

**ROANE STATE COMMUNITY COLLEGE
PERFORMANCE FUNDING MASTER PLAN
2000-2001 to 2004-2005**

Standard 1A. Foundation Testing of General Education Outcomes

Roane State Community College will measure general education outcomes by means of the ETS-Academic Profile/Short Form. This test will be administered to all students who have applied for graduation. (Due to an oversight that occurred while the Institutional Research director's position was vacant, fall 2000 graduates were tested using the College BASE as in previous years. Every effort will be made to ensure that 400 students participate in the Academic Profile testing during spring semester 2000, so that we can begin to use the new instrument with our graduates as soon as possible and establish a baseline for the remainder of the cycle.)

Standard 1B. Pilot Evaluations of General Education Outcomes Measures

Expanding upon a pilot project conducted by members of Roane State's General Education and Assessment Committee to administer pre-and-post-tests to students in English Composition and U.S. History classes as a means of measuring General Education competencies, the committee has recommended that the pilot become more comprehensive and that it be extended to a wider sample of students.

In the spirit of Roane State's institutional effectiveness model, the pilot plan for assessing General Education outcomes will use diagnostic and end-of-semester testing to measure student progress toward achieving the competencies outlined in Roane State's General Education Vision. During the initial planning year, general education faculty will continue to administer this pilot to approximately 250 students in selected classes. They will also establish a pool of test questions that, for subsequent years of the cycle, can (1) be administered to entering students to establish a base of knowledge and (2) be appended to the Academic Profile to assess learning outcomes as students prepare to graduate.

Other institutions may be interested in developing similar programs for pre-testing and post-testing their students on the specific General Education competencies outlined in their own General Education mission and goals.

Standard 1C. Program Accountability

The following programs will obtain accreditation during the 2000-2001 to 2005-2005 cycle:

2000-2001	Respiratory Therapy
2000-2001	Health Information Technology
2000-2001	Physical Therapy
2001-2002	Legal Assisting (initial approval)
2002-2003	Somatic Therapy (initial accreditation)
2002-2003	Opticianry
2004-2005	Business Management (initial accreditation based upon new requirements)

(All other creditable programs are currently accredited and scheduled for re-accreditation in years following the current cycle.)

The following non-creditable programs will be evaluated through a process of peer review according to the following schedule:

2000-2001	Office Information Technology (C1;AAS)
2001-2002	General (AA;AS); General Technology (A.A.S.)
2002-2003	Police Management (C1); Criminal Justice (AAS)
2003-2004	Medical Transcription (C1); Computer Art and Design (C1)
2004-2005	Environmental Health Technology (AAS)

Standard 1D. Major Field Assessment

The schedule of major field tests during the five-year cycle is as follows:

2000-2001	Criminal Justice; Occupational Therapy
2001-2002	Physical Therapy, Opticianry
2002-2003	Radiologic Technology; Respiratory Therapy; Nursing
2003-2004	Dental Hygiene; Health Information Technology; Legal Assisting
2004-2005	Business Management; Office Information Technology; EMT/Paramedic

Standard 2A. (Satisfaction Studies) Enrolled/Alumni/Employer Surveys

In the 1st and 4th years of the cycle, 15% of enrolled students representing Roane State's student population at all teaching centers will be surveyed by selecting a random sample of course sections at the 200 level, in order to exclude freshmen. Surveys will be administered to all students in those courses. The surveys will be conducted during class, collected by the instructors, and returned to the Office of Institutional Research.

In the 2nd and 5th years of the cycle, the college will survey all alumni who graduated two years before the survey is administered.

In the 3rd year of the cycle, the college will administer an Employer Survey according to a proposal submitted during the 2nd year of the cycle.

Standard 3A. Institutional Strategic Planning Goals

See Goal Submission Forms for Standard III.A. Goals 1-3 attached.

Standard 3B. State Strategic Planning Goals

See Goal Submission Forms for Standard III.B. Goals 1-3 attached.

Standard 4. Student Outcomes and Implementation

4A1. Retention/Persistence

(Goals IVA.1.- 1,2 are based upon the availability of state retention and persistence data as provided by the Commission for the development of this plan.)

See Goal Submission Forms for Standard IVA1. Goals 1-2 attached.

4A2. Job Placement

Roane State will evaluate the placement rate of its graduates in Certificate and A.A.S. career programs.

4B. Assessment Implementation

2000-2001

In order to integrate information gathered through the Performance Funding process into internal operations, Roane State will conduct a preliminary self-study to identify areas for improvement based upon the findings of performance funding assessment activities and propose strategies to correct weaknesses and implement improvements.

Preliminary analysis of data from current and previous Performance Funding Report results identified significant weakness and opportunities for improvement in the following areas:

1. Standard 1A - Foundation Testing of General Education Outcomes
2. Standard 2 - Satisfaction Surveys
 - a. Academic Advising
 - b. College Cultural Experience

2001-2002 -- 2003-2004

Roane State will submit status reports detailing activities undertaken to correct identified weaknesses and implement improvements based upon goals and objectives set to remedy weaknesses identified in Year One.

2004-2005

Roane State will conduct a summative evaluation of activities undertaken during the course of the cycle to integrate the Performance Funding process into internal operations and its institutional effectiveness model.

**Tennessee Higher Education Commission
Performance Funding Program
Goal Submission Form
2000-01 through 2004-05**

This form is used by institutions to submit goals for consideration by the governing board and Commission staff which will be measured under the performance funding program. These goals and their associated benchmarks should be designed to challenge institutions to achieve attainable goals during the cycle. A separate form is needed for each goal submitted.

Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. Institutional Strategic Plan Goals

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase technology-based processes and services **Goal No.:** 3.A.2

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.) Add one new online, Web-based, or computer-assisted process or service

Brief Description of Goal:

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

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Add one new online, Web-based, or computer-assisted process or service
Year 2: 2001-02	Add one new online, Web-based, or computer-assisted process or service
Year 3: 2002-03	Add one new online, Web-based, or computer-assisted process or service
Year 4: 2003-04	Add one new online, Web-based, or computer-assisted process or service
Year 5: 2004-05	Add one new online, Web-based, or computer-assisted process or service

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal to be approved for measurement under the performance funding program.

Approvals:

Institution	Date
Governing Board	Date
Commission Staff	Date

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Standard: 3A. Institutional Strategic Plan Goals

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase students who transfer into public institutions **Goal No.:** 3.A.3

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the number of students who transfer into public universities by 10% over the course of the 5-year cycle.

* Documentation for this goal: Table 33: Undergraduate transfers from public institutions to other public institutions, Statistical Abstract of Tennessee Higher Education

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	Baseline is the average of transferring students 1995-1999, or 292
Year 1: 2000-01	Increase # of transferring students by 2% over baseline to 298
Year 2: 2001-02	Increase # of transferring students by 2% over baseline to 304
Year 3: 2002-03	Increase # of transferring students by 2% over baseline to 310
Year 4: 2003-04	Increase # of transferring students by 2% over baseline to 316
Year 5: 2004-05	Increase # of transferring students by 2% over baseline to 322

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3B. State Strategic Plan Goals

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase technology-based learning opportunities **Goal No.:** 3.B.1

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the development and utilization of courses delivered via distance learning by adding 2 courses per year over the course of the 5-year cycle

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Adapt 2 new or existing courses to instruction via distance learning
Year 2: 2001-02	Adapt 2 new or existing courses to instruction via distance learning
Year 3: 2002-03	Adapt 2 new or existing courses to instruction via distance learning
Year 4: 2003-04	Adapt 2 new or existing courses to instruction via distance learning
Year 5: 2004-05	Adapt 2 new or existing courses to instruction via distance learning

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

Signatures of the appropriate personnel from the institution, governing board and Commission staff are necessary for the goal to be approved for measurement under the performance funding program.

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3A. State Strategic Plan Goals

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase professional development of faculty and staff **Goal No.:** 3.B.2

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Increase the number of professional development activities participated in by Roane State faculty and staff by 20% over the course of the cycle. Activities are defined as both internal and external.

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	Baseline is the number of development activities during 1999-00 (78)
Year 1: 2000-01	Increase development activities by 4% over base (increase to 81)
Year 2: 2001-02	Increase development activities by 8% over base (increase to 84)
Year 3: 2002-03	Increase development activities by 12% over base (increase to 87)
Year 4: 2003-04	Increase development activities by 16% over base (increase to 90)
Year 5: 2004-05	Increase development activities by 20% over base (increase to 94)

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 3B. State Strategic Plan Goals

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Increase business/industry training to meet service area needs **Goal No.:** 3.B.3

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

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

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	(1999-2000) Five new courses added
Year 1: 2000-01	Add five courses for business/industry & professional development training
Year 2: 2001-02	Add five courses for business/industry & professional development training
Year 3: 2002-03	Add five courses for business/industry & professional development training
Year 4: 2003-04	Add five courses for business/industry & professional development training
Year 5: 2004-05	Add five courses for business/industry & professional development training

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 4.A.1. Student Outcomes and Implementation - Retention/Persistence

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Meet or exceed state retention rate for two-year institutions **Goal No.:** 4.A.1-1

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Roane State Community College will meet or exceed the total population Fall-to-Fall retention rate for two-year institutions in Tennessee.
*Based on Fall to Fall Retention rate data provided annually by the Commission

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Two-year total retention rate as reported for Fall 1999 to Fall 2000
Year 2: 2001-02	Two-year total retention rate as reported for Fall 2000 to Fall 2001
Year 3: 2002-03	Two-year total retention rate as reported for Fall 2001 to Fall 2002
Year 4: 2003-04	Two-year total retention rate as reported for Fall 2002 to Fall 2003
Year 5: 2004-05	Two-year total retention rate as reported for Fall 2003 to Fall 2004

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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2000-01 through 2004-05**

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Indicate the standard that the goal will apply to for the performance funding program.

Standard: 4.A.1. Student Outcomes and Implementation - Retention/Persistence

Give the goal a brief name and numerical sequence number to identify it.

Goal Name: Meet or exceed state persistence to graduation rates for two-year institutions **Goal No.:** 4.A.1-2

Give a brief description of the goal to be measured. Please state the goal in an active form (e.g., Enrollment of transfer students will increase 5% over the cycle.)

Brief Description of Goal:

Roane State Community College will meet or exceed the total population persistence to graduation rate for two-year institutions in Tennessee.
* Based on persistence to graduation data provided annually by the Commission

For each year of the cycle, list the benchmarks that will be used to measure goal attainment.

Annual Benchmarks:

Baseline (if applicable):	
Year 1: 2000-01	Two-year total persistence rate as reported for cohort 94-95 through 99-00
Year 2: 2001-02	Two-year total persistence rate as reported for cohort 95-96 through 00-01
Year 3: 2002-03	Two-year total persistence rate as reported for cohort 96-97 through 01-02
Year 4: 2003-04	Two-year total persistence rate as reported for cohort 97-98 through 02-03
Year 5: 2004-05	Two-year total persistence rate as reported for cohort 98-99 through 03-04

For each goal, provide additional justification of the goal as deemed necessary for the board and Commission staff to review the goal. Attach additional pages or documentation as necessary.

Additional Documentation:

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