major initiatives and three major student learning outcomes; the plan includes detailed timeline and five-year budget. • An assessment committee developed the assessment plan for the five-year project to evaluate the progress of the plan and the impact on student learning outcomes. • A QEP evaluator was nominated and accepted by SACS. • The final plan was completed and submitted to SACS August 20, 2009. <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Receive SACS reaffirmation with no QEP follow-up.
Progress Status as of 06/30/10	<p>RSCC received one recommendation from the on-site committee related to the QEP. The committee recommended that the QEP Assessment Plan be revised to provide more transparent linkage to student learning outcomes. In response to this recommendation, the college revised the project's student learning outcomes to increase clarity and specificity and re-designed the assessment plan matrix to answer a series of evaluation questions integral to each learning outcome. Based upon the correspondence from the Commission on Colleges, July 8, 2010, the revised QEP document was accepted with no follow-up. Other 2009-2010 QEP activities included the following:</p> <ul style="list-style-type: none"> • Extensive faculty professional development, including the first annual SAILS Summer Academy • Selection of six targeted learning strategies for integration into classroom instruction and development of assessment rubrics for each strategy • Development of curriculum for Allied Health Science and Nursing study skills workshops • Development of curriculum for the new COLS 1010 Learning Strategies course; student selection of course name (SOS: Study, Organize, Succeed) • Recruitment of faculty volunteers to begin learning strategy instruction fall semester 2010 • Implementation of learning strategy workshops by the Learning Center <p>% attainment of 2009-2010 benchmark: 100%</p>

RESOURCEFULNESS

RSCC Strategic Resourcefulness Goal:

5. In order meet the fiscal challenges facing higher education, Roane State Community College will demonstrate its use of benchmarking and best practice to manage resources, its pursuit of alternative sources of institutional support, and its establishment of collaborative and entrepreneurial partnerships and initiatives.

Rationale:

Roane State Community College has a long history of success in gathering alternative means of support, from private dollars for student scholarships to individual, community, and corporate donations to support the construction of satellite campuses. In fact, the results of a comprehensive feasibility study conducted in 2004 led Roane State to embark upon a Major Gifts Campaign to help the college attain its highest potential for instruction and service to its communities.

While this is a goal born of necessity for all Tennessee Board of Regents institutions, the threats embodied in a climate of fiscal constraint have led to an environment of enhanced opportunity for cooperation, collaboration, and innovation. Through the objectives developed to meet this goal, Roane State Community College will develop and implement projects and partnerships to better manage existing resources and acquire new resources. Spurred by a spirit of non-competitiveness, cooperating institutions will be able to better serve all the constituents of their respective communities.

RSCC Objectives for Resourcefulness Goal:

Measurable Objectives: 5.1 Use of Benchmarking Tools in Resource Management Decisions – Kansas Cost Study

Demonstrate the effectiveness of resource management through utilization of national benchmark study to provide comparative data for decision-making	
Owners: Asst VP of Institutional Effectiveness & Research; VP of Student Learning; Academic Deans, VP of Financial Services	
2004-05 Base Year Objective Baseline	Second year participation in Kansas Cost Study
2005-06 projected progress	Complete third year data collection for Kansas Cost Study; use three-year trend data and adopt key questions from TBR White Paper for data analysis and resource management planning and decision-making

Progress status as of 06/30/06	College staff have met and reviewed the first two years of data from the KCS. Faculty allocation and costs were analyzed in relation to peers and to current and future institutional programming and instructional delivery priorities. The findings/conclusions were submitted to TBR/THEC for Standard 5A of the 2005-2006 Performance Funding report. % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Monitor trend data for key indicators for use in planning and decision-making; submit report of findings/conclusions to THEC
Progress status as of 06/30/07	College academic administrators met and reviewed the most current Kansas Cost Study data for comparison to previous year's results. Faculty allocation and costs were analyzed in relation to peers and to current and future institutional programming and instructional delivery priorities. The findings/conclusions were submitted to TBR/THEC for Standard 5A of the 2006-2007 Performance Funding report. New trends to review in upcoming years include the impact of increased web courses and dual enrollment growth. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Monitor trend data for key indicators for use in planning and decision-making; submit report of findings/conclusions to THEC
Progress Status as of 06/30/08	College academic administrators met and reviewed the most current Kansas Cost Study data for comparison to previous year's results and analysis of discernable trends. Faculty allocation and costs were analyzed in relation to peers and to current and future institutional programming and instructional delivery priorities. The continuing impact of increased web course enrollment, for example, led to a decision to increase the section capacity. A steady growth in dual studies enrollment continues to be observed for potential resource allocation decisions. The findings/conclusions were submitted to TBR/THEC for Standard 5A of the 2007-2008 Performance Funding Report. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Monitor trend data for key indicators for use in planning and decision-making; submit report of findings/conclusions to THEC
Progress Status as of 06/30/09	The Kansas Cost Study continues to be reviewed by academic administrators for peer comparisons and, more importantly, for discernable internal trends that would impact decision-making regarding faculty resources. For several years, the growth of web classes and dual enrollment classes was reflected in the increase in percentage of SCH taught by adjunct faculty. The college has responded to this trend in several ways; first, by increasing the number of students per section (depending on the nature of the course) and by hiring several new full-time faculty to meet the instructional needs of satellite campuses and/or dual enrollment. The findings/conclusions were submitted to TBR/THEC for Standard 5A of the 2008-2009 Performance Funding Report. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Monitor trend data for key indicators for use in planning and decision-making; submit report of findings/conclusions to THEC.
Progress Status as of 06/30/10	Both the Kansas Cost Study and faculty resourcing data from the National Community Benchmark Project (NCCBP) was reviewed by senior academic and finance personnel to track trends related to faculty allocation. The findings/conclusions were submitted to TBR/THEC for Standard 5A of the 2009-2010 Performance Funding Report. Following the trends cited in previous years, the growth of web classes and dual enrollment continues to exert pressure on the ratio of full-time to part-time faculty in selected disciplines, despite the hiring of several full-time faculty members with dual enrollment instructional

	<p>responsibilities. Based upon the data as of the 2009-2010 Kansas Cost Study and NCCBP report, the college was able to provide satisfactory evidence to the Commission on Colleges of the adequacy of full-time faculty as part of its recent reaffirmation of accreditation. Institutional planning for the upcoming 2010-2015 period will include establishment of goals related to increasing the percentage of instruction conducted by full-time faculty in selected disciplines. During 2009-2010, the Assistant Vice President for Institutional Effectiveness and Research made a presentation using these data (Benchmarking for Case-Making) at the National Benchmarking Conference at Johnson County Community College in Overland Park, Kansas, June 1-17, 2010. % attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 5.2 Attainment of other sources of support – Major Gifts Campaign

<p>Raise private funds to support scholarships, faculty development, health sciences, and individual campus projects through completion of the “Invest in the Vision” major gifts campaign. The campaign goal is to raise \$5-6 million.</p>	
<p>Owners: Executive Director, RSCC Foundation; President</p>	
2004-05 Base Year Objective Baseline	Internal campaign completed; external team chairs appointed; solicitations begun in Morgan, Campbell, Fentress, and Scott counties
2005-06 projected progress	Solicitations completed in Morgan, Campbell, Fentress, and Scott counties
Progress status as of 06/30/06	Completed solicitations in Morgan, Campbell, Fentress, and Scott counties. Over \$1.7 million raised as of 5/22/06 % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Complete solicitations in Anderson County
Progress status as of 06/30/07	Because the Morgan County center construction project came in “over bid,” additional funds were solicited in the county. Plans for solicitation in Cumberland County have been delayed to meet pressing needs for Anderson County. Fundraising in Anderson County will begin upon completion of conceptual renderings being generated from the new campus master plan. Total campaign contributions raised/pledged as of 06/30/07 = \$5,209,239 representing 1117 gifts. % attainment of 2006-2007 benchmarks: 100% based upon funds raised; solicitation plans per county will be adjusted.
2007-08 projected progress	Complete solicitations in Anderson County; begin solicitation in Cumberland, Roane and Loudon counties
Progress Status as of 06/30/08	Fundraising in Anderson County began upon completion of conceptual renderings being generated from the new campus master plan. Total campaign contributions raised/pledged as of 06/30/08 = \$6,165,163 representing 1576 gifts. % attainment of 2007-2008 benchmarks: 100% based upon funds raised; solicitation plans per county to be adjusted as appropriate for 2008-2009/2009-2010.
2008-09 projected progress	Continue solicitations in Oak Ridge to raise match to build new building on the Oak Ridge Branch Campus.
Progress Status as of 06/30/09	Over 2 million raised for the new Oak Ridge building match. Overall, the Invest in the Vision campaign has raised \$9,641,677 to date with 2,234 gifts. This fiscal year, the Foundation received \$3,305,223 in gifts. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Complete the Oak Ridge solicitations and begin fund raising for dual enrollment scholarships in four counties.

<p>Progress Status as of 06/30/10</p>	<p>Campaign is completed exceeding projected goal.– This fiscal year the Foundation received \$701,503 total gifts (including \$328,620 for the Oak Ridge Branch Campus expansion). Total Invest in the Vision contributions received to date are \$10,346,245 with a total of 2,584 gifts. Fundraising for dual enrollment scholarships in 2009-2010 included: Scott County - \$67,000 (from Earl McDonald bequest received in 2008-2009) Fentress Co. - 51,462 Morgan Co. - 5,000 Campbell Co. - 1,000 % attainment of 2009-2010 benchmark: 100%</p>
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Measurable Objectives: 5.3 Attainment of other sources of support – Alumni Relations

<p>Enhance Alumni Relations in order to develop base for solicitation of financial support</p>	
<p>Owners: Executive Director, RSCC Foundation; Director of Alumni Relations</p>	
<p>2004-05 Base Year Objective Baseline</p>	<p>Database of all alumni developed; three alumni chapters established; 4th Alumni magazine published and sent to all alumni; first Outstanding Alumni Award presented</p>
<p>2005-06 projected progress</p>	<p>Enhance activities of existing chapters and develop one new chapter; add at least 2 new features per year to Alumni webpage</p>
<p>Progress status as of 06/30/06</p>	<p>Added new alumni chapter- Scott County graduates. Web page enhancement deferred pending completion of rollover to new Luminus portal. % attainment of 2005-2006 benchmarks: 50%</p>
<p>2006-07 projected progress</p>	<p>Enhance activities of existing chapters and develop one new chapter; evaluate success of chapter development; revise alumni participation concept based upon results of evaluation; add Alumni Magazine to webpage.</p>
<p>Progress status as of 06/30/07</p>	<p>Alumni Magazine added to webpage; additional enhancements deferred pending completion of rollover to new Luminus portal and implementation of Banner advancement module. Analysis of chapter participation locally and nationwide indicates that alumni interest in chapters for social activities is declining. Research shows that most alumni are looking for a more charitable use of their time through service. Director of Alumni Relations attended extensive training during 2006-2007 on Volunteer Management to add service initiative focus to existing and future chapters. % attainment of 2006-2007 benchmarks: 50%</p>
<p>2007-08 projected progress</p>	<p>Re-structure chapters by adding a service/volunteer component; enhance webpage based upon readiness of new software capabilities.</p>
<p>Progress Status as of 06/30/08</p>	<p>Funds were not available to support development and promotion of a volunteer program initiative. Webpage enhancement delayed as the primary priority with Banner connectivity is to make it available to current students. Procedures for access for alumni have yet to be established. Publication of Alumni Magazine continues; however, in order to maximize time and talents of Director of Alumni Relations, plans are underway to train this long-time employee for service as part-time student academic advisor. % attainment of 2007-2008 benchmarks: 0% Future year benchmarks to be re-evaluated based upon institutional needs to maximize human resources.</p>
<p>2008-09 projected progress</p>	<p>Select and honor two outstanding alumni; publish two alumni magazines that highlight college activities and successful alumni.</p>

Progress Status as of 06/30/09	An outstanding male and female alumnus were chosen and honored; two magazines were published and mailed to over 13,000 alumni. % attainment of 2008-2009 benchmarks: 100%
2009-10 projected progress	Continue with outstanding alumni awards and alumni magazines as budget allows.
Progress Status as of 06/30/10	An outstanding male and female alumnus were chosen and honored; two magazines were published and mailed to over 13,000 alumni. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 5.4 Attainment of other sources of support – Alumni Solicitation

Develop and begin implementation of plan for solicitation of RSCC alumni donations	
Owners: Executive Director of RSCC Foundation; Director of Alumni Relations	
2004-05 Base Year Objective Baseline	Provide service and information-sharing to alumni, establish contacts and chapters prior to solicitation
2005-06 projected progress	Solicit 10% of alumni database via mail for donations
Progress status as of 06/30/06	Solicitation piece developed in coordination with Public Relations; sent to all nursing graduates and graduates living in Campbell County. Total alumni database currently totals approximately 12,000 graduates. Over 1,200 solicitation mailings were sent out for this campaign. % attainment of 2005-2006 benchmark: 100%
2006-07 projected progress	Increase alumni mail solicitation by 10%
Progress status as of 06/30/07	2006-2006 mail solicitations for donations were sent to Nursing program graduates and graduates from Morgan County (in anticipation of construction of new higher education center). Total number of solicitations = 1,800 representing 50% increase over previous year. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Increase alumni mail solicitation by 10%
Progress Status as of 06/30/08	2007-2008 mail solicitations for donations were sent to Loudon County alumni requesting support for First Class Scholarship support for dual studies students and to alumni in art and performing arts to solicit support for international travel programs. Total number of solicitations = 2,400 representing 33% increase over previous year. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Increase alumni mail solicitation by 10%
Progress Status as of 06/30/09	Because of decreased budgets and poor Foundation portfolio performance, only 1,800 alumni in Anderson County were solicited for the Oak Ridge expansion. This number is still above the benchmark, though not as high as last year. % attainment of 2007-2008 benchmark: 100%
2009-10 projected progress	Increase alumni mail solicitation by 10% as budget permits.
Progress Status as of 06/30/10	Because of significantly decreased budgets, poor Foundation portfolio performance and the poor economy, direct mail solicitation was not done this year. The return on investment in the previous four years could not warrant the expense. % attainment of 2009-2010 benchmark: 0%

Measurable Objectives: 5.5 Attainment of other sources of support – Master Plan

Develop Master Plan for strategic facilities growth to guide planning for Capital Appropriations requests and private fundraising efforts	
Owners: VP of Financial Services; Executive Council	
2004-05 Base Year Objective Baseline	Gather data for development of plan; obtain project approval; appoint designer
2005-06 projected progress	Complete Master Plan; submit to TBR, THEC, and State Building Commission, receive necessary approvals Utilize plan in preparation of Capital Appropriations request and Major Gifts Campaign
Progress status as of 06/30/06	The master update was completed for campus review and approval in August 2006. Following feedback from the college, the master plan designer, Community Tectonics Architects, will finalize the plan for submission to the TBR, THEC, and State Building Commission. The plan update incorporates future facilities needs that will be used in preparation for Capital Appropriations requests and also as part of the Major Gifts Campaign currently underway. % attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Utilize plan in preparation of Capital Appropriations request and Major Gifts Campaign
Progress status as of 06/30/07	The master plan update has been reviewed by the TBR and THEC. The plan is scheduled to be approved by the State Building Commission in October 2007. The plan was used in preparation of the Capital Budget Request for 08-09, submitted in June 2007. As identified in the master plan, a new building and expansion of the current building on our Oak Ridge campus was submitted as our number one capital outlay project. A major gifts campaign in underway for the Oak Ridge capital project. Additionally as identified in the master plan, improvements to the Expo Center were submitted as our number two capital outlay project. Capital maintenance projects submitted include: 1. Expo Center Roof Replacement 2. HVAC Systems Upgrade-Dunbar and Library 3. Fire Alarm System Replacement 4. Elevator Replacement 5. Dunbar Roof Replacement Items 2 and 3 were included in the master plan. Items 1 and 5 (roofs) were not a part of the scope of the master plan. Additionally, state funding for a portion of items 1 and 2 was approved and will be received in 07-08 fiscal year. % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Utilize plan in preparation of Capital Appropriations request and other private fundraising efforts
Progress Status as of 06/30/08	During 2007-2008 the following projects were funding and completed: 1. The State funded \$200,000 toward the completion of the Morgan County Higher Education Center. Construction was completed in 2007-2008. 2. The Campbell County Higher Education Center second floor build-out was completed in 2007-2008. 3. The State funded \$350,000 for the addition of air conditioning in the gym. The project was

	<p>completed in April 08.</p> <ol style="list-style-type: none"> 4. A portion of the Expo Center roof was replaced. 5. Funding to replace the rest of the Expo Center roof was received (\$720,000). The roof will be replaced in 2008-09. 6. The State funded \$150,000 toward upgrades for the Expo Center. During 2007-2008, a covered walkway from the Expo Center to the barn was completed and the sound system was upgraded. Additional projects will occur in 2008-2009 including adding seating to the arena. <p>Based upon the current master plan, the following projects were submitted in the capital budget:</p> <p>Capital Outlay:</p> <ol style="list-style-type: none"> 1. Oak Ridge Branch Campus Expansion 2. East TN Agricultural Expo Center Phase III Completion <p>Capital Maintenance:</p> <ol style="list-style-type: none"> 1. Fire Alarm System Replacement 2. Security System Update 3. Dunbar Roof Replacement 4. HVAC Systems Upgrade-Dunbar and Library 5. Elevator Replacement <p>% attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Utilize plan in preparation of Capital Appropriations request and other private fundraising efforts
Progress Status as of 06/30/09	<p>During 2008-2009 the following projects were funded and/or submitted:</p> <ol style="list-style-type: none"> 1. Contract to replace the Expo Center roof was awarded. To date the project is 70% complete. 2. From the state funded \$150,000 appropriation received last year for the upgrade of the Expo Center, additional camper hookups have been installed and permanent chair type arena seating was purchased and installed. 3. Funding for the Fire Alarm System Replacement project (\$416,000) was approved by the legislature. <p>Based upon the current master plan, the following projects were submitted in the capital budget:</p> <p>Capital Outlay:</p> <ol style="list-style-type: none"> 1. Oak Ridge Branch Campus Expansion. 2. East TN Agricultural Expo Center Phase III Completion. <p>Capital Maintenance:</p> <ol style="list-style-type: none"> 1. Security System Update. 2. HVAC Systems Upgrade-Dunbar and Library. 3. Dunbar Roof Replacement. 4. Elevator Replacement. <p>% attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Utilize plan in preparation of Capital Appropriations request and other private fundraising efforts
Progress Status as of 06/30/10	<p>During 2009-10 the following projects were funded and/or submitted:</p> <ol style="list-style-type: none"> 1. Completed the Expo Center roof replacement project. 2. Completed 60% of the Dunbar roof replacement project 3. Completed the design phase of the Knox Campus Fire Code upgrade project

	<ol style="list-style-type: none"> 4. Completed 50% of the design of the Harriman Campus Fire Alarm upgrade project 5. Completed the design and RFP for the Science Lab upgrade project. 6. Funding was approved for the 2010-11 Security and Surveillance System upgrade. <p>Based upon the current master plan, the following projects were submitted in the capital budget for possible funding in 2011-12:</p> <p>Capital Outlay:</p> <ol style="list-style-type: none"> 1. Oak Ridge Branch Campus Expansion 2. East TN Agricultural Expo Center Phase III Completion <p>Capital Maintenance:</p> <ol style="list-style-type: none"> 1. HVAC Systems Upgrade-Dunbar, O'Brien, and Library 2. Gym Concourse Roof Replacement 3. Gym Seating Upgrade 4. Campus Wide Paving 5. Elevator Replacement <p>% attainment of 2009-2010 benchmarks: 100%</p>
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Measurable Objectives: 5.6 Nature and Impact of Pursuit of Entrepreneurial Initiatives – Recruiting Consortium

Provide leadership for establishment of consortium of 2-yr and 4-yr public and private institutions to partner for cooperative recruitment activities	
Owners: Director, Student Development and Recruitment	
2004-05 Base Year Objective Baseline	Outgrowth of informal cooperation to develop college mini-fairs at area high schools; this year 18 college personnel from 2-year and 4-year public and private colleges/universities and TTC's met for planning meeting
2005-06 projected progress	Develop consortium; work with high schools to publicize mini-fair events; expand tour of area high schools
Progress status as of 06/30/06	<p>Two consortia partnerships are currently working together to recruit students to postsecondary education in east Tennessee. The "official" consortium is the East TN College Alliance (ETCA), a partnership of 2-yr. public institutions, 4-yr private institutions, and the University of Tennessee, Knoxville, that has been in existence since 1992. The Alliance works with area business and hospitals to recruit adult students. In 2005-2006, Roane State represented ETCA in leading sessions for adult learners at the EdFinancial's Adult College Conference. At ETAC's annual Lifelong Learning Luncheon to recognize adult learners, a Roane State student was awarded the 2006 Adult Learner of the Year award.</p> <p>The "unofficial" consortium of colleges that joins together to conduct mini-fairs at area high schools added the TN Technology Centers to their membership in 2005-2006. Successful mini-fairs were held in January through early March 2006.</p>

	% attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Continue planning for cooperative recruitment initiatives
Progress status as of 06/30/07	RSCC recruiters worked in partnership with ETCA and “unofficial” consortium of colleges and TTC’s to conduct recruitment events and 35 mini-fairs at area high schools through spring 2007. RSCC also partnered with University of Phoenix on college fairs at various businesses and industries. % attainment of 2006-2007 benchmark: 100%
2007-08 projected progress	Continue planning for cooperative recruitment initiatives
Progress Status as of 06/30/08	Roane State continues its membership with East Tennessee College Alliance (ETCA) and attends college/career fairs sponsored by this consortium. The number of mini-fairs held at area high schools in the spring of 2008 increased to 39. The “unofficial” consortium with University of Phoenix increased its visibility at area businesses and industries by having more informational fairs. RSCC participated in 14 of these information fairs. % attainment of 2007-2008 benchmark: 100%
2008-09 projected progress	Continue planning for cooperative recruitment initiatives
Progress Status as of 06/30/09	The membership with East TN College Alliance continues. The “unofficial” consortium of colleges conducted the tour of mini fairs in the spring and has reached its maximum number of high schools. Due to the economic situation, the other consortium led by Phoenix University was not able to set up education fairs at the various businesses after August 2008. % attainment of 2008-2009 benchmark: 100% based upon participation in available partnership opportunities.
2009-10 projected progress	Continue planning for cooperative recruitment initiatives
Progress Status as of 06/30/10	During 2009-2010 the college continued participation in the East TN College Alliance. Through the consortium with Phoenix University, recruiters were able to cover 14 career/educational fairs at various businesses and corporations representing a substantial increase over the previous year activities. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 5.7 Nature and Impact of Pursuit of Entrepreneurial Initiatives – Nursing Partnership

Increase access to associate degree nursing education through RSCC/PSTCC partnership for expansion of nursing program to PSTCC Magnolia Avenue campus	
Owners: Dean of Nursing; VP of Student Learning	
2004-05 Base Year Objective Baseline	Memorandum of agreement approved; program planning underway; equip Magnolia Avenue lab; staff program
2005-06 projected progress	Enroll class #1 at Magnolia Avenue (a maximum of 30 additional students); admit Class #2
Progress status as of 06/30/06	A full class of first year nursing students was enrolled at the Magnolia Avenue campus. As of the current date, the second level students have been registered, additional faculty and office space secured, and new incoming students registered. % attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Class #1 completes 2 nd year of program; enroll Class #2 in second-level courses; admit Class #3
Progress status as of 06/30/07	Class #1 graduated in May 2007. Class #2 has registered for fall 2007 second-level courses. Class #3 admitted.

	% attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Class #2 completes 2 nd year; enroll Class #3 in second-level courses; admit Class #4
Progress Status as of 06/30/08	Class #2 graduated in May 2008. Class #3 registered for fall 2008 second-level courses. Class #4 admitted. % attainment of 2007-2008 benchmarks: 100%
2008-09 projected progress	Class #3 completes 2 nd year; enroll Class #4 in second-level courses; evaluate partnership and future programming options
Progress Status as of 06/30/09	Class #3 completed. Partnership continues. PSTCC seeking approval of Board of Nursing and THEC to begin Nursing program in 2010. RSCC is evaluating programming options to maintain expanded opportunities to train AAS nurses in our program. % attainment of 2008-2009 benchmark: 100%
2009-10 projected progress	Continue partnership as needed
Progress Status as of 06/30/10	PSTCC approved by Board of Nursing to begin Nursing program in Fall 2010. Collaborated with PSTCC to ensure that second level nursing courses would be offered at PSTCC by RSCC so that current students would be able to complete RSCC curriculum. Extended memorandum of understanding with PSTCC through June 30, 2011 to cover second year Nursing students. % attainment of 2009-2010 benchmark: 100%

Measurable Objectives: 5.8 Nature and Impact of Pursuit of Entrepreneurial Initiatives – Strategic Planning Partnership

Achieve cost savings and benchmark best practice for implementation of integrated online strategic planning, budgeting, and SACS compliance system through partnership with Indian River Community College and 10 other institutions in FIPSE grant project	
Owners: Asst VP for Institutional Effectiveness & Research; all planning units	
2004-05 Base Year Objective Baseline	Joined IRCC as adopting school for FIPSE grant to develop SPOL (Strategic Planning Online); RSCC project directors travel to IRCC to evaluate system with other partners, share ideas for system optimization, learn to implement
2005-06 projected progress	Pilot implementation of SPOL; train faculty and staff to use
Progress status as of 06/30/06	SPOL training was conducted for planning unit managers in late January/ early February 2006. Unit managers entered 2006-2007 goals and objectives on a pilot basis; particularly those associated with new funding requests. Initial implementation encountered some “bumps in the road” related to ongoing updates performed by the software developer; however, the first pass at using the system was primarily successful. Due to some minor programming issues and time constraints SPOL was not used for the base budget preparation for FY 06-07. Current plans are to update during the fiscal year so that budget managers can gain working knowledge of the system. % attainment of 2005-2006 benchmark: 75%
2006-07 projected progress	Continue use of SPOL; evaluate system effectiveness and implement necessary revisions to meet institutional needs.
Progress status as of 06/30/07	Planning unit managers completed annual documentation cycle in planning module for 2006-2007 and utilized integration of planning and budget modules to allocation base appropriations for 2007-2008 fiscal year and to make new funding requests based upon strategic objectives.

	<p>Assistant VP for Institutional Effectiveness monitored system effectiveness throughout the process of training and implementation of the budget module and communicated problems to the software developers.</p> <p>RSCC will extend hosting agreement with Think Education Solutions for SPOL, and Ass't VP for IE will serve on the advisory committee to continue to provide feedback on the product.</p> <p>% attainment of 2006-2007 benchmarks: 100%</p>
2007-08 projected progress	Increase departmental use of SPOL for planning, budgeting, SACS reaffirmation data gathering and compliance certification planning
Progress Status as of 06/30/08	<p>Planning unit managers completed annual documentation cycle in planning module for 2007-2008 and utilized integration of planning and budget modules to allocate base appropriations for 2008-2009 fiscal year and to make new funding requests based upon strategic objectives. Assistant VP for Institutional Effectiveness provided ongoing SPOL training one-on-one and in small groups and revised online instructions to reside in the Resources section of the SPOL system. The accreditation module was populated and utilized to conduct an internal SACS compliance certification review.</p> <p>Assistant VP for IE participated in first teleconference of Think Education Solutions SPOL Steering Committee and provided feedback for future system upgrades. Ass't VP for IE also provided information and consultation for other TBR institutions considering adoption of the system.</p> <p>% attainment of 2007-2008 benchmarks: 100%</p>
2008-09 projected progress	Utilize SPOL for planning, budgeting and SACS compliance certification
Progress Status as of 06/30/09	<p>Planning unit managers completed annual documentation cycle in planning module for 2008-2009. Because institution-wide budget cutbacks made requests for new-funding unfeasible, the Financial Services department populated planning units in SPOL with base appropriations data for fiscal 2009-2010. Planning units are still responsible for documentation of assessment objectives for the period. The Assistant VP for Institutional Effectiveness continued to provide SPOL training one-on-one and in small group sessions and revised online instructions once again to include new features of the system; i.e., (How to Carry Forward Objectives into the Next Planning Year or Create Multi-Year Objectives). Completed SPOL objective reports were utilized extensively to provide evidence of assessment and use of assessment for continuous improvement for the SACS Compliance Certification report that the college submitted March 2009 and the Focused Report submitted August 2009.</p> <p>% attainment of 2008-2009 benchmarks: 100%</p>
2009-10 projected progress	Utilize SPOL for planning, budgeting and enhanced accreditation activities
Progress Status as of 06/30/10	<p>Planning unit managers completed annual documentation cycle in the planning module for 2009-2010. Planning results reports generated in SPOL were used by all budget managers during Budget Hearings for the 2010-2011 budget to report on 2009-2010 unit accomplishments. SPOL documented planning objectives for 2010-2011 were also required to support any requests for new funding.</p> <p>Use of SPOL to document institutional effectiveness efforts continues to support ongoing accreditation criteria.</p> <p>Ass't VP for IE also provided information and consultation for other TBR institutions considering adoption of the system.</p> <p>% attainment of 2009-2010 benchmarks: 100%</p>

Measurable Objectives: 5.9 Nature and Impact of Pursuit of Entrepreneurial Initiatives – Grant Development

RSCC will expand its opportunities to obtain alternative sources of funding for projects consistent with its mission and beneficial to its service area by developing and submitting at least three grant proposals per year to public and/or private agencies.

Owners: Coordinator of Grants Development; Asst VP for Institutional Effectiveness & Research

2005-06 Base Year Objective Baseline	Under the Office of Institutional Effectiveness and Research, with no single individual designated to develop grants, an average of one proposal per year was developed
2005-06 projected progress	
2006-07 projected progress	Hire grants coordinator. Develop and submit at least three grant proposals.
Progress status as of 06/30/07	A grants coordinator was hired January 16, 2007. During 2006-2007 the following grant proposals were submitted: U.S. Dept. of Labor Wired Grant (not funded) TBR Perkins grant (\$137,582 funded) Verizon grant (not funded) ETHRA/TN Dept. of Labor Business Incubator Initiative Fund (\$15, 000 funded) National Science Foundation nanotechnology planning grant (\$49,661 funded) % attainment of 2006-2007 benchmarks: 100%
2007-08 projected progress	Develop and submit at least three grant proposals.
Progress Status as of 06/30/08	During 2007-2008, the following grant proposals were submitted: Funded: <ol style="list-style-type: none"> 1. 5 Access and Diversity grants (all awarded \$118,000) 2. 3 Community Enhancement grants (2 awarded in part for \$4,000) 3. Health Access Community Initiative (\$60,000 awarded) 4. TBR Perkins Grant (for 2008-09) – (\$136,424 awarded) Pending: <ol style="list-style-type: none"> 1. U.S. Dept. of Agriculture Rural Utilities Services grant (\$265,436 interim scoring favorable) Not funded: <ol style="list-style-type: none"> 1. U.S. Dept. of Labor Community Based Job Training Grant 2. ATT Wireless Grant 3. Staples Foundation 4. Verizon 5. U.S. Dept. of Labor WIRED grant % attainment of 2007-2008 benchmarks: 100%
2008-09 projected progress	Develop and submit at least three grant proposals.
Progress Status as of 06/30/09	During 2008-2009, the following grant proposals were submitted: Funded: <ol style="list-style-type: none"> 1. Perkins 2009/2010 Base Grant (\$116,999 funded July 2009). 2. Perkins 2009/2010 Reserve Grant (\$19,425 funded July 2009). 3. U.S. Economic Development Admin. for the Cumberland Business Incubator (\$880,000). 4. Dollar General for GED class in Oliver Springs (\$9770). 5. WIA Funding Request – TABE Tests (\$8000). 6. WIA Funding Request – Basic and Employability Skills (\$4,000). 7. WIA Funding – Adult Learner Magazine (\$6000). 8. Access and Diversity Active Reading Workshops (\$2993).

	<p>Not funded:</p> <ol style="list-style-type: none"> 1. U.S. Dept. of Health Nursing Education. 2. U.S. Dept. of Health Nursing Diversity. 3. MetLife Encore. 4. HP Innovations in Education. 5. American Dental Association Samuel Harris Grant. 6. Barbara Bush Foundation. 7. 2 Access and Diversity Grants 8. Perkins Supplemental Reserve Funding. <p>% attainment of 2007-2008 benchmarks: 100%</p>
2009-10 projected progress	Develop and submit at least three grant proposals.
Progress Status as of 06/30/10	<p>During 2009-2010, 17 grant proposals were submitted; 9 were awarded for a total amount of \$3,708,734:</p> <p>Funded proposals include the following:</p> <ul style="list-style-type: none"> • U.S. Dept. of Labor CBJTG/AMTEC grant to implement an advanced materials training center for technician level training in solar and carbon fiber technologies. (\$2,865,166) • 2 Perkins grants for A.A.S. program support (\$115,766) • Perkins Base Grant (\$116,999) • 3 Access and Diversity grants (\$90,129) • U.S. Dept. of Education FIPSE Adult/Displaced Worker Grant (\$435,396) • U.S. Dept. of Education FIPSE Textbook grant to support the SAILS QEP project (\$75,861) • Dollar General Literacy grant for GED class in Oliver Springs (\$9,417) <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 5.10 Nature and Impact of Pursuit of Entrepreneurial Initiatives – Surplus Property Management

Enhance campus environment, generate revenue, and benefit service area schools through implementation of surplus property management plan	
Owners: Director of Purchasing	
2004-05 Base Year Objective Baseline	Obtained approval; disposed of surplus scrap metal, boiler, ambulance, and miscellaneous computer devices; generated \$3,500 in revenue Disposal of surplus vehicles in progress Developed guidelines with P-16 Council for donation of surplus computers and monitors to Scott County schools; disbursement in progress
2005-06 projected progress	Continue cooperation with P-16 Council to offer service area school systems the opportunity to receive donations of surplus computers and other useable equipment Evaluate surplus materials; sell items with no market value for scrap at market rate less contractor percentage or fee; sell items with market value.
Progress status as of 06/30/06	Continued cooperation with P-16; made second donation of surplus computers to Scott County schools. A partner for disposal of scrap metals was identified and transactions have resulted in a small revenue stream (less than \$1,000) for the college. More importantly, the scrap metal partner provides a vehicle to dispose of items with no marketable value immediately, foregoing storage

	<p>costs. Online auction of surplus items via the GovDeals website was initiated during January 2006. As of 5/26/06, approximately \$19,000 in revenue had been generated. Future revenues depend on the volume and quality of surplus that may become available. Further, this mechanism provides an ongoing vehicle to dispose of property that is not needed and keep inventoried items at a manageable level. % attainment of 2005-2006 benchmarks: 100%</p>
2006-07 projected progress	Pilot online auction of marketable items; evaluate surplus property management plan and revise as necessary
Progress status as of 06/30/07	<p>During 2006-2007, total revenue of \$17,802.62 was generated from the sale of surplus property on GovDeals internet auctions. Many of the items sold during this period were items of low value that occupied significant campus space. Scrap metal sales continued on a routine basis. Additional donations of computers were also made to the Scott County schools. % attainment of 2006-2007 benchmark: 100%</p>
2007-08 projected progress	Evaluate surplus property management plan and revise as necessary
Progress Status as of 06/30/08	<p>During 2007-2008, total revenue of \$22,627 was generated from the sale of surplus property on GovDeals internet auctions. This is an increase of 27% over the previous year. Many of the items sold during this period were items of low value that occupied significant campus space. One surplus property building is completely empty and the other is empty with the exception of current items. Scrap metal sales continued on a routine basis. Based upon the current year positive results, the surplus management plan will be continued. % attainment of 2007-2008 benchmark: 100%</p>
2008-09 projected progress	Evaluate surplus property management plan and revise as necessary
Progress Status as of 06/30/09	<p>During 2008-2009, total revenue of \$5,990.97 was generated from the sale of surplus property as of 4-9-09 and several auctions are expected to complete prior to fiscal year end. Most of the goals and benchmarks that were initially envisioned have now been met. The Hangars have been cleaned out with one converted to use by the Exposition Center while the other is in good order and is being used to store a few items for the college and handle new surplus items until the items are sent to another department or disposed of through scrap metal sales or internet auction. Also, all known storage areas on campus have cleared of surplus items. Overall, surplus property is now at a manageable level and it is our intention to continue disposal of items shortly after they are they are received in surplus. % attainment of 2008-2009 benchmark: 100%</p>
2009-10 projected progress	Evaluate surplus property management plan and revise as necessary.
Progress Status as of 06/30/10	<p>During 2009-2010 total revenue of \$1,242.82 was generated from the sale of surplus property including \$735 for recycled computers and \$471 for scrap metal. Computer/electronics recycling was a new initiative that has proved to be successful in that it provides for a responsible disposal of electronics, requires less labor and storage, allows for faster disposal, and still recovers a small revenue stream comparable to amounts historically derived from auction. Revenues generated are not as great as they were in the earlier years because we have not had backlogs of inventory to sell. % attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 5.11 Effective and efficient management of resources – Campus Security

Increase safety and security at Oak Ridge Branch Campus and satellite campuses through phased purchases of security systems based upon campus need	
Owners: Director of the Physical Plant; Chief of Police; security staff	
2004-05 Base Year Objective Baseline	Security camera system under evaluation for Oak Ridge Branch Campus; evaluate system options for use at smaller satellite campuses
2005-06 projected progress	Install security camera system at Oak Ridge Branch Campus; evaluate effectiveness Secure funding and install system at Fentress County campus
Progress status as of 06/30/06	New camera monitoring system is in place at the Oak Ridge Branch Campus and is working effectively. The Director of Security is developing plan for security monitoring at all owned facilities. Bids have been taken to install security camera systems at Cumberland, Fentress, and main campuses. The system for Fentress has been installed; consists of seven cameras with monitoring and recording equipment. The system for the main campus is under development; the first phase of installation should occur in fiscal year 06/07 % attainment of 2005-2006 benchmarks: 100%
2006-07 projected progress	Install system at Cumberland County campus based upon evaluation of need and availability of funds
Progress status as of 06/30/07	Comprehensive evaluation of security concerns indicated that additional measures/resources should be taken on the main campus as well as branch and satellite campuses. The following initiatives were taken in 2006-2007) to increase campus security: <ul style="list-style-type: none"> • Purchased sirens to be used to alert campus of emergencies (weather, lockdown, etc.) • Purchased bullhorns to be used to communicate during an emergency • Purchased additional campus two-way radios to communicate during an emergency • Purchased one additional AED for the Harriman campus and is being used in the fitness center (where we had one heart attack victim this year) • In the process of issuing a purchase order to upgrade door hardware on all classrooms so classrooms can be easily locked without a key in the event of a campus lock down (project was completed August 2007). • Purchased and installed signs in areas designated as severe weather shelter locations. • Developed Emergency Procedures chart to post in classrooms, etc. • Conducted fire drills. Local fire department was involved in the drill. • Added security lights at the baseball/softball fields % attainment of 2006-2007 benchmark: 100% based upon comprehensive approach taken and accomplishments made during the period.
2007-08 projected progress	Install system at Scott County campus based upon evaluation of need and availability of funds
Progress Status as of 06/30/08	No additional hardware was purchased during 2007-2008, however the college conducted eight emergency preparedness drills at all campuses including fire, tornado, and lockdown drills. A grant was applied for and awarded to place an emergency callbox at the Oak Ridge Branch Campus. The unit will be installed in fall 2008. % attainment of 2007-2008 benchmark: 100% based upon continuation of comprehensive approach taken and accomplishments made during the period.
2008-09 projected progress	Install additional security systems as budget allows and initiate/continue other security measures for all campuses

<p>Progress Status as of 06/30/09</p>	<p>The following actions were taken to enhance security on Roane State campuses in 2008-2009:</p> <ol style="list-style-type: none"> 1. Camera security system installed in Expo Center. 2. Call box installed at Oak Ridge Branch Campus. 3. Full-time security guard added to Crossville Campus. 4. Approved funding the establishment of a Police Department and hired a Director of Public Safety/Chief of Campus Police. 5. The addition of campus surveillance system is now our number one capital maintenance project request from the state for next year (\$440,000). 6. Completed the Health and Safety Plan. 7. Completed the Emergency Preparedness Plan. <p>% attainment of 2008-2009 benchmarks: 100%</p>
<p>2009-10 projected progress</p>	<p>Install additional security systems as budget allows and initiate/continue other security measures for all campuses.</p>
<p>Progress Status as of 06/30/10</p>	<p>The following actions were taken to enhance security on Roane State campuses in 2009-2010:</p> <ol style="list-style-type: none"> 1. Camera security system was installed in the Physical Plant. 2. Additional cameras were installed in the Expo Center 3. Funding was approved for the 2010-11 budget for Security and Surveillance System upgrade. 4. A campus Police Department was begun in 2009-10. A Police Chief and two other police officers (one for Oak Ridge and one for Cumberland County) were hired. <p>% attainment of 2009-2010 benchmark: 100%</p>

Measurable Objectives: 5.12 Effective and efficient management of resources – Procurement Process

<p>Ensure optimization of procurement through use of RFP system for awarding bids on highly technical and/or complex institutional purchases</p>	
<p>Owners: Director of Purchasing</p>	
<p>2004-05 Base Year Objective Baseline</p>	<p>Develop guidelines for RFP system that calls for receipt and approval of technical bids prior to call for cost proposals from vendors who meet all technical specifications</p>
<p>2005-06 projected progress</p>	<p>Apply RFP system to technical or complex institutional purchases; evaluate effectiveness of system</p>
<p>Progress status as of 06/30/06</p>	<p>The newly developed RFP system was used for the purchase of surveillance equipment at the Oak Ridge Branch Campus and was favorably received by vendors and staff. The Tennessee Board of Regents recently revamped the RFP process and template in an attempt to achieve better consistency among schools across the state. As a result, this objective is considered complete as of the end of this planning year.</p> <p>% attainment of 2005-2006 benchmarks: 100%</p>
<p>2006-07 projected progress</p>	<p>Objective completed as noted in activities summary for 2005-2006.</p>