

**Performance Funding Annual Report
2008-2009**

Points Awarded: 93 out of 100

Summary of Points Awarded

STANDARD ONE - Student Learning Environment and Outcomes		Possible Points	Points Awarded
Standard 1.A:	Student Learning - General Education	15	15
Standard 1.B:	Student Learning - Major Field Assessment	10	10
Standard 1.C.1:	Accreditation - Academic Programs	5	5
Standard 1.C.2:	Undergraduate Program Review	5	5
STANDARD TWO - Student Satisfaction			
Standard 2.A:	Community College Survey of Student Engagement (CCSSE)	10	8
STANDARD THREE - Student Persistence			
Standard 3.A:	Retention and Persistence	5	3
Standard 3.B:	Student Success	5	4
Standard 3.C:	Student Persistence Planning Initiative	5	4
STANDARD FOUR - State Master Plan Priorities			
Standard 4.A:	Institutional Strategic Planning	5	5
Standard 4.B:	State Strategic Planning	10	10
Standard 4.C:	Job Placement	10	10
STANDARD FOUR - Assessment Outcomes			
Standard 5.A:	Assessment Pilot	5	5
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**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 1.A: Student Learning - General Education**

Roane State Community College

Points Recommended: 15

Test Type: MAPP

Graduates Tested: All or Sample? All

Total Eligible Graduates: 620

No. Graduates Tested: 621

Percent Tested: 100%



2005-10 Cycle Data Trends

Mean Score	2005-06	2006-07	2007-08	2008-09	2009-10
Institution	442.9	442.6	441.4	443.1	
National	440.8	440.6	440.5	440.5	
Diff (I-N)	2.1	2.0	0.9	2.6	
% Institution to National Average	100%	100%	100%	100%	

Institutional Comments (Optional):

A copy of institutional scores is provided.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 1.B: Student Learning - Major Field Assessment**

Roane State Community College

Points Recommended: 10

Major Code	Major Name	Degree	Test Year	Test Code	No. Grads	No. Tested	No. Passed	% Tested	Inst. Score	Comp. Score	% Inst to Comparison Score	
1 31.51.0602.00	DENTAL HYGIENE TECHNOLOGY*	2.3.AAS	Annually	42	10	10	10	100%	84.0	81.0	100%	
2 31.51.0806.00	PHYSICAL THERAPY ASSISTANT*	2.3.AAS	Annually	34	20	20	18	100%	90.0	82.3	100%	
3 31.51.0907.00	RADIOLOGIC TECHNOLOGY*	2.3.AAS	Annually	36	33	33	33	100%	86.7	84.6	100%	
4 31.51.1601.00	NURSING *	2.3.AAS	Annually	29	93	93	91	100%	97.9	86.7	100%	
5 31.51.1801.00	OPTICIANRY*	2.3.AAS	Annually	62	15	15	15	100%	100.0	94.0	100%	
6 31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	2005-2006	37	3	3		100%	104.7	90.2	100%	
7 27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2007-2008	1	11	11		100%	66.1	70.0	94%	
8 32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	2007-2008	1	17	17		100%	70.0	70.0	100%	
9 32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	2007-2008	1	15	15		100%	70.0	63.5	100%	
10 12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2009-2010	TBD								
11 14.22.0302.00	LEGAL ASSISTING	2.3.AAS	2009-2010	1								
					217	217	100%	91.7	85.7	100%		

* Licensure programs are required to be tested annually.

Associate Programs Exempt from Major Field Assessment

Major Code	Major Name	Degree	Exemption
1 15.23.1101.00	TECHNICAL COMMUNICATIONS	2.3.AAS	07
2 27.44.0201.00	SOCIAL SERVICES	2.3.AAS	07
3 31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	07
4 16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS	07
5 31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	07
6 32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	07
7 28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	07
8 31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	07
9 31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	07
10 16.24.0101.01	GENERAL EDUCATION	2.3.AA, AS	10
11 13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	10

Exemption Codes
 01 - New Program
 04 -- Phase out
 07 - Low producing
 10 - Interdisciplinary or Multidisciplinary

Institutional Comments (Optional):

Dental Hygiene Program: All ten graduates who took the National Board of Dental Hygiene examination passed on the first attempt (100%) . A passing score of 75 or greater is required to pass this exam. A score report is included.

Physical Therapy : Twenty graduates took the Federation of State Boards of Physical Therapy examination; 18 passed on the first attempt (90%) and the remaining two passed on the second attempt (100%). The national first-time pass rate is 76.47%. A score report is included.

Radiological Technology Program: Thirty-three graduates took the American Registry of Radiologic Technologists examination; all graduates passed on the first attempt (100%). Roane State graduates for this cohort had a mean score of 86.7 exceeding the national mean score of 84.6 and 91% pass rate. A score report is included.

Nursing Program: Ninety three graduates took the National Council Licensure Examination (NCLEX) for registered nurses; 91 passed on the first attempt (pass rate = 97.85%). A passing score of 75 or greater is required to pass this exam. A score report is included.

Opticianry Program: Fifteen graduates took the National Opticianry Competency Examination (NOCE) and all passed on the first attempt. The national first-time pass rate is 94%. A score report is included.

**Roane State Community College
Licensure Programs: Pass Rates
Performance Funding 2005-10 Cycle**

Major Code	Major Name	Degree	Test Year	Test Code	2005-06	2006-07	2007-08	2008-09	2009-10
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY*	2.3.AAS	Annually	42	100%	92%	100%	100%	
31.51.0806.00	PHYSICAL THERAPY ASSISTANT*	2.3.AAS	Annually	34	86%	94%	100%	90%	
31.51.0907.00	RADIOLOGIC TECHNOLOGY*	2.3.AAS	Annually	36	100%	97%	100%	100%	
31.51.1601.00	NURSING *	2.3.AAS	Annually	29	94%	96%	90%	98%	
31.51.1801.00	OPTICIANRY*	2.3.AAS	Annually	62	93%	100%	100%	100%	

**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 1.C.1: Accreditation - Academic Programs**

Roane State Community College

Number of Accreditable Programs: 15
Number of Accredited Programs: 15
Percent Accredited: 100%
Points Recommended: 5



Roane State Community College

2000 CIP	Program	Degree Level	Accrediting Agency	Accredited?	Accreditation Cycle - Begin Date	Accreditation Cycle - End Date	Next Site Visit
14.22.0302.00	LEGAL ASSISTING	2.3.AAS	ABA	Yes	2005	2012	2012
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	ADA	Yes	2008	2013	
31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	CAHIM	Yes	2001	On-going	
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	AOTA	Yes	2007	2014	2013-14
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	APTA	Yes	2001	2010	2009
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	CAAHEP	Yes	2006	2011	2011
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	JCERT	Yes	2006	2014	Fall 2013
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	CAAHEP	Yes	2001	2011	2011
31.51.1601.00	NURSING	2.3.AAS	NLNAC	Yes	2007	2015	2015
31.51.1801.00	OPTICIANRY	2.3.AAS	COA	Yes	2003	2009	2009
31.51.3501.00	SOMATIC THERAPY	2.1.C1	COMTA	Yes	2005	2010	2010
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	ACBSP	Yes	2004	2014	2014
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	ACBSP	Yes	2004	2014	2014
31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	CAAHEP	Yes	2007	2010	2010
31.51.0805.00	PHARMACY TECHNICIAN	2.2C1	ASHP	Yes	2009	2015	2015

Please submit copies of accreditation letters and summary material with the template. Additionally, please provide updated information for all data in RED font on the template.

Institutional Comments (Optional):

Dental Hygiene Technology Program: The Commission on Dental Accreditation considered the May 2008 progress report and determined that the recommendations cited in the 2007 site visit report had been met; a resolution was adopted to change the program's accreditation status from approval with reporting requirements to approval WITHOUT reporting requirements. Documentation is included.

Pharmacy Technician Program: The Pharmacy Technician program applied for initial accreditation to the American Society of Health-System Pharmacists (ASHP) in April 2008. A site visit was conducted on February 20, 2009. The report will be considered for approval by the ASHP Commission on Credentialing at its next meeting on August 20, 2009. Documentation is included.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 1.C.2: Undergraduate Program Review**

Roane State Community College

Points Recommended: 5

CIP Code	Major Field Name	Degree	Year Reviewed	Evaluation Type *	Total No. Standards	"NA" Standards	# Stand. Met	% Met	
1 31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2005-2006	AA	20	0	20	100%	
2 16.24.0101.01	GENERAL EDUCATION	2.3.AA, AS	2006-2007	AA	20	1	19	100%	
3 28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1 & 2.3 AAS	2006-2007	AA	20	0	20	100%	
4 27.43.0107.00	POLICE MANAGEMENT (C1)	2.1.C1	2007-2008	PR	25	3	22	100%	
5 27.43.0107.00	CRIMINAL JUSTICE (AAS)	2.3 AAS	2007-2008	PR	25	3	22	100%	
6 27.43.9999.00	HOMELAND SECURITY	2.1.C1	2007-2008	PR	25	3	22	100%	
7 32.52.0401.00	OFFICE INFORMATION TECH	2.2C1	2007-2008	PR	25	3	21	95%	
8 13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	2008-2009	PR	25	0	25	100%	
9 16.24.0102.02	PROFESSIONAL STUDIES	2.3.AAS	2008-2009	AA	19	0	19	100%	
10 31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	2008-2009	PR	25	1	24	100%	
11 31.51.0999.01	DIAGNOSIS & PROCEDURAL CODING	2.1.C1	2008-2009	PR	25	2	23	100%	
12 12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2009-2010	AA				n/a	
13 08.13.0101.00	TEACHING	2.3.AAS	Scheduled for review when program becomes mature						
14 06.11.0801.00	WEB TECHNOLOGY (RODP)	2.3AAS	Scheduled for review when program becomes mature						
15 06.11.0801.00	WEB PAGE AUTHORIZING (RODP)	2.2C1	Scheduled for review when program becomes mature						
16 06.110101.00	COMPUTER SCIENCE	2.1.C1	Scheduled for review when program becomes mature						
					254	16	237	100%	

* Evaluation Type: Academic Audit (AA) or Program Review (PR)

Please submit copies of the peer review documentation, summary material and reviewers' vitas with the template.

Institutional Comments (Optional):

General Technology, Medical Transcription, Diagnosis & Procedural Coding: Each of these programs was reviewed and all met the standards as indicated above. All of the applicable academic standards were met for these programs. Copies of the summary sheets and narrative reports are included.

Professional Studies: This program, a fully online degree program offered through the TBR RODP, underwent a statewide academic audit and all of the standards were met as indicated above. A copy of the summary sheet is included.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 2.A: Community College Survey of Student Engagement**

Roane State Community College						
	RSCC 2009 Mean	Peer Colleges 2009 Mean	Above/Below Mean	Points Awarded for Meeting 2009 Peers	RSCC 2006 Mean	Points Awarded
Active and Collaborative Learning						
4a. Asked questions in class or contributed to class discussions	2.92	2.91		1	2.96	0.0
4b. Made a class presentation	2.24	2.05	↑	1	2.17	0.5
4f. Worked with other students in projects during class	2.45	2.41		1	2.42	0.0
4g. Worked with classmates outside of class to prepare class assignments	2.10	1.90	↑	1	1.95	0.5
4h. Tutored or taught other students (paid or voluntary)	1.40	1.35		1	1.42	0.0
4i. Participated in a community-based project as a part of a regular course	1.32	1.32		1	1.22	0.5
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.74	2.60		1	2.70	0.0
Total Points for Active and Collaborative Learning				7		1.5
Student Effort						
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.45	2.50		1	2.51	0.0
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.77	2.76		1	2.76	0.0
4e. Came to class without completing readings or assignments	1.79	1.82		1	1.85	0.0
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.07		1	2.06	0.0
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.16	1.98		1	2.16	0.0
13d1. Frequency: Peer or other tutoring	1.40	1.44		1	1.44	0.0
13e1. Frequency: Skill labs (writing, math, etc.)	1.61	1.76		1	1.66	0.0
13h1. Frequency: Computer lab	2.33	2.19		1	2.24	0.5
Total Point for Student Effort				8		0.5
Academic Challenge						
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.68	2.60		1	2.64	0.0
5b. Analyzing the basic elements of an idea, experience, or theory	2.98	2.84		1	2.90	0.5
5c. Synthesizing and organizing ideas, information or experiences in new ways	2.84	2.71		1	2.78	0.5
5d. Making judgments about the value or soundness of information, arguments, or methods	2.69	2.56		1	2.59	0.5
5e. Applying theories or concepts to practical problems or in new situations	2.82	2.64		1	2.64	0.5
5f. Using information you have read or heard to perform a new skill	2.91	2.72	↑	1	2.79	0.5
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.94	2.85		1	2.83	0.5
6c. Number of written papers or reports of any length	2.86	2.85		1	2.87	0.0
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.45	5.09	↑	1	5.32	0.5
9a. Encouraging you to spend significant amount of time studying	3.13	3.04		1	3.09	0.0
Total Points for Academic Challenge				10		3.5
Student-Faculty Interaction						
4k. Used email to communicate with an instructor	2.83	2.70		1	2.61	0.5
4l. Discussed grades or assignments with an instructor	2.64	2.56		1	2.56	0.5
4m. Talked about career plans with an instructor or advisor	2.10	2.02		1	1.97	0.5
4n. Discussed ideas from your readings or classes with instructors outside of class	1.81	1.73		1	1.73	0.5
4o. Received prompt feedback (written or oral) from instructors on your performance	2.86	2.71		1	2.81	0.5
4q. Worked with instructors on activities other than coursework	1.40	1.38		1	1.34	0.5
Total Points for Student-Faculty Interaction				6		3.0
Support for Learners						
9b. Providing the support you need to help you succeed at this college or ethnic backgrounds	3.01	2.99		1	3.02	0.0
	2.33	2.48		1	2.33	0.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.89	1.93		1	1.86	0.0
9e. Providing the support you need to thrive socially	2.09	2.15		1	2.12	0.0
9f. Providing the financial support you need to afford your education	2.37	2.53		1	2.46	0.0
13a1. Frequency: Academic advising/planning	1.62	1.71		1	1.64	0.0
13b1. Frequency: Career Counseling	1.33	1.37		1	1.32	0.0
Total Points for Support for Learners				7		0.0
Points Awarded				38		9

Total Points Earned **47**

Points Recommended:	8
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Institutional Comments (Optional):



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 3.A: Retention and Persistence**

Roane State Community College

Number	Indicator	Benchmark - Internal or External	Attain - RSCC	Percent Attained
1	Proportion of 2007 cohort who returned to any Tennessee public institution (institutional comparison)*.	62.1%	63.3%	100%
2	Proportion of 2006 cohort who returned to any Tennessee public institution (external comparison - NCCBP)	47.1%	44.0%	93%
3	Proportion of 2002 cohort who graduated from any Tennessee public institution within six years (institutional comparison)*	37.5%	42.1%	100%
4	Proportion of 2004 cohort who graduated from any Tennessee public institution within three years (external comparison - NCCBP)	19.7%	15.0%	76%

Average Attainment: 92%

Total Points Recommended: 3

Notes:

*Benchmark institutional comparison is based on a three year rolling average.

The 3 year rolling average for the retention indicator is based on 2004-2006 cohorts.

The 3 year rolling average for the persistence to graduation indicator is based on 1999-2001 cohorts.

Benchmark external comparison is based on peer institutions that participated in the 2008 National Community College Benchmark Project (NCCBP). Peer institutions include public, single-campus institutions with enrollment of 4000-7000 students.

Provide copy of export files from the NCCBP Peer Reports as supporting documentation.

Peers for Roane State Community College (2007 NCCBP)

- | | |
|--|---|
| NorthWest Arkansas Community College (AR) | Broome Community College (NY) |
| Estrella Mountain Community College (AZ) | Corning Community College (NY) |
| South Mountain Community College (AZ) | Niagara County Community College (NY) |
| Hawkeye Community College (IA) | Orange County Community College (NY) |
| Northwestern Michigan College (MI) | Schenectady County Community College (NY) |
| Rochester Community and Technical (MN) | Luzerne County Community College (PA) |
| Metropolitan Community College - Maple Woods (MO) | Westmorland County Community College (PA) |
| Ashville-Buncombe Technical Community College (NC) | Columbia State Community College (TN) |
| Raritan Valley Community College (NJ) | Northeast State Community College (TN) |
| Eastern New Mexico University-Roswell (NM) | Walters State Community College (TN) |
| San Juan College (NM) | Highline Community College (WA) |

Institutional Comments (Optional):

2007-08 Performance Funding Results

Number	Indicator	Benchmark - Internal or External	Attain - RSCC	Percent Attained
1	Proportion of 2006 cohort who returned to any Tennessee public institution (institutional comparison)*.	62.8%	63.1%	100%
2	Proportion of 2005 cohort who returned to any Tennessee public institution (external comparison - NCCBP)	47.1%	44.7%	95%
3	Proportion of 2001 cohort who graduated from any Tennessee public institution within six years (institutional comparison)*	35.0%	37.3%	100%
4	Proportion of 2003 cohort who graduated from any Tennessee public institution within three years (external comparison - NCCBP)	20.4%	15.4%	75%

Average Attainment: 93%



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 3.B: Student Success**

Roane State Community College

Number	Indicator	Benchmark - Peers	Attain - RSCC	Percent Attained
1	Completion of college-level courses	84.2%	84.0%	100%
2	Completion of English Composition I course	79.0%	77.0%	98%
3	Completion of College Algebra (MID-CYCLE CHANGE)	72.6%	64.0%	88%
4	Cumulative first-year grade point average at transfer institution	2.91	3.27	100%

Average attainment: 96%

Total Points Recommended: 4

Source: *National Community College Benchmark Project (2008 Report)*

Provide copy of export files from the NCCBP Peer Reports as supporting documentation.

Institutional Comments (Optional):

Peers for Roane State Community College (2007 NCCBP)

- | | |
|---|---|
| <ul style="list-style-type: none"> NorthWest Arkansas Community College (AR) Estrella Mountain Community College (AZ) South Mountain Community College (AZ) Hawkeye Community College (IA) Northwestern Michigan College (MI) Rochester Community and Technical (MN) Metropolitan Community College - Maple Woods (MO) Ashville-Buncombe Technical Community College (NC) Raritan Valley Community College (NJ) Eastern New Mexico University-Roswell (NM) San Juan College (NM) | <ul style="list-style-type: none"> Broome Community College (NY) Corning Community College (NY) Niagara County Community College (NY) Orange County Community College (NY) Schenectady County Community College (NY) Luzerne County Community College (PA) Westmorland County Community College (PA) Columbia State Community College (TN) Northeast State Community College (TN) Walters State Community College (TN) Highline Community College (WA) |
|---|---|

2007-08 Performance Funding Results

Number	Indicator	Benchmark - Peers	Attain - RSCC	Percent Attained
1	Completion of college-level courses	84.0%	84.6%	100%
2	Completion of English Composition I course	78.7%	77.3%	98%
3	Completion of College Algebra (MID-CYCLE CHANGE)	71.5%	68.2%	95%
4	Cumulative first-year grade point average at transfer institution	2.93	3.14	100%

Average attainment: 98%

Total Points Recommended: 4



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 3.C: Student Persistence Planning Initiative**

Roane State Community College

Goal No.	2005-10 Student Persistence Goals	Benchmark	Attain	Percent Attained
1	By the end of the cycle (2009-10), at least 50% (6) of Developmental Writing teachers will include a research project to prepare students for the requirements of the Composition I research paper.	4	24	100%
2	By the end of the cycle (2009-10), the percentage of students who are successful (earning a course grade of A, B or C) in Composition I in a repeated attempt will increase by 10% (56.2% to 66.2%).	62.8%	53.4%	85%
3	By the end of the cycle (2009-10), mean scores on the College Algebra comprehensive post-test exam will increase to at least 71.	70.0	71.0	100%

Average Attainment: 95%

Total Points Recommended: 4

Institutional Comments (Optional):

Goal 1: The coordinator of Developmental Writing Studies, Dan Foltz-Gray, implemented a policy requiring all adjunct and full-time developmental writing teachers to implement a research-based competency this past academic year. For students to successfully complete DSPW-0800, they must demonstrate mastery of the following competency: The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and to summarize accurately; and to cite resources properly. This policy was implemented across all DSPW-0800 sections offered this past academic year. A syllabus documenting this change is included.

Goal 2: The goal was to increase the percentage of successful attempts for English Composition I to 62.8%. For this past year, 53.4% (125) out of 234 repeated attempts successfully completed the course, earning an A, B or C. This goal was not met.

Goal 3: The college algebra comprehensive post-test exam (25 sections -fall 2008 & spring 2009 semesters) had an overall mean score of 71.0. See supporting documentation for scores.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 4.A: Institutional Strategic Planning**

Roane State Community College

Goal No.	2005-10 Institutional Strategic Planning Goals	Benchmark	Attain	Percent Attained
1	By the end of the cycle, 30 academic/academic support disciplines or programs will use (SPOL) Strategic Planning Online to document planning, assessment measures, and improvement activities.	24	29	100%
2	Increase by at least 1 per year the number of campus activities designed to enhance student awareness of and exposure to cultural diversity and social issues	6	16	100%
3	By the end of the cycle, 15 courses will integrate an international component into the curriculum	2	4	100%

Average Attainment: 100%

Total Points Recommended: 5

Institutional Comments (Optional):

Goal 1: Twenty-nine academic or academic support programs or disciplines utilized (SPOL) Strategic Planning Online to document planning and assessment measures and to demonstrate improvement activities. Supporting documentation is included and/or evidence of utilization can be accessed at <http://rscstrategicplanningonline.com>

Goal 2: The college offered 16 new activities designed to enhance student awareness and exposure to cultural diversity and social issues. Supporting documentation is included.

Goal 3: Seventeen courses total and *four new courses* integrated an international component this past academic year. Supporting documentation is included.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 4.B: State Strategic Planning**

Roane State Community College

State Partnership	2005-10 State Strategic Planning Goals	Benchmark	Attain	Percent Attained
Access	Enrollment of students from Morgan & Fentress counties will increase by 22 students to 450 over the cycle	445	566	100%
Student Preparation	Through Perkins Grant activities with the LEA's in the Roane State service area, develop 19 programs of study leading to an AAS degree (NEW MID-CYCLE GOAL)	17	21	100%
Affordability	Increase the number of need-based institutional scholarships by 15 over the cycle	91	91	100%
Educational Excellence	Gifts to RSCC Foundation over the five-year cycle will total \$5,500,000.	\$1,100,000	\$3,449,011	100%

Average Attainment: 100%

Total Points Recommended: 10

Institutional Comments (Optional):

Goal 1- Access: The benchmark for 2008-2009 was to increase enrollment from these counties to meet or exceed the benchmark of 445. Enrollment reached 585. **Based on our enrollment synopsis report submitted to TBR/THEC the number should be 585 rather than 566.** Documentation is included.

Goal 2- Student Preparation: Twenty one programs of study leading to an AAS degree were developed this past year with the local education agencies (LEAs) in the Roane State service area. A matrix documenting the programs of study within the LEAs is included.

Goal 3- Affordability: The institution met our benchmark and increased the number of need-based scholarships by 4 this past academic year, totaling 91 above the baseline benchmark. Documentation of the scholarships and the associated dollar amounts are included.

Goal 4 - Educational Excellence: The Roane State Foundation had a total of \$3,449,010.81 million in gifts to the college for this past fiscal year. Documentation is included.

Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 4.C: Job Placement

Roane State Community College	Points Recommended: 10
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Total Number Programs: 33
Total Placeable: 386
Total Placed: 375
Placement Rate: 97%



2000 CIP	Major Name	Degree	2007 Grads	Non-Respondents	Grads Adjustment	EXEMPTIONS					Total Placeable	Total Placed	Percent Placed
						Educ	Medical	Family	Military	Volunteer			
06.11.0801.00	WEB TECHNOLOGY (RODP)	2.3.AAS	0		0						0		n/a
06.11.0801.00	WEB PAGE AUTHORIZING (RODP)	2.2.C1	0		0						0		n/a
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	0		0						0		n/a
08.13.0101.00	TEACHING	2.3.AAS	0		0						0		n/a
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2		2						2	2	100%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	43	5	38	4					34	34	100%
14.22.0302.00	LEGAL ASSISTING	2.3.AAS	7		7				1		6	6	100%
15.23.1101.00	TECHNICAL COMMUNICATIONS	2.3.AAS	0		0						0		n/a
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	4		4	1					3	2	67%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	14	2	12	1					11	11	100%
27.43.9999.00	HOMELAND SECURITY	2.1.C1	4		4	2					2	2	100%
27.44.0201.00	SOCIAL SERVICES	2.3.AAS	0		0						0		n/a
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.1.C1	5		5	1					4	4	100%
28.45.0702.00	GEOGRAPHIC INFORMATION SYSTEMS	2.3.AAS	7		7	1					6	5	83%
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	12		12						12	11	92%
31.51.0707.00	MEDICAL RECORDS TECHNOLOGY	2.3.AAS	11		11						11	11	100%
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	10		10	1					9	8	89%
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	21		21	1	2				18	17	94%
31.51.0805.00	PHARMACY TECHNICIAN	2.2.C1	9		9						9	8	89%
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	18		18						18	17	94%
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	17		17						17	17	100%
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	33	1	32	2	2				28	28	100%
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	11		11						11	10	91%
31.51.0999.01	DIAGNOSIS & PROCEDURAL CODING	2.1.C1	10		10	4					6	5	83%
31.51.1099.01	POLYSOMNOGRAPHY TECHNOLOGY	2.1.C1	10	1	9						9	8	89%
31.51.1601.00	NURSING	2.3.AAS	94	2	92			1			91	91	100%
31.51.1801.00	OPTICIANRY	2.3.AAS	13		13	1					12	12	100%
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	5		5						5	5	100%
31.51.3501.00	SOMATIC THERAPY	2.1.C1	12	5	7	1		1			5	4	80%
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	27	2	25	1					23	23	100%
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	33		33						33	33	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	1		1						1	1	100%
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	0		0						0		n/a

Total	433	18	415	21	4	3	1	0	386	375	97%
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Percentage of Non-Respondents 4%

Red font indicates program has been terminated during the 2005-10 cycle. Green font indicates program approved during the 2005-10 cycle.

Note: Please report all non-respondents by program. Maximum of non-respondents is limited to 5% for all programs.

Institutional Comments (Optional):

Placement documentation is included.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 5.A: Assessment Pilot**

Roane State Community College

Did institution provide a report provide evidence of usage of the Kansas Cost Study for institutional planning and improvement? Report format should include the following sections: introduction, problem statement, summary of findings, interpretation of findings, and recommendations/conclusions. Report should not exceed 10 pages, including narrative and appendices.	y
Please provide an electronic copy of the Assessment Pilot report.	

Points Recommended:

5

Institutional Comments (Optional):

A copy of the report is included in the appendix.



**Tennessee Higher Education Commission
2008-09 Performance Funding Report
Standard 5.B: Assessment Implementation**

Roane State Community College

Provide title of Quality Enhancement Plan (QEP) or Student Learning Initiative (SLI):

An Evaluation of Institutional Processes in Support of a Quality Enhancement Plan (QEP)

QEP or SLI?

QEP

STANDARD OVERVIEW

Standard 5B evaluates the maturity and effectiveness of an institution's assessment processes as they relate to one of two types of student learning quality initiatives: (1) an institution-defined Quality Enhancement Plan (QEP) in response to SACS reaffirmation processes or (2) an alternate student learning initiative (SLI) of comparable weight.

REPORTING REQUIREMENTS

- Make a case that benchmarks have been achieved using assessment protocols in support of a QEP/SLI are mature and effective in an essay not to exceed 10 double-spaced pages
- Address the essay to an audience of peer examiners.
- All claims in the narrative are supported by documented evidence.
- Encourage to use hyperlink to send the reader from the text to supportive data and evidence.
- Provide a "bibliography" of hyperlinked documents, data, evidence cited that follows the essay.
- Submit 6 CD copies of the report (for distribution to the peer readers) which captures all linked documentation

PEER SCORING AND POINT ALLOCATION

Reports will be assigned values based on a holistic evaluation conducted by trained peer readers applying these rubrics:

- 9-10 points - Based on the evidence provided, the institution consistently does all of the following:
- 7-8 points - Based on the evidence provided, the institution consistently does almost all of the following:
- 5-6 points - Based on the evidence provided, the institution does most of the following:
- 4 points - Based on the evidence provided, the institution does some of the following:
- Provides a summary update of the evolution of the QEP or SLI
- Makes a case that the institution has met annual benchmarks
- Provides documentation for this claim by identifying patterns of evidence emerging
- States annual benchmarks for the next year that are readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP/SLI

Points Recommended

9

Institutional Comments (Optional):

A copy of the report is included in the appendix.

Scoring Criteria

1. Provides a summary update of the evolution of the Quality Enhancement Plan (QEP) or Student Learning Initiative (SLI).

- Strengths: The introduction is concise but sufficient, outlining specifically what will be covered in the document. The stated timelines are helpful and support the plan. The many links throughout the document are very helpful.

Weakness: none

2. Makes a case that the institution has met annual benchmarks.

- Strengths: All of the benchmarks have been met with the exception of the fifth involving the promotion of SAILS to students, but adequate explanation for this has been provided. In addition, the efforts to use art students to design posters and encourage the students to name the class is directly aligned with moving the institution toward a learner-centered environment.
- Weaknesses: The one weakness is addressed by the institution.

3. Provides documentation for this claim by identifying patterns of evidence emerging

- Strengths: There is extensive supporting evidence that demonstrates how data was collected from a variety of sources including faculty, students, and administration. The institution should be commended on its efforts to keep everyone aware of the evolution of this project. The literature list is extensive, and they effectively utilized a solid variety of documentation to shape their goals and establish their baselines.
- Weaknesses: none

4. States annual benchmarks for the next year that are readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP or SLI.

- Strengths: The four goals are well defined and appear to be well under way.
- Weaknesses: Goal 3 should include a link to Year One activities or a brief summary of the connection. Also, it is unclear how the upcoming benchmark percentage goals were determined. How did the institution arrive at 70%, 80%, 85%, etc? An explanation of how data informed these decisions would be helpful.

Summary Judgment

Meets the spirit and intent of Standard 5B. Yes No