

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Summary of Points Recommended

The Quality Assurance Funding program seeks to incentivize meritorious performance, provide a means for assisting the process of student learning and encourage continuous improvement at public community colleges and universities. The 2015-20 Quality Assurance Funding cycle standards reflect current state priorities outlined in the 2015-25 Master Plan, guided by the Drive to 55, and continue to challenge institutions to promote the highest standards and strive for excellence.

Roane State Community College



Year 3: 2017-18

| Quality Assurance Funding Standards | Maximum Points | Recommended Points | | | | |
|---|----------------|--------------------|-----------|-----------|---------|---------|
| | | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| I. Student Learning and Engagement | 75 | 71 | 72 | 69 | | |
| General Education Assessment | 15 | 15 | 15 | 15 | | |
| Major Field Assessment | 15 | 15 | 15 | 14 | | |
| Academic Programs: Accreditation and Evaluation | 15 | 12 | 12 | 12 | | |
| Institutional Satisfaction Study | 10 | 9 | 10 | 10 | | |
| Adult Learner Success | 10 | 10 | 10 | 8 | | |
| Tennessee Job Market Graduate Placement | 10 | 10 | 10 | 10 | | |
| II. Student Access and Success | 25 | 25 | 25 | 16 | | |
| Total Points | 100 | 96 | 97 | 85 | | |

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
General Education Assessment

The General Education Assessment standard is designed to provide incentives to institutions for improvements in the quality of their undergraduate general education program as measured by the performance of graduates on an approved standardized test of general education.

Roane State Community College



Maximum Points: 15
Recommended Points: 15

Year 3: 2017-18

| | | | |
|-----------------------|-------------------------|--|-----|
| Assessment: | ETS Proficiency Profile | Total Eligible Graduates: | 914 |
| Sampling Plan: | All Graduates Tested | Total Graduates Tested: | 882 |
| | | Percent of Eligible Graduates Tested: | 96% |
| | | Graduates in Score Report: | 873 |

National Norm Comparison (Maximum 15 points in Years 1-3 and 10 points in Years 4-5)

| Mean Score | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|-------------|-------------|-------------|---------|---------|
| Institution | 441.6 | 438.96 | 439.5 | | |
| National* | 438.9 | 438.3 | 438.5 | | |
| Difference (Institution - Natl.) | 2.72 | 0.66 | 0.99 | | |
| % Institution to Natl. Average | 101% | 100% | 100% | | |

Institutional Trends Comparison (Maximum 5 points in Years 4-5)

| Mean Score | 2018-19 | 2019-20 |
|---------------------|---------|---------|
| Institution | | |
| 3 Yr Average | | |
| Diff (Inst - Avg) | 0.0 | 0.0 |
| % Inst to 3 Yr. Avg | | |

Institutional Comments:

The Chief Academic Officer granted a total of 33 waivers for following reasons: Students has a B.S. degree (2)
 Students that had not attended RSCC is more than a year and only needed the exam to graduate (24)
 Students were reconnect student (3);
 Students had transferred to 4-year schools (2)
 Students moved out of state (2)

**ETS Proficiency Profile Institutional Mean Score comprised of scores from all students at Associate Degree Colleges from July 2012 to June 2017.*

Tennessee Higher Education Commission
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Major Field Assessment

The Major Field Assessment standard is designed to provide incentives for institutions to improve the quality of major field programs as evaluated by the performance of graduates on approved examinations.

Roane State Community College



Maximum Points: 15
Recommended Points: 14

Year 3: 2017-18

Licensure Programs Reported Annually

| 2010 CIP | Academic Program | Degree | Test Year | Test Type | No. Grads | No. Tested | % Tested | No. Passed | Inst Pass Rate | Comp Pass Rate | % Inst to Comp Pass Rate* |
|-----------------|-------------------------------|---------|-----------|-----------|-----------|------------|----------|------------|----------------|----------------|---------------------------|
| 1 31.51.0602.00 | DENTAL HYGIENE TECHNOLOGY | 2.3 AAS | 2018 | NDDHE | 11 | 11 | 100% | 11 | 100.0% | 94.9% | 100% |
| 2 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | 2.3 AAS | 2017 | RHIT | 16 | 15 | 94% | 11 | 73.3% | 70.0% | 100% |
| 3 31.51.0803.00 | OCCUPATIONAL THERAPY ASST. | 2.3 AAS | 2017 | OTRE | 28 | 26 | 93% | 24 | 92.3% | 80.0% | 100% |
| 4 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | 2.3 AAS | 2017 | NPTE | 19 | 19 | 100% | 15 | 78.9% | 87.6% | 90% |
| 5 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | 2.3 AAS | 2017 | ASRT | 30 | 29 | 97% | 29 | 100.0% | 89.3% | 100% |
| 6 31.51.0908.00 | RESPIRATORY CARE | 2.3 AAS | 2017 | NBRCE | 11 | 9 | 82% | 8 | 88.9% | 81.5% | -- |
| 7 31.51.0909.00 | SURGICAL TECHNOLOGY | 2.3 AAS | 2108 | CST | 5 | 5 | 100% | 5 | 100.0% | 77.9% | -- |
| 8 31.51.1801.00 | OPTICIANRY | 2.3 AAS | 2018 | NOCE | 17 | 17 | 100% | 17 | 100.0% | 61.0% | 100% |
| 9 31.51.3801.00 | NURSING | 2.3 AAS | 2017 | NCLEX | 72 | 71 | 99% | 67 | 94.4% | 87.1% | 100% |

Programs Reported Once During 5 Year Cycle

| 2010 CIP | Academic Program | Degree | Test Year | Test Type | No. Grads | No. Tested | % Tested | Inst Score | Comp Score | % Inst to Comp Score* |
|--|---------------------------|---------|-----------|-----------|-----------|------------|----------|------------|------------|-----------------------|
| 1 08.13.0101.00 | TEACHING | 2.3 AST | 2015-16 | PRAXIS | 9 | 5 | 56% | 166.8 | 162.2 | -- |
| 2 32.52.0201.01 | BUSINESS | 2.3 AAS | 2015-16 | Local | 24 | 35 | 100% | 76.1 | 74.61 | 100% |
| 3 32.52.0299.01 | CONTEMPORARY MANAGEMENT | 2.3 AAS | 2015-16 | Local | 12 | 7 | 58% | 69.6 | 65.79 | -- |
| 4 32.52.0803.00 | FINANCIAL SERVICES | 2.3 AAS | 2018-19 | Local | | | | | | |
| 5 31.51.2202.00 | ENVIRONMENTAL HEALTH TECH | 2.3 AAS | 2018-19 | Local | | | | | | |
| 6 09.15.0403.00 | MECHATRONICS TECHNOLOGY | 2.3 AAS | 2018-19 | Local | | | | | | |
| 7 31.51.2706.00 | MEDICAL INFORMATICS | 2.3 AAS | 2019-20 | Local | | | | | | |
| 8 27.43.0104.00 | CRIMINAL JUSTICE | 2.3 AAS | 2019-20 | Local | | | | | | |
| 9 06.11.0101.00 | COMPUTER INFO TECHNOLOGY | 2.3 AAS | 2019-20 | Local | | | | | | |
| Average institution pass rate/score to comparison pass rate/score | | | | | | | | | | 99% |

* Maximum of 100% used of scoring

Program Exemptions for 2015-20 Cycle

| 2010 CIP | Academic Program | Degree | Exemption |
|-----------------|---------------------------|------------|----------------------|
| 1 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | 2.3 AAS | Low Producing |
| 2 14.22.0302.00 | PARALEGAL STUDIES | 2.3 AAS | Low Producing |
| 3 16.24.0101.01 | UNIVERSITY PARALLEL | 2.3 AA, AS | Multidisciplinary |
| 4 21.30.0000.00 | GENERAL TECHNOLOGY | 2.3AAS | Multidisciplinary |
| 5 28.45.0702.00 | SYSTEMS | 2.3 AAS | Low Producing |
| 6 30.50.0903.00 | FINE ARTS | 2.3 AFA | Performance Oriented |
| 7 31.51.9999.01 | HEALTH SCIENCES | 2.3 AAS | Multidisciplinary |

2016-17 Licensure Results

| 2010 CIP | Academic Program | Degree | Test Year | Test Type | Grads | Tested | Tested | Passed | Rate | Pass Rate | Pass Rate |
|-----------------|-------------------------------|---------|-----------|-----------|-------|--------|--------|--------|--------|-----------|-----------|
| 1 31.51.0602.00 | DENTAL HYGIENE TECHNOLOGY | 2.3 AAS | 2017 | NDDHE | 8 | 7 | 88% | 7 | 100.0% | 95.2% | -- |
| 2 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | 2.3 AAS | 2016 | RHIT | 11 | 11 | 100% | 9 | 81.8% | 67.0% | 100% |
| 3 31.51.0803.00 | OCCUPATIONAL THERAPY ASST. | 2.3 AAS | 2016 | OTRE | 26 | 25 | 96% | 24 | 96.0% | 76.0% | 100% |
| 4 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | 2.3 AAS | 2016 | NPTE | 18 | 20 | 100% | 19 | 95.0% | 87.3% | 100% |
| 5 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | 2.3 AAS | 2016 | ASRT | 28 | 28 | 100% | 26 | 92.9% | 87.2% | 100% |
| 6 31.51.0908.00 | RESPIRATORY THERAPY | 2.3 AAS | 2016 | NBRCE | 8 | 10 | 100% | 10 | 100.0% | 81.7% | 100% |
| 7 31.51.0909.00 | SURGICAL TECHNOLOGY | 2.3 AAS | 2017 | CST | 8 | 8 | 100% | 8 | 100.0% | 76.9% | -- |
| 8 31.51.1801.00 | OPTICIANRY | 2.3 AAS | 2017 | NOCE | 19 | 17 | 89% | 16 | 94.1% | 68.0% | 100% |
| 9 31.51.3801.00 | NURSING | 2.3 AAS | 2016 | NCLEX | 82 | 82 | 100% | 76 | 92.7% | 84.6% | 100% |

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Academic Programs: Accreditation

The Academic Programs standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Roane State Community College



Total Accreditable Programs: 19
Accredited Programs: 17
Programs Seeking Accreditation: 2
Percent Accredited: 100%

Maximum Points: 5
Recommended Points: 5

Year 3: 2017-18

Accreditation

Accredited Programs

| | 2010 CIP | Academic Program | Degree Level | Accrediting Agency | Accreditation Cycle - Begin | Accreditation Cycle - End | Next Site Visit | Accreditation Letter Date | Accredited |
|----|---------------|-------------------------------|--------------|--------------------|-----------------------------|---------------------------|-----------------|---------------------------|------------|
| 1 | 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | 2.3 AAS | NAEYC | 2014 | 2021 | 2021 | 14-Jun-16 | Yes |
| 2 | 14.22.0302.00 | PARALEGAL STUDIES | 2.3 AAS | ABA | 2012 | 2019 | 2019 | 12-Feb-14 | Yes |
| 3 | 31.51.0602.00 | DENTAL HYGIENE TECHNOLOGY | 2.3 AAS | ADA | 2014 | 2020 | 2020 | 12-Aug-14 | Yes |
| 4 | 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | 2.3 AAS | CAHIIM | 2005 | On-going | -- | On-going | Yes |
| 5 | 31.51.0803.00 | OCCUPATIONAL THERAPY ASST. | 2.3 AAS | AOTA | 2014 | 2023 | 2023-24 | 28-Aug-14 | Yes |
| 6 | 31.51.0805.00 | PHARMACY TECHNICIAN | 2.2 C1 | ASHEP | 2014 | 2020 | 2020 | 22-Sep-14 | Yes |
| 7 | 31.51.0806.00 | PHYSICAL THERAPIST ASSISTANT | 2.3 AAS | APTA | 2010 | 2020 | 2019 | 8-Dec-10 | Yes |
| 8 | 31.51.0904.00 | PARAMEDIC | 2.2 C1 | CAAHEP | 2012 | 2017 | 2017 | 20-Jul-12 | Yes |
| 9 | 31.51.0907.00 | RADIOLOGIC TECHNOLOGY | 2.3 AAS | JCERT | 2014 | 2022 | 2022 | 20-Aug-15 | Yes |
| 10 | 31.51.0908.00 | RESPIRATORY CARE | 2.3 AAS | CAAHEP | 2011 | 2021 | 2021 | 19-Nov-11 | Yes |
| 11 | 31.51.0909.00 | SURGICAL TECHNOLOGY | 2.3 AAS | CAAHEP | 2016 | 2021 | 2021 | 19-Sep-16 | Yes |
| 12 | 31.51.1099.01 | POLYSOMNOGRAPHY TECHNOLOGY | 2.2 C1 | CAAHEP | 2015 | 2025 | 2025 | 18-May-15 | Yes |
| 13 | 31.51.1801.00 | OPTICIANRY | 2.3 AAS | COA | 2014 | 2020 | 2020 | 29-Sep-14 | Yes |
| 14 | 31.51.3501.00 | MASSAGE THERAPY | 2.2 C1 | COMTA | 2017 | 2024 | 2024 | 24-Jul-17 | Yes |
| 15 | 31.51.3801.00 | NURSING | 2.3 AAS | ACEN | 2015 | 2023 | Spring 2023 | 29-Jul-15 | Yes |
| 16 | 32.52.0201.01 | BUSINESS | 2.3 AAS | ACBSP | 2014 | 2024 | 2024 | 8-Dec-14 | Yes |
| 17 | 32.52.0299.01 | CONTEMPORARY MANAGEMENT | 2.3 AAS | ACBSP | 2014 | 2024 | 2024 | 8-Dec-14 | Yes |

Programs Seeking Accreditation

| | 2010 CIP | Academic Program | Degree Level | Accrediting Agency | Accreditation Timeline |
|---|---------------|-------------------------|--------------|--------------------|--|
| 1 | 32.52.0803.00 | FINANCIAL SERVICES | 2.3 AAS | ACBSP | Program was approved in Fall 2014. First graduates in Spring 2016. Accreditation expected November 2018. |
| 2 | 09.15.0403.00 | MECHATRONICS TECHNOLOGY | 2.3 AAS | ATMAE | New program approved Aug 2015 with implementation Fall 2015. Program preparing for site visit Spring 2020. |

Embedded Programs*

| | 2010 CIP | Certificate Program | Degree Level | 2010 CIP | Associate Program | Degree Level |
|---|---------------|---------------------------|--------------|---------------|-------------------------------|--------------|
| 1 | 12.19.0706.01 | EARLY CHILDHOOD EDUCATION | 2.1 C1 | 12.19.0706.00 | EARLY CHILDHOOD EDUCATION | 2.3 AAS |
| 2 | 31.51.0999.01 | MEDICAL CODING | 2.2 C1 | 31.51.0707.00 | HEALTH INFORMATION TECHNOLOGY | 2.3 AAS |
| 3 | 09.15.0403.00 | MECHATRONICS | 2.2 C1 | 09.15.0403.00 | MECHATRONICS TECHNOLOGY | 2.3 AAS |

*Embedded Programs are technical certificates whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program. The related degree program assumes responsibility for quality control and assurance.

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Academic Programs: Program Evaluation

The Academic Programs standard is designed to provide incentives for institutions to achieve and maintain program excellence and accreditation.

Roane State Community College



Maximum Points: 10
Recommended Points: 7

Year 3: 2017-18

Program Evaluation

Undergraduate Programs

| 2010 CIP | Academic Program | Degree Level | 2010-15 Evaluation | 2015-20 Cycle Schedule | 2015-20 Evaluation | Total Standards | "NA" Standards | Rating of 0 | Rating of 1 | Rating of 2 | Rating of 3 | Average* |
|-------------------------------------|---------------------------------------|--------------|--------------------|------------------------|--------------------|-----------------|----------------|-------------|-------------|-------------|-------------|------------|
| 1 30.50.0903.00 | FINE ARTS | 2.3 AFA | -- | 2015-16 | AA | 20 | 0 | 0 | 3 | 11 | 6 | 2.2 |
| 2 31.51.2202.00 | ENVIRONMENTAL HEALTH TECH | 2.3 AAS | AA | 2015-16 | AA | 22 | 0 | 0 | 4 | 9 | 9 | 2.2 |
| 3 16.24.0101.01 | UNIVERSITY PARALLEL | 2.3 AA, AS | AA | 2016-17 | AA | 22 | 0 | 0 | 0 | 7 | 15 | 2.7 |
| 4 31.51.9999.01 | HEALTH SCIENCES | 2.3 AAS | AA | 2016-17 | AA | 22 | 1 | 1 | 6 | 3 | 11 | 2.1 |
| 5 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS | 2.3 AAS | AA | 2017-18 | AA | 22 | 0 | 0 | 7 | 17 | 3 | 2.3 |
| 6 31.51.2706.00 | MEDICAL INFORMATICS | 2.3 AAS | -- | 2017-18 | AA | 20 | 0 | 0 | 1 | 8 | 11 | 2.5 |
| 7 21.30.0000.00 | GENERAL TECHNOLOGY | 2.3 AAS | PR | 2018-19 | PR | | | | | | | |
| 8 31.51.0708.00 | HEALTH CARE DOCUMENTATION SPECIALIST | 2.2 C1 | -- | 2018-19 | PR | | | | | | | |
| 9 31.51.0904.02 | EMERGENCY MEDICAL TECHNICIAN | 2.1 C1 | -- | 2018-19 | AA | | | | | | | |
| 10 31.51.0904.03 | ADVANCED EMERGENCY MEDICAL TECHNICIAN | 2.1 C1 | -- | 2018-19 | AA | | | | | | | |
| 11 06.11.0101.00 | COMPUTER INFO TECHNOLOGY | 2.3 AAS | AA | 2019-20 | AA | | | | | | | |
| 12 08.13.0101.00 | TEACHING | 2.3 AST | AA | 2019-20 | AA | | | | | | | |
| 13 27.43.0104.00 | CRIMINAL JUSTICE | 2.3 AAS | PR | 2019-20 | PR | | | | | | | |
| 14 29.48.0508.00 | WELDING | 2.1 C1 | -- | 2019-20 | AA | | | | | | | |
| Undergraduate Programs Total | | | | | | 128 | 1 | 1 | 21 | 55 | 55 | 2.3 |

Embedded Programs**

| 2010 CIP | Certificate Program | Degree Level | 2010 CIP | Associate Program | Degree Level |
|-----------------|--------------------------------|--------------|---------------|--------------------------------|--------------|
| 1 06.11.0101.00 | COMPUTER INFO TECHNOLOGY | 2.1 C2 | 06.11.0101.00 | COMPUTER INFO TECHNOLOGY | 2.3 AAS |
| 2 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS | 2.1 C1 | 28.45.0702.00 | GEOGRAPHIC INFORMATION SYSTEMS | 2.3 AAS |

Academic Audit (AA) Rubric

| | |
|------------------|----------|
| Not Evident | 0 Points |
| Emerging | 1 Point |
| Established | 2 Points |
| Highly Developed | 3 Points |

Academic Audit Standards

| Level | Initial | Subsequent |
|---------------|---------|------------|
| Undergraduate | 20 | 22 |

Program Review (PR) Rubric

| | |
|-----------|----------|
| Poor | 0 Points |
| Fair | 1 Point |
| Good | 2 Points |
| Excellent | 3 Points |

Program Review Standards

| Level | Standards |
|---------------------------|-----------|
| Certificate and Associate | 25 |

*Average calculated by multiplying the count of standards with a Rating of 0, 1, 2 and 3 by the number of points attributed to each rating divided by the total number of applicable standards.

**Embedded Programs are technical certificates whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program. The related degree program assumes responsibility for quality control and assurance.

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Institutional Satisfaction

The Institutional Satisfaction standard is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of students at different points in their academic career.

Roane State Community College

Maximum Points: 10
 SENSE Survey Points: 7
 SENSE/CCSSE Analysis Points: 3
Total Recommended Points: 10

Schedule

Year 1: 2015-16 Survey of Entering Student Engagement (SENSE)
 Year 2: 2016-17 Community College Survey of Student Engagement
Year 3: 2017-18 SENSE & Qualitative Report
 Year 4: 2018-19 Community College Survey of Student Engagement
 Year 5: 2019-20 Comprehensive Satisfaction Report



Year 3: 2017-18

| Survey of Entering Student Engagement | | | | |
|---|-------------|-------------|---------------|--------|
| 2017-18 SENSE Engagement Themes | Institution | Peer Group* | Effect Size** | Points |
| EARLY CONNECTIONS | | | | |
| 18a. The very first time I came to this college I felt welcome | 4.13 | 4.06 | | 1 |
| 18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) | 3.61 | 3.53 | | 1 |
| 18j. A college staff member helped me determine whether I qualified for financial assistance | 3.29 | 3.14 | | 1 |
| HIGH EXPECTATIONS AND ASPIRATIONS | | | | |
| 18b. The instructors at this college want me to succeed | 4.32 | 4.30 | | 1 |
| CLEAR ACADEMIC PLAN AND PATHWAY | | | | |
| 18e. An advisor helped me to select a course of study, program, or major | 3.93 | 3.75 | | 1 |
| 18f. An advisor helped me to set academic goals and to create a plan for achieving them | 3.73 | 3.35 | 0.34 | 1 |
| 18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter | 4.28 | 3.93 | 0.34 | 1 |
| 18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take | 3.06 | 2.98 | | 1 |
| EFFECTIVE TRACK TO COLLEGE READINESS | | | | |
| 21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) | 3.98 | 4.03 | | 1 |
| 21b. I learned to understand my academic strengths and weaknesses | 3.98 | 3.97 | | 1 |
| 21c. I learned skills and strategies to improve my test-taking ability | 3.61 | 3.68 | | 1 |
| ENGAGED LEARNING | | | | |
| 19a. Ask questions in class or contribute to class discussions | 3.87 | 2.77 | | 1 |
| 19b. Prepare at least two drafts of a paper or assignment before turning it in | 2.06 | 2.09 | | 1 |
| 19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) | 1.51 | 1.53 | | 1 |
| 19g. Work with other students on a project or assignment during class | 2.43 | 2.47 | | 1 |
| 19h. Work with classmates outside of class on class projects or assignments | 1.56 | 1.60 | | 1 |
| 19i. Participate in a required study group outside of class | 1.24 | 1.30 | | 1 |

| Survey of Entering Student Engagement | | | | |
|---|-------------|-------------|---------------|-----------|
| 2017-18 SENSE Engagement Themes | Institution | Peer Group* | Effect Size** | Points |
| 19j. Participate in a student-initiated (not required) study group outside of class | 1.27 | 1.30 | | 1 |
| 19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class website, etc.) to communicate with an instructor about coursework | 2.35 | 2.26 | | 1 |
| 19m. Discuss an assignment or grade with an instructor | 2.07 | 2.06 | | 1 |
| 19n. Ask for help from an instructor regarding questions or problems related to a class | 2.30 | 2.33 | | 1 |
| 19o. Receive prompt written or oral feedback from instructors on your performance | 2.36 | 2.33 | | 1 |
| 19q. Discuss ideas from readings or classes with instructors outside of class | 3.38 | 3.28 | | 1 |
| 19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.) | 2.19 | 2.14 | | 1 |
| 20f. Use writing, math, or other skill lab | 1.69 | 1.67 | | 1 |
| 20h. Use computer lab | 2.32 | 2.04 | 0.25 | 1 |
| 20d. Use face-to-face tutoring | 1.28 | 1.28 | | 1 |
| ACADEMIC AND SOCIAL SUPPORT NETWORK | | | | |
| 18l. All instructors clearly explained academic and student support services available at this college | 4.02 | 3.91 | | 1 |
| 18m. All instructors clearly explained course grading policies | 4.31 | 4.27 | | 1 |
| 18n. All instructors clearly explained course syllabi | 4.40 | 4.36 | | 1 |
| Total | | | | 30 |

| SENSE/CCSSE Qualitative Analysis Report | | |
|---|-----------------|----------|
| SENSE/CCSSE Focus Questions | Points Possible | Points |
| 1. Using the SENSE and CCSSE report results, identify any concerns, points of interest, or discrepancies between student behaviors and faculty perceptions/values. | 1 | 1 |
| 2. What are the institution's current priorities as related to their Strategic Plan? What do the SENSE and CCSSE results reveal about the priorities, and how might they impact these priorities? | 1 | 1 |
| 3. How might the institution address the differences in responses between entering students (SENSE) and other students (CCSSE)? Formulate a plan of action to address concerns and rectify any discrepancies. | 1 | 1 |
| TOTAL | 3 | 3 |

Institution Peer Group Classification

Small Colleges (fewer than 4,499 students)

Medium Colleges (4,500-7,999 students)

Large Colleges (8,000-14,999 students)

Extra-Large Colleges (15,000 or more students)

Fall 2017 Enrollment: 5,776

*Peer group determined by the Center for Community College Student Engagement based on institutional enrollment size during the administration term.

**Effect Size: Center for Community College Student Engagement considers a difference in mean to be significant when there is an effect size of $\geq .20$ or greater.

**Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Adult Learner Success**

The Adult Learner Success standard is designed to incentive institutions to qualitatively and quantitatively improve services for adult learners. The standard directs institutions to enhance the quality of adult student services in an effort to increase the enrollment, retention and completion of adult learners.

Roane State Community College



Maximum Points: 10
Recommended Points: 8

Year 3: 2017-18

Qualitative: Implementation Status

| Institutions will submit a progress report that includes all elements of the Year 2 Action Plan in order to assess the implementation status of each of the Action Plan objectives. | Points Possible | Points |
|--|-----------------|----------|
| Clear and thorough progress report on the strategies and plans outlined in the Action Plan to effectively <ul style="list-style-type: none"> o Recruit, engage, and graduate adult learners informed by evidence-based practices and research o Include prior learning assessments into adult learner degree plans o Incorporate adult learner survey feedback into current institutional policies and practices o Increase the quantity of adult learner graduates | 4 | 4 |
| Detailed evidence of the extend to which the desired Action Plan objectives have been accomplished | | |
| Total | 4 | 4 |

Quantitative

| Quantitate Metric | 2013-14 | 2014-15 | 2015-16 | 3 Yr. Avg Benchmark | 2016-17 | Percent Attained* | Points |
|-----------------------------|---------|---------|---------|---------------------|---------|-------------------|--------|
| 1 Adult Learner Graduates | 500 | 482 | 486 | 489 | 397 | 81% | 4 |

*Maximum of 100% attained used for scoring.

Data Source: THEC Student Information System

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Tennessee Job Market Graduate Placement

The Tennessee Job Market Graduate Placement standard is designed to provide incentives for community colleges to continue to improve job placement of graduates.

Roane State Community College



Maximum Points: 10
Recommended Points: 10

Year 3: 2017-18

| Academic Year | 2013-14 | 2014-15 | 2016-17 | 2017-18 | 2018-19 |
|---|------------|------------|------------|---------|---------|
| Total Graduates* | 545 | 527 | 506 | | |
| Graduates Enrolled in Community Colleges | 75 | 65 | 84 | | |
| Graduates Enrolled in Universities | 58 | 62 | 42 | | |
| Graduates Employed Part-time | 31 | 30 | 30 | | |
| Graduates Engaged in Tennessee Job Market | | | | | |
| Graduates with Unemployment Claim | 10 | 5 | 4 | | |
| Graduates Employed Fulltime | 318 | 321 | 320 | | |
| Total Graduates Engaged in the Tennessee Job Market | 328 | 326 | 324 | | |
| Tennessee Job Market Graduate Placement Rate** | 97% | 99% | 99% | | |

* Total Graduates equals the graduates for academic year, excluding University Parallel (16.24.0101) and Professional Studies (16.24.0102) degrees and certificates.

**Tennessee Job Market Graduate Placement Rate is calculated by dividing the Graduates Employed Fulltime by the Graduates Engaged in the Tennessee Job Market.

Tennessee Higher Education Commission
2015-20 Quality Assurance Funding
Student Access and Success

The Student Access and Success standard is designed to provide incentives for institutions to increase the number of graduates from select focus populations. Institutions select those focus populations particularly important to the institution's mission and measure the quality of services dedicated to those students. The measure of institutional success is an increase in the focus population graduation rate.

Roane State Community College



Maximum Points: 25
Recommended Points: 16

Year 3: 2017-18

| | Focus Population | 2013-14 | 2014-15 | 2015-16 | 3 Yr. Avg Benchmark | 2016-17 | Percent Attained* | Points Recommended |
|---|---------------------------|---------|---------|---------|---------------------|---------|-------------------|--------------------|
| 1 | Ethnic Minorities | 60 | 55 | 65 | 60 | 67 | 112% | 5 |
| 2 | Geographic High Need Area | 429 | 424 | 578 | 477 | 466 | 98% | 4 |
| 3 | Low Income | 646 | 656 | 679 | 660 | 628 | 95% | 4 |
| 4 | Males | 324 | 352 | 371 | 349 | 315 | 90% | 3 |
| 5 | STEM Programs | 22 | 23 | 25 | 23 | 11 | 47% | 0 |

| Ethnic Minorities | 2013-14 | 2014-15 | 2015-16 | 3 Yr. Avg | 2016-17 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| African American | 15 | 15 | 24 | 18 | 24 |
| Alaskan Native/Native American | 4 | 3 | 5 | 4 | 6 |
| Asian/Pacific Islander | 7 | 7 | 4 | 6 | 7 |
| Hispanic | 22 | 21 | 19 | 21 | 21 |
| Multiracial | 12 | 9 | 13 | 11 | 9 |
| Total | 60 | 55 | 65 | 60 | 67 |

| Geographic High Need Area | 2013-14 | 2014-15 | 2015-16 | 3 Yr. Avg | 2016-17 |
|----------------------------------|------------|------------|------------|------------|------------|
| Campbell County | 61 | 61 | 70 | 64 | 59 |
| Cumberland County | 83 | 100 | 109 | 97 | 88 |
| Fentress County | 27 | 23 | 40 | 30 | 38 |
| Morgan County | 53 | 54 | 75 | 61 | 59 |
| Roane County | 132 | 135 | 219 | 162 | 169 |
| Scott County | 73 | 51 | 65 | 63 | 53 |
| Total | 429 | 424 | 578 | 477 | 466 |

| STEM Programs | 2013-14 | 2014-15 | 2015-16 | 3 Yr. Avg | 2016-17 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| 11. Computer & Information Sciences | 4 | 2 | 3 | 3 | 8 |
| 15. Engineering Technology | 18 | 21 | 22 | 20 | 3 |
| Total | 22 | 23 | 25 | 23 | 11 |

*Maximum of 100% attained used for scoring.
 Data Source: THEC Student Information System