

**Performance Funding Annual Report
2004-2005**

Points Awarded: 100 out of 100

Summary of Points Awarded

STANDARD ONE – Assessment		Possible Points	Points Awarded
General Education			
Standard 1.A:	General Education Outcomes	15	15
Standard 1.B:	Pilot Evaluations of General Education Outcomes	5	5
Program Accountability			
Standard 1.C.1:	Accreditation of Academic Programs	10	10
Standard 1.C.2:	Program Review (Undergraduate)	5	5
Major Field Assessment			
Standard 1.C.2:	Major Field Testing	15	15
STANDARD TWO – Student Satisfaction			
Standard 2.A:	Alumni Survey	10	10
STANDARD THREE – Planning and Collaboration			
Standard 3.A:	Mission Distinctive Institutional Goals	5	5
Standard 3.B:	State Strategic Plan Goals	5	5
STANDARD FOUR – Student Outcomes & Implementation			
Output Attainment			
Standard 4.A.1:	Retention and Persistence	5	5
Standard 4.A.2:	Job Placement	15	15
Assessment Implementation			
Standard 4.B:	Self Study/Implementation	10	10

Performance Funding Annual Report for 2004-05
Standard I.A: General Education Outcomes

Points Table (Particip 1B)	
Above Norm	11
Below Norm	8
Additional Points	1
Max Points	15

Year
5

Roane State Community College		Points:	15		
Test Type	ETS	<i>Notable Change Criteria</i>			
		CBASE	4		
Total Eligible Grads:	769	CCTST	1.7		
		ETS	2		
No. Grads Tested:	672				
		87%			
Current Cycle Data Trends					
Mean Score	2000-01	2001-02	2002-03	2003-04	2004-05
Institution	444.2	442.8	443.2	444.5	443.6
National	443.2	441.9	441.9	441.7	441.7
Diff (I-N)	1.0	0.9	1.3	2.8	1.9
Diff (I-P)	0.0	-1.4	0.4	1.3	-0.8
Pctile	47%	55%	55%	61%	55%
Option 1: Comparison to National Norm Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11	11	11
Additional	0	0	0	1	0
Total	11	11	11	12	0
Option 2: Comparison to Previous Inst Score Trends					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Base	11	11	11	11	11
Additional	0	0	0	0	0
Total	11	11	11	11	11
Previous Cycle Information (Option 2 - Year 1)					
Points in 2000-01	11				
Last Inst Score (2000-01)	444.2				
Option 3: Comparison to Percentile Ranking					
Points	2000-01	2001-02	2002-03	2003-04	2004-05
Total	0	15	15	15	15

INSTITUTIONAL COMMENTS (OPTIONAL):

The total number of eligible (excludes certificate degrees) graduates for summer 2004, fall 2004 and spring 2005 is 682 rather than 769. Per the *Performance Funding Standards 2000-01 -2004-05*, certificate students are excluded from foundational testing.

Performance Funding Annual Report for 2004-05
 Standard 1.B: Pilot Evaluations of General Ed Outcomes

Roane State Community College	Points
<p align="center">Is Institution Participating in Pilot Evaluations of General Education Outcomes?</p> <p align="center">Please include a copy of the progress report of pilot evaluation project (name of file, if applicable)</p>	<p align="center">Y</p> <p align="center">5</p>
POINTS REQUESTED:	5

INSTITUTIONAL COMMENTS (OPTIONAL):

A copy of the 2004-05 progress and summative evaluation report is included.

ROANE STATE COMMUNITY COLLEGE

2004-2005 Performance Funding Report

Standard 1.B
Pilot Evaluation:
Assessment of General Education Learning Outcomes

Summative Report 2004-2005

THEC Performance Funding, Standard I.B 2004-05

Pilot Evaluation: Assessment of General Education Learning Outcomes

PURPOSE AND BACKGROUND

In seizing the opportunity to develop and implement a pilot assessment of general education learning outcomes, Roane State Community College has sought to clarify and enhance the general education assessment process by establishing valid and reliable measures for evaluating the college's instructional effectiveness in the general education core. The central objective of the pilot project has been to determine an assessment method that would be most reflective of the competencies that graduating students should be able to demonstrate based upon their educational experience at Roane State. Although graduating students are tested using the Academic Profile (short form), Roane State faculty wished to augment this test, with its focus on critical reading and thinking, with assessment more closely aligned to the Roane State core curriculum.

Leadership for this initiative has been given to the standing General Education and Assessment Committee, which was put into place to continue the work of the committee that studied learning outcomes during Roane State's 2000 SACS self-study. The General Education and Assessment Committee is comprised of faculty from each of the academic divisions, representatives from the Office of Institutional Effectiveness and Research and was chaired by Dr. Richard Baskin, Assistant Professor of English and Director of the Learning Center until his departure from the institution in December 2003. Dr. Diane Raines, Associate Professor of English has taken over the committee chairmanship.

PROJECT HISTORY

In an effort to formulate an assessment method that would combine ease of implementation with readily quantifiable college-wide results, the committee determined that pre-and-post testing would best meet these needs. Originally the pilot plan called for pre-tests, consisting of 20 locally constructed questions, to be administered during Orientation classes and for post-tests to be administered by adding local questions to the Academic Profile exit exam. Even as faculty proceeded with the implementation of this plan, however, two major questions remained unresolved and continued to frustrate their work. First, there were concerns about the ability to obtain a valid matched cohort for pre-and-post-testing using the proposed test administration plan. Second, and perhaps more important, were questions raised by the use of only 20 questions on the pilot test.

When Roane State changed its foundation test instrument from the College Base Exam to the Academic Profile, a decision was made to use the short form as a means of

improving students' motivation to extend their best effort on the exit exam. The General Education and Assessment Committee was concerned that the addition of too many locally constructed questions to the exam would negate any benefit gained by administering a shorter test. A decision was made to limit the total exam to 60 minutes, which meant that only 20 questions could be added for the pilot portion of the test. Questions about the adequacy of evaluating student outcomes on the basis of 4-5 questions per subject area were obvious.

Even as the committee wrestled with these questions, they proceeded to work with division faculty to develop a bank of test questions. They also engaged the services of Dr. John Ray, Associate Director of the Institute for Assessment and Evaluation at UT/Knoxville College of Education to consult with them on effective test construction. As a foundation for the construction of assessment questions, Dr. Ray suggested development of course blueprints. These blueprints identified major principles of the content areas in the courses and outlined basic, intermediate, and advanced competencies.

Dr. Ray also provided guidance on psychometric issues as well as guidelines for the development of multiple choice questions and pitfalls to avoid. Dr. Ray subsequently reviewed the blueprints and test questions that were developed by Roane State faculty and provided a report with comments and suggestions for further refinement. Dr. Ray's report raised similar questions about the reliability and validity of the original implementation plan that confirmed the committee's decision to revise the project.

In 2002 the college requested and obtained approval from THEC for a revision to the general education pilot assessment plan. The revised plan calls for the administration of locally constructed pre-and-post tests for individual Roane State courses. The plan is built upon the course blueprints and test banks developed by Roane State faculty and has the advantage of permitting a larger sample of questions per 40-45 minute test and of achieving a more closely matched cohort of students participating in both parts of the exam. Students are tested for entering competencies in a selected number of key general education courses and their scores compared to a matched cohort upon completion of an academic semester. The tests include questions of varying levels of difficulty based upon the weighted percentage of course time dedicated to the mastery of each level. Instructors build the test into the overall grading percentage of their course, although the manner and weight assigned to the test is left to the instructor's discretion.

Testing began during spring semester 2003 in the areas of English, mathematics, chemistry, and history. Students were pre-tested at the beginning of the semester and post-tested at the end of the semester. During the first semester of test administration, all students took the exams at the Testing Centers in Roane County or Oak Ridge. Pre-and-post-tests were compiled and analyzed by the Office of Institutional Effectiveness and Research and individual student scores and overall course scores were reported to faculty for their respective courses. Additionally, participating faculty were provided with a test item analysis and scores for all participating courses within

their discipline. As of the end of spring semester 2005, the pilot has completed three pre-and-post test administrations in four academic disciplines – English, algebra, chemistry, and history.

As a means of continuing to raise awareness of the pilot and expand participation among faculty, a workshop on the project was conducted during the January 2004 faculty in-service. The goal of this workshop was to familiarize all faculty with the tests, to demonstrate how the course competencies, blueprints, and test instruments in the given disciplines were related, and to show how the results can be used as an effective tool for evaluating the curriculum, course materials, and student learning outcomes. The General Education and Assessment Committee, now under the leadership of Dr. Diane Raines, has recently added the membership of two key academic leaders, Dr. Myra Peavyhouse, Dean of Humanities, and Robert Alfonso, Director of the Learning Center.

TEST ADMINISTRATION AND KEY FINDINGS

While College Algebra faculty have chosen to administer both pre-and-post tests in their classes, students enrolled in other courses participating in this pilot project take pre-and-post tests at one of the college's testing centers at the beginning and then at the end of the semester. A period of one week is allotted for each test administration to accommodate student schedules. As more instructors joined the pilot and, consequently, more students began to stretch the resources of the testing centers, the usage of WebCT was examined to determine if an online testing option could be considered. At this time, however, an online option does not appear to be workable, since the current software is not able to handle the logistics of condensing a large volume of testing information. Participating faculty also expressed some concern that older students who lack good computer skills might be negatively affected by the requirement of online testing.

Pre-and-post-tests results are analyzed by matched cohorts (except where inapplicable). Measures of central tendency are computed for each testing cohort, and scores are compared by using a paired sample (or dependent) t-test, for each of the participating courses (with sufficient numbers of students taking the exam) to test for significant differences.

Tables 1.0 and 2.0 below contain the most recent analyses as applied to the 2004-2005 test administration and Table 3.0 summarizes gain scores over the course of the three pre-and-post testing periods.

**Table 1.0: General Education Pilot Pre-Test/Post-Test Matched Cohort* Results
Fall 2004 Semester**

General Education Area	Number of Students Tested	Mean* Pre-Test Score	Mean Post-Test Score	Average Gain	Significance**
College Algebra Matched Cohort Post-test Median= 70.0	84	38.33	70.60	32.26	.000**
College Algebra Post-Test only Post-Test Median=70.0	208	N/A	69.54	N/A	N/A
Chemistry I Post-test Median= 50.0	22	31.44	54.55	23.11	.000**
English Composition I Post-test Median= 69.2	249	60.73	67.86	7.12	.000**
English Composition II Post-test Median= 64.0	31	50.06	63.87	13.80	.000**
World History I Post-test Median = 60.0	7	37.14	57.86	20.72	Low n*
Totals	Matched cohort n = 393 Post-test= 517				
Note: *A paired sample or dependent t-test (two-tailed was not computed due to low n values). **Significant p-value					

Table 2.0: General Education Pilot Pre-Test/Post-Test Matched Cohort* Results Spring 2005 Semester

General Education Area	Number of Students Tested	Mean* Pre-Test Score	Mean Post-Test Score	Average Gain	Significance**
College Algebra Matched Cohort Post-test Median= 70.0	88	37.05	68.13	31.08	.000**
College Algebra Post-Test only Post-Test Median=70.0	230	N/A	69.76	N/A	N/A
Chemistry II Post-test Median= 33.3	29	17.14	41.42	24.27	.000**
English Composition I Post-test Median= 61.5	153	57.33	62.04	4.7	.000**
English Composition II Post-test Median= 60.0	104	48.81	60.42	11.62	.000**
World History II Post-test Median = 65.0	4	43.75	76.25	6.66	Low n*
Totals	Matched cohort n = 378 Post-test= 520				

Note: *A paired sample or dependent t-test (two-tailed was not computed due to low n values).
**Significant p-value

TABLE 3.0 Summary of General Education Gain Scores

Academic Year	2002-2003 Gain Scores	2003-2004 Gain Scores	2004-2005 Gain Scores
College Alg.	37.5	36.33 (textbook/exam change)	32.26 (fall)/31.08 (spring)
English Comp. I	8.18	10.3 (fall) /7.25 (spring)	7.12 (fall)/4.7 (spring)
English Comp. II	5.23	7.0 (fall)/ 7.0 (spring)	13.80 (fall)/ 11.62 (spring)
History Combined	1.9	(created course-specific exams)	-
U.S. History II	-	13.16	20.72
World History II	-	6.66	6.66
Chemistry I	-	14.9	23.11
Chemistry II	23.5	18.5	24.7

Over the course of the pilot, mean scores and average gain scores were highest in College Algebra, demonstrating the significance that can be attributed to the manner in which faculty held students accountable for test results. Some faculty assigned extra credit for the pre-test and post-test, while others calculated the tests as a course requirement with varying levels of weight in determining the student's overall grade. Because it is almost impossible for students taking College Algebra to successfully pass the course if they have failed the final post-test, they are highly motivated to do well on the exam.

To further investigate the effect of accountability on test results, the Office of Institutional Effectiveness and Research analyzed scores for each course and by faculty member. For the faculty who required their students to take these tests and who attached to the tests a significant value/weight toward the overall course grade, the post-test mean scores and gain scores were far better when compared to those faculty who only assigned extra credit or some other accountability measure.

In addition to providing faculty a report of raw test scores and percentage scores, Research Analyst Kristi Roberson-Scott also includes a test item analysis report. These data have helped faculty to identify questions in need of revision as well as to determine trends in learning difficulty. Following the fall 2003 pre-test administration, for example, participating faculty were provided with an analysis of questions that had a failure rate of 75% or greater. This analysis helped them discover potential errors and ambiguities in some questions. Study of this test item analysis led to revisions of the English composition exams and to a decision on the part of History faculty to abandon their consolidated test in favor of separate tests for American and World History. This analysis also helped faculty identify difficult content areas where adjustments to instructional delivery could be designed in order to improve learning outcomes.

At the April 2005 meeting of the General Education and Assessment Committee, members discussed successes and failures of the project and steps for continuation of the project beyond the scope of the pilot. Math faculty indicated that they would continue to examine test item analysis reports to maintain the demonstrated success of the testing in College Algebra and would next be considering the development of pre-and-post tests for the Probability and Statistics course.

For English and History faculty, who had never been entirely comfortable with the multiple-choice question format as a means of relevant assessment of student learning, continuation of the project will require a re-evaluation of course blueprints and, quite likely, development of an alternate assessment format. Associate Professor of History Dr. John Thomas has already begun his own pilot project, using short answer essay pre-and-post testing in several of his American History classes, with some preliminary success. Biology department faculty members will also be studying the experience of their colleagues who participated in this pilot. Having recently engaged in the Academic Audit program review process, Biology faculty determined through their self-study (and auditors confirmed in their report) that a commonly agreed-upon method for measuring

“value-added” learning would help them to better assess student mastery of required competencies.

The spirit of collaboration that defines the Academic Audit process is also an essential ingredient for cooperative development of effective assessment instruments that are designed to measure gains at the broader course level as opposed to the individual class level. As the general education pilot assessment project progressed over the course of the cycle, there was a significant increase in faculty participation across disciplines. As more and more faculty joined the project each semester they came to see the value not only of evaluating their students’ learning outcomes over time, but also of being able to make comparisons to the mean scores of all students taking the same course. This may have been one of the most successful aspects of the project. Ultimately, however, the relevance of future pre-and-post test results will also require faculty consensus with respect to a meaningful and consistently applied accountability policy that will reduce the ability of this factor to confound results.

OTHER PRE-AND-POST TEST ASSESSMENTS

Although the following projects are not part of the Standard 1.B pilot assessment plan, a brief description of additional value-added assessment projects will serve to demonstrate ongoing institutional commitment to this method of evaluation.

Critical Thinking Pre/Post Test:

The General Education and Assessment Committee has also been charged with oversight for another initiative to evaluate student learning outcomes. Following a faculty workshop on the Academic Profile exam and in an effort to evaluate students’ critical thinking skills using multiple measures, Dr. Adolf King, Vice President for Academic Services, suggested the development of pre-and-post testing for critical thinking skills. The plan developed by the committee calls for entering students to take the pre-test during the Freshman Experience orientation event. A matched cohort of students who return in the second spring semester following their first term are required to complete a post-test online.

Prior to spring semester registration 2005, the first cohort of students who took the critical thinking pre-test during 2003 Freshman Experience participated in the post-test. The original 2003 cohort of 403 students had a mean pre-test score of 45.13; the spring 2005 matched cohort of 269 students had a mean post-test score of 49.6. Although results show a 4.5 point gain score, the overall post-test score of 49.6% confirms the findings from analysis of Academic Profile test results that critical thinking is the general education skill most in need of improvement.

Future test administrations will also provide more meaningful data, since confusion during the first pre-test administration led to a large number of students not being tested. In addition, revisions were made to the test instrument between the pre-and-post testing based upon test item analysis. Dr. Richard Baskin, former chair of the General Education and Assessment Committee, was asked by Dr. King to develop the

original test instrument in a short period of time in order to have it completed in time to administer during Freshman Experience 2003. Before using the instrument for post-testing, however, the committee asked Research Analyst Kristi Roberson-Scott to do a test item analysis to help identify areas for possible revision. The test, which Dr. Baskin developed using Bloom's Taxonomy of Cognitive Learning, included several reading passages and contained questions about the readings that were designed to assess critical thinking at several levels. A review of the exam and the test item analysis led committee members to agree that, while the majority of the reading passages were appropriate, some of the questions and answer prompts were confusing.

A revised exam, with some re-worded questions/answers and a new reading passage section, was piloted in several English classes during summer semester 2004 to determine if any additional areas warranted modification or improvement. The final version of the test was used for the fall 2004 pre-test and as the spring 2005 post-test. This assessment project has great potential to inform teaching and learning and will continue under the coordination of the General Education and Assessment Committee.

Developmental Reading Pre/Post Test

The Developmental Reading pre-and-post test project that, more than any other, served as a model for the development of the Standard 1.B assessment plan, has been underway among developmental reading faculty for a number of years. The pre-test, given during the first week of fall term, is a timed, standardized reading exam – the Nelson-Denny Reading Test, Form E. The post-test is Form F, a compatible form of the same exam. The pre-test is also used as the course placement/diagnostic exam and the post-test is used as the course final exam, worth 15% of a student's semester grade.

The following table shows results of identical studies conducted over a six-semester period. All scores are matched cohorts; all scores are average reading-grade-level scores (i.e. grade in school).

Table 4.0 Pre-and-Post Testing in DSPR 0800 – Developmental Reading

Term	# of Students	Pre-test score	Post-test score	Gain
Fall 2004	135	9.90	11.27	1.37
Fall 2003	124	9.92	11.22	1.30
Fall 2002	49	9.29	11.94	2.65
Spring 2001	30	9.90	11.00	1.10
Fall 2000	51	9.90	11.80	1.90
Spring 2000	62	9.80	11.10	1.30

The chart shows that during fall semester 2004, for example, students entered DSPR 0800 reading at a 9.9 grade level and exited in December 2004 reading at an 11.27 grade level, demonstrating an average gain of 1.37 grade levels, as measured by the Nelson-Denny Reading Test.

Developmental Studies faculty members are particularly interested in studying trend data from this assessment to determine if the state-wide reduction in credit hours from

five hours to three (effective fall 2003) will have an affect on post-test performance. Preliminary data points to the possibility that this may be the case. Fall 2003 and 2004 grade-level gains are consistently lower than earlier fall semester gains (though above the average performance in earlier spring semesters); however, the large increase in numbers of students tested in later semesters confounds any easy inferences. The study will be conducted again in fall semester 2005.

RECOMMENDATIONS FOR PROJECT ADAPTABILITY AND REPLICATION

Roane State's General Education and Assessment Committee offers the following recommendations regarding potential adoption of a similar project by other institutions:

- Adequate preparation and planning for the development of test instruments is essential.
- The assistance of a skilled professional in test construction and/or psychometrics should be sought in the planning stages of the project.
- Faculty committees within academic disciplines should be formed to examine course competencies, construct blueprints based upon the competencies, evaluate currently used exams, share best practices for teaching and learning difficult content, and continuously expanding test item banks.
- Faculty should form partnerships with college research and assessment staff to assist with the process administration, analysis of data, interpretation and potential use of results
- Faculty should be provided with regular diagnostic test item analysis to ensure ongoing improvement of exams and identification of problematic competency areas
- Timely communication of pre-test results is critical for making mid-course adjustments to improve student learning outcomes
- Consistent and meaningful student accountability measures should be agreed-upon by participating faculty.
- Ongoing faculty analysis of test instruments to ensure currency and effectiveness of assessment is essential.

In conclusion, pre-and-post testing has great potential for providing value-added assessment of general education learning outcomes and for providing a meaningful forum for faculty collaboration. Key to the ongoing effectiveness of such an endeavor is an acknowledgement that it is a continual work-in-progress. If, for example, faculty determine that multiple-choice questions are inadequate as a means of assessing competencies in their disciplines, they must be willing to experiment with other testing methods. Such faculty collaboration is an important element for assuring effective teaching, learning, and assessment within academic departments, and as Roane State expands upon its participation in the faculty-driven Academic Audit process of program review, collaborative assessment projects such as the one described in this pilot will undoubtedly spread to other programs and disciplines.

Performance Funding Annual Report for 2004-05
Standard I.C.1: Accreditation of Academic Programs

Roane State Community College	
No. Accreditable:	12
No. Accredited:	12
Percent Accredited:	100%
POINTS REQUESTED:	10

Roane State Community College		Accreditable Programs		
Major Code	Major Name	Degree(s)	Accredited?	Year of accr.
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	Yes	2014
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	Yes	2014
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	Yes	2006
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	Yes	2005-06
31.51.0707.00	MEDICAL RECORDS TECH	2.3.AAS	Yes	2004-05
31.51.1601.00	NURSING	2.3.AAS	Yes	2006-07
31.51.0803.00	OCCUPATIONAL THER ASST	2.3.AAS	Yes	2005-06
31.51.1801.00	OPTICIANRY	2.3.AAS	Yes	2008-09
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	Yes	2009
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	Yes	2006-07
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	Yes	2011
07.12.0405.00	SOMATIC THERAPY	2.1.C1	Yes	2010
14.22.0103.00	LEGAL ASSISTING	2.3.AAS	TBA	

Please submit copies of accreditation letters and summary material with the template.

Table2a	
Percent	Score
0%	0
69%	0
70%	0
71%	1
72%	1
73%	1
74%	1
75%	2
76%	2
77%	2
78%	2
79%	3
80%	3
81%	3
82%	7
83%	4
84%	4
85%	5
86%	5
87%	5
88%	6
89%	6
90%	6
91%	7
92%	7
93%	7
94%	8
95%	8
96%	8
97%	9
98%	9
99%	9
100%	10
100%	10

INSTITUTIONAL COMMENTS (OPTIONAL):

Medical Laboratory Technology is an inactive program (effective fall 2001). Program removed from list of accredited programs (THEC, 9/12/05)

Health Information Technology (HIT): The Health Information Technology Program [Note: listed above as Medical Records Technology] continues to be accredited by The Commission on Accreditation of Allied Health Education Programs. A letter confirming continued accreditation is included in this report.

Respiratory Therapy: The Committee on Accreditation for Respiratory Care accepted the final progress report for this accreditation cycle and reaffirmed accreditation for the Respiratory Therapy Program in November 2004. Documentation is included.

Occupational Therapy Assistant: The Accreditation Council for Occupational Therapy Education (ACOTE) reaffirmed accreditation for the Occupational Therapy Assistant Program in December 2004. Documentation is included.

Somatic Therapy: The Commission on Massage Therapy Accreditation (COMTA) accepted the annual report and reaffirmed accreditation for the Somatic Therapy Program in July 2004. Documentation is included.

EMT/Paramedic: A self-study was submitted to the Committee on the Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). The program was scheduled for a site visit this past academic year; however CoAEMSP requested to postpone their visit to RSCC. At present, a site visit date has not been specified for the upcoming academic year; however the visit should occur in fall 2005. The program remains accredited.

Business Management Technology: The Association of Collegiate Business Schools and Programs (ACBSP) granted full accreditation with no conditions or notes in April 2004. This accreditation decision occurred one year earlier than originally scheduled on RSCC's Performance Funding plan. A letter confirming accreditation is included in this report.

Legal Assisting: In lieu of program review, RSCC's Legal Assisting Program sought "approval" through the American Bar Association's (ABA) Standing Committee on Legal Assistants. The Approval Commission of the ABA Standing Committee on Paralegals recommended that the legal assisting program be approved (April, 2005). The Standing Committee on Paralegals will recommend that the ABA House of Delegates adopt its endorsement at the association's annual meeting in August 2005. (Please note: the ABA does not accredit paralegal programs they only grant "approval" status to such programs.) Documentation is included.

Performance Funding Annual Report for 2004-05

Standard 1.C.2: Program Review (Undergraduate)

Table 2B

Roane State Community College						
Reporting for Cycle Cumulative			Points Requested			
			5			
Major Field Code	Major Field Name	Degree	Year Review	Total No. Stand "NA"	Standar #	Stand. Met % Met
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2000-01	26	26	100.0%
16.24.0101.01	GENERAL EDUCATION	2.3.AA	2001-02	26	26	100.0%
16.24.0101.01	GENERAL EDUCATION	2.3.AS	2001-02	26	26	100.0%
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	2001-02	26	26	100.0%
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2002-03	26	26	100.0%
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	2002-03	26	26	100.0%
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	2003-04	26	26	100.0%
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	2003-04	26	26	100.0%
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	2004-05	Review delayed until 2005-06 to permit Academic Audit of Biology and Chemistry to count as 2004-05 peer review.		
				208	0	208
				100%		

Score	Points
0%	0
49%	0
50%	1
55%	1
60%	1
61%	2
65%	2
66%	2
70%	2
71%	3
75%	3
76%	3
80%	3
81%	4
85%	4
86%	4
90%	4
91%	5
95%	5
96%	5
97%	5
99%	5
100%	5

Please submit copies of the peer review documentation, summary material and reviewer's vita with the template.

INSTITUTIONAL COMMENTS (OPTIONAL):

The Environmental Health Technology Program (EHTP) was slated for program review for this past year; however, instead, Roane State's **biology and English** programs participated in the Academic Audit Pilot. Per TBR approval (09/15/04, Linda Doran- documentation of approval included), the EHTP will undergo program review in the next cycle. With this exchange, the pilot should serve as the basis for awarding performance funding points for this past academic year. Documentation for each departmental audit is included for review.



Performance Funding Annual Report for 2004-05

Standard I.D: Major Field Testing

Table 2C

Roane State Community College			Total Cumulative Score: 1.44				Points Requested: 15				
Major Code	Major Name	Degree	Test Year	Test Code	No. Grads	No. Tested	Inst. Score	Comp. Score	Std Error	Wgt. Score	
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	2000-01	001	23	15	58.3	70	2.55	0	
31.51.0803.00	OCCUPATIONAL THER ASST	2.3.AAS	2000-01	033	16	16	498.06	478.53	5.34	32	
31.51.1801.00	OPTICIANRY	2.3.AAS	2001-02	062	19	19	89.71	70	2.25	38	
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	2001-02	034	25	25	664	600	6.25	50	
31.51.1601.00	NURSING	2.3.AAS	2002-03	029	72	72	93.1	86.4	10.54	72	
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	2002-03	036	27	27	83.4	75	16.16	27	
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	2002-03	038	6	6	100	66.32	28.75	6	
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	2003-04	042	12	12	81.9	75	1.43	24	
14.22.0103.00	LEGAL ASSISTING	2.3.AAS	2003-04	001	18	17	78.44	70	2.00	34	
31.51.0707.00	MEDICAL RECORDS TECH	2.3.AAS	2003-04	037	11	11	99.73	90.94	5.35	22	
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	2004-05	002	19	19	69.05		1.64	38	
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	2004-05	001	2	2	70		0	4	
TOTALS											1.44

Score	Points
(999.00)	0
0.00	0
0.00	1
0.01	1
0.02	2
0.03	2
0.04	3
0.05	3
0.06	4
0.07	4
0.08	5
0.09	5
0.10	6
0.19	6
0.20	7
0.29	7
0.30	8
0.39	8
0.40	9
0.49	9
0.50	10
0.59	10
0.60	11
0.69	11
0.70	12
0.79	12
0.80	13
0.89	13
0.90	14
0.99	14
1.00	15
999.00	15

INSTITUTIONAL COMMENTS:

Business Management Technology & Office Information Technology Major Field: Because Office Information Technology (OIT) has been incorporated as an option within the Business Management Technology (BMT) Program, the previously used cooperative major field test was determined to be unrepresentative of applicable content areas. As the BMT Program faculty evaluated assessment instruments in preparation for accreditation by the Association of Collegiate Business Schools and Programs (ACBSP) they were also concerned about the currency and relevance of the cooperative instrument. As a result, significant revisions to the original test were necessary to make it applicable for students in the BMT, OIT and Contemporary Management Programs. Scores are reported for both the BMT and OIT program in the major field templates.

Comparison scores for the Business Management and Office Information Technology programs were removed since the institutional scores represented the "first" administration of the exam. (THEC, 9/12/05)

EMT/Paramedic Major Field Test: Per the major field testing schedule for this cycle, the EMT/Paramedic program was scheduled to report major field test scores for this past academic year. **Please note the template above does NOT contain a row for entry of this information.** The scores for the program have been entered into the major field template and will need to be entered into the main template for scoring. Test results for 16 students are included. The summary results (documentation - 08/10/2004) list the number of candidates as 16. Seventeen students were tested, but one student put the wrong site code on her test booklet; therefore, her test results are not included in the aggregate results. The program director was unable to obtain a copy of her test results, but the National Registry of Emergency Medical Technicians website confirms (Dawn A. Jeffers) that this student is a registered paramedic. Students must successfully pass the major field test to become registered. (NOTE: Certificate programs are exempt from the major field assessment standard (THEC, 9/12/05)

Performance Funding Annual Report for 2004-05
Standard 2.A: Alumni Survey

Table 2A.1

Roane State Community College	
Total number of associate degrees awarded in 2002-03:	598
No. of alumni surveyed:	604
No. of alumni in data file:	204
Percentage of alumni surveyed:	101%
Percentage of alumni responded:	34%
Number of successful question items:	37
Points Requested:	10

Score	Points
37	10
35	10
34	10
33	10
32	9
31	9
30	9
29	8
28	8
27	8
26	7
25	7
24	7
23	6
22	6
21	6
20	5
19	5
18	5
17	5
16	4
15	4
14	4
13	4
12	3
11	3
10	3
9	3
8	2
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

INSTITUTIONAL COMMENTS (OPTIONAL):

Roane State Community College had 604 associate-level graduates for the 2002-03 academic year. For TBR reporting purposes, we had 598 first-time graduates and six returning students completed a second degree for a total of 604 graduates. All 604 graduates were included in the sample. We had 204/604 survey respondents yielding a response rate of 33.8%.

Performance Funding Annual Report for 2004-05
Standard 3.A: Mission Distinctive Institutional Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2004-05 Attain	Percent Attained
1	To increase the number of cultural and educational programs and presentations that are open to students from the local K-12 systems and other members of the local communities. The number of programs and presentations will increase by 50% over the cycle (increase from 26 to 39)	50%	52%	100.0%
2	Increase on-line, 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.	1	6	100.0%
3	Increase the number of students who transfer into public universities by 10% over the course of the cycle (increase from 298 to 322).	322	345	100.0%
<i>Average of goal attainments:</i>				100%
Total Points Requested:				5

Scoring Table 3.A.1

%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

INSTITUTIONAL COMMENTS (OPTIONAL):

Goal 1: The benchmark for 2004-05 was to increase the programs offered by 50% (39) from the baseline of 26. RSCC offered 52 cultural and educational programs and/or presentations, yielding a 100% increase over the baseline benchmark. Supporting documentation of cultural and educational program offerings for this past year is included.

Goal 2: The benchmark for 2004-2005 was to add one technology-based resource. RSCC added 6 new resources/activities for this past year. Supporting documentation of technology-based additions is included.

Goal 3: The benchmark for 2004-2005 was to increase the number of student transfers to public institutions by 10% (322). RSCC had 345 students transfer into Tennessee public institutions during 2004-2005, yielding an 18% increase over the baseline benchmark of 292. Supporting documentation is included.

**Roane State Community College
Standard 3.A – Goal 1**

To increase the number of cultural and educational programs and presentations open to students from the local K-12 systems and other members of the local communities. The number of programs and presentations will increase by 50% over the course of the cycle.

Benchmark: 50% over 1999-2000 or 39 events

In 1999-2000, Roane State Community College offered 26 cultural/educational events open to the college community and to the public.

2004-2005 Progress toward Goal – Attained: 52 events

In 2004-2005, the following 52 cultural and educational programs and presentations were offered:

“Books Without Borders” – Book Discussions with a Cultural Flavor (8)

Book discussions celebrating different cultures and heritages led by Roane State faculty and staff familiar with the customs, language, and literature of the selected country. Conducted at the Coffey Library at the Oak Ridge Branch Campus; discussions are free and open to the public.

July 16, 2004	Southern Literature: <i>Raney</i> by Clyde Edgerton
September 28, 2004	Germany: <i>Stones from the River</i> by Ursula Hegi
October 20, 2004	Egypt: <i>The Map of Love</i> by Ahdaf Soueif
November 16, 2004	China: <i>Waiting</i> by Ha Jin
February 08, 2005	Iran: <i>Reading Lolita in Tehran</i> by Azar Nafisi
March 17, 2005	Afghanistan: <i>Kite Runner</i> by Khaled Hosseini
April 21, 2005	Jordan: <i>Leap of Faith</i> by Queen Noor
June 16, 2005	Southern culture: <i>Confederates in the Attic</i> by Tony Horwitz

Roane State Playmakers Theatrical Productions (3)

November 4-6,	<i>Brighton Beach Memoirs</i> by Neil Simon
November 11-13, 2004	
February 17-18, 24-26, 2005	<i>True West</i> by Sam Shepherd
April 14-16, 21-23, 2005	<i>Play On</i> by Rick Abbott

Roane State Music Department Productions (3)

November 18-20, 2004	Fall Concert: An American Tribute featuring RSCC Concert Choir, Celebration Show Choir, and RSCC music faculty as well as carnival games for kids, a spaghetti dinner, and performances by local bands
December 10-11, 2004	Holiday Concert, featuring RSCC Concert Choir, Celebration Show Choir, and RSCC music faculty
March 31, April 1-2, 2004	Spring Concert featuring RSCC Concert Choir, Celebration Show Choir, and RSCC music faculty

Art Exhibits: O’Brien Humanities Gallery (5)

February 23-25, 2005	Regional artist and potter Bill Capshaw; RSCC student work
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March 6-8, 2005	Regional Artist Marc L. Burnette, a collection of recent works
April 5-8, 2005	
April 15-23, 2005	RSCC Art Education student John E. Cole; watercolor, pen & ink, pastel, clay, and printmaking
June, 2005	RSCC art instructor Nancy Hopps McDonald, a collection of recent works
	RSCC Associate Professor of English Ken Malveaux, a collection of photography

Faculty Arts and Lectures Series: (10)

2004-2005 Lectures

October 8 & 14, 2004	“Social Security, Medicare, and Medicaid: The Effect on Your Tax Dollars” a lecture presented by RSCC faculty Dr. Bill Schramm
October 28, 2004	Lecture by visiting Associate Professor of Journalism Dr. Ken Blake, acting director of biannual MTSU Poll of public opinion in Tennessee
January 21, 2005	Lecture by visiting painter and activist Ellen O’Grady, “Outside, the Ark: An Artist’s Journey in Occupied Palestine”
April 7, 2005	Holocaust survivor and author Mira Kimmelman lecturing on her experiences confined to a Jewish ghetto and in a German concentration camp in 1942
April 6-7, 2005	Lecture by planetary scientist Dr. Pascal Lee, co-founder and chair of the Mars Institute

2004-2005 Film Series

November 16-18, 2004	<i>Confessions of a Dangerous Mind</i>
January 24 & 26, 2005	<i>Amelie</i>
February 7 & 9, 2005	<i>The Manchurian Candidate</i>
February 21 & 23, 2005	<i>Ray</i>

2005 Special Concert

February 20, 2005	The Roberts Wesleyan College Wind Ensemble
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Astronomy Events (15)

Public Stargazes at the RSCC Tamke-Allan Observatory:

September 4, 2004	
October 9, 2004	
November 6, 2006	
January 8, 2005	
February 5, 2005	
March 5, 2005	
April 2, 2005	Guest lecturer Robert Kennedy discussing Cosmonaut Yuri Gagarin’s first space flight
May 7, 2005	

Stargazes for area teachers and students, home-school families, etc. at the Observatory:
September 18, 2004

October 16, 2004	(Electrical engineer, Charles Osbourn, technical director of Pisgah Astronomical Research Institute, lecture on “Remote Control of Telescopes Using the Internet”)
November 20, 2004	
February 18, 2005	Willowbrook School Stargaze, projects with RSCC astronomy students
February 19, 2005	Planetarium program, “Ring World,” by ORHS student Matt Perkins
March 19, 2005	
April 16, 2005	Children’s Night Stargaze

Presentations Sponsored by RSCC Student Activities (2)

October 28, 2004	Prop comedian Adam Ace and the music of Chapter 6; family oriented show open to the public
February 8, 2005	The Islanders, steel drum band; in celebration of Black History Month

Special Concerts, Lectures, and Exhibits (6)

September 14, 2004	Dr. Jeff Keaton, nationally recognized scientist from the Geological Society of America; lecture title “Engineering Geology Mapping in the Information Age”
October 9-10, 2004	Street Painting Festival in partnership with Rotary Club of Oak Ridge; this year the event took place on the sidewalks of the RSCC Oak Ridge campus with entertainment by RSCC music groups
October 27, 2004	Multicultural Day Forum on Iraqi history, law/government, and education presented by RSCC Social and Behavioral Sciences faculty
November 11, 2004	Bobby Fulcher, Tennessee State Parks, on “People and the Land”
March 3, 2005	“Identity Theft,” discussion with credit bureau representative Kathy Edwards, sponsored by RSCC SIFE chapter
April 11, 2005	“Perspectives on the 60 th Anniversary of the end of WWII” a forum by RSCC Social and Behavioral Sciences faculty

Roane State Community College
Standard 3.A – Goal 2

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

Benchmark: 1

2004-2005 Progress toward Goal – Attained: 6

- 1) Implemented “Web Events Calendar” event scheduling program design specifically for higher education
 - a. 20-calendar system gives users access to event calendars for all RSCC campuses, CTAT training, theatre programming, athletics events, Expo Center shows, academic activities, and a consolidated master calendar
 - b. Web-based system is accessible to all internal and external users for greater awareness of the entire range of college scheduling
- 2) Installed Sharepoint Server for electronic document sharing and collaboration
 - a. Comprehensive and flexible program includes options for information sharing through attachment of documents and collaboration through online discussion board.
 - b. The system was used for college-wide input and participation in a values questionnaire that became the foundation for revision of the college’s mission statement
 - c. Academic Audit and other faculty teams used the system for collaboration
- 3) Installed Vision Classroom Management System
 - a. Enhances teaching and learning by turning every classroom computer lab into a “Links” classroom
 - b. Enables the instructor to control student computers for targeted communication, share material from various electronic sources
- 4) Developed and implemented online scholarship application
 - a. Decreases processing time for staff
 - b. Increases convenience of access for applicants
- 5) Implemented online student loan application and financial aid orientation
 - a. Online application eliminates need for paper application, saving time for students; postage for the college
 - b. Online orientation eliminates SPS form
- 6) Increased use of Web for Students for increased efficiency of financial aid processing
 - a. Students are sent postcard directing them to check their file in Web for Students
 - b. Web for Students enables students to check for missing items on their application
 - c. Web for Students award notification information eliminates needs for paper/postage

**Roane State Community College
Standard 3.A – Goal 3**

Increase the number of students who transfer into public universities by 10% over the course of the cycle from a baseline five-year (1995-1999) average benchmark of 292.

Benchmark: 322

2004-2005 Progress toward Goal – Attained: 345

In Fall 2004, 263 Roane State students transferred to TBR system universities; 82 Roane State students transferred to UT system universities.

Transfers from Roane State Community College to Public Institutions, Fall 2004*

(Documentation from TN Higher Education Commission Report: Fall 2004 Headcount Enrollment Transfers to Public Universities)

<u>APSU</u>	<u>ETSU</u>	<u>MTSU</u>	<u>TSU</u>	<u>TTU</u>	<u>UM</u>	<u>Total TBR</u>
2	40	28	1	192	0	263

<u>UTC</u>	<u>UTK</u>	<u>UTM</u>	<u>UTMphs</u>	<u>Total UT</u>
10	72	0	0	82

Total Public Universities
345

Performance Funding Annual Report for 2004-05

Standard 3.B: State Strategic Plan Goals

Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2004-05 Attain	Percent Attained
1	Adapt two new or existing courses to distance learning delivery each year.	2	29	100.0%
2	Increase the number of professional development activities participated in by RSCC faculty and staff by 20% over the course of the cycle (78 to 94 activities).	20%	31%	100.0%
3	Increase offerings for business/industry and professional development training to meet market demand and service area needs by adding five new courses per year over the course of the cycle.	5	8	100.0%
Average of goal attainments:				100%
Total Points Requested:				5

INSTITUTIONAL COMMENTS (OPTIONAL):

Goal 1: Supporting documentation is included for increases/adaptations (29) to distance learning courses.

Goal 2: The benchmark for 2004-05 was to increase the professional development activities by 20% (94 activities) from the baseline of 78. Faculty and staff participated in 102 professional development activities, yielding a 31% increase over the baseline benchmark. Supporting documentation is included.

Goal 3: Supporting documentation is included for increases (8 offerings) in business/industry and professional development training.

%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

**Roane State Community College
Standard 3.B – Goal 1**

Adapt two new or existing courses to distance learning delivery each year.

Benchmark: 2

2004-2005 Progress toward Goal – Attained: 29*

During the 2004-2005 academic year, the following courses were adapted for delivery via distance learning formats:

Course #	Course Name	Format & Term
BUS 101	Introduction to Business	Web – Fall 2004
BUS 221	Principles of Accounting I	Web – Fall 2004
BUS 261	Psychological Aspects of Management	Web – Fall 2004
BUS 281	Management & Supervision I	Web – Fall 2004
COLL 1020	Computer Concepts & Applications	Web – Fall 2004
CST 108	Web Fundamentals	Web – Fall 2004
CST 156	Beginning Internet	Web – Fall 2004
CST 161	Internet and Web Design	Web – Fall 2004
DSPM 0850	Intermediate Algebra	Web – Fall 2004
GEOG 1110	World Geography I	Web – Fall 2004
HIT 222	Pathology & Clinical Interpretations	Web – Fall 2004
SOC 211	Cultural Anthropology	Web – Fall 2004
MUS 1030	Music Appreciation	Web – Fall 2004
PSY 110	General Psychology	Web – Fall 2004
PSY 205	Psychology of Adjustment	Web – Fall 2004
PSY 220	Developmental Psychology	Web – Fall 2004
CST 103	Computer Presentations	Web – Spring 2005
CST 135	Spreadsheets	Web – Spring 2005
CST 170	MS Word Core	Web – Spring 2005
CST 171	MS Word Expert	Web – Spring 2005
CST 172	MS Excel Core	Web – Spring 2005
CST 173	MS Excel Expert	Web – Spring 2005
CST 174	MS Powerpoint Core	Web – Spring 2005
CST 175	MS Access Core	Web – Spring 2005
CST 176	MS Outlook Core	Web – Spring 2005
CST 236	Site Design Methodology	Web – Spring 2005
HIT 140	Medical Office Practice	Web – Spring 2005
MDT 125	Pharmacology Concepts	Web – Spring 2005
HEC 131	Elementary Nutrition	Web – Spring 2005

***The significant growth in Web course development can be attributed to the large number of faculty who attended the week-long WebCT Academy sponsored by RSCC's Center for Teaching Arts and Technology.**

**Roane State Community College
Standard 3.B – Goal 2**

Increase the number of professional development activities participated in by RSCC faculty and staff by 20% over the course of the cycle.

Benchmark: 94

2004-2005 Progress toward Goal – Attained: 102

1. Roane State’s Center for Teaching Arts and Technology (CTAT) provided the following faculty and staff professional development training sessions in 2004-2005.

During 2003-2004, CTAT had piloted a new training strategy largely replacing group training sessions with one-on-one training. Instead of requiring faculty and staff members to travel to the CTAT lab in Roane County for training, CTAT staff members traveled to each of the campuses on a rotating schedule to conduct training to individuals. The CTAT Training Specialist, IDEA Room Technician, WebCT Administrator, Webmaster, and Director all traveled to other sites to conduct training. Over 75 trips (an average of 2.5 per week) were made during 2004-2005. Although this did not allow for many formal classes, the number of one-on-one or small group (up to three) training sessions exceeded 600 sessions. Both faculty and staff members seemed pleased with this new approach.

<u>Topic</u>	<u>Total Number of Sessions</u>
Multimedia Stations	
How to Use the Current Multimedia Stations	60 (6 formal classes)
Equipment for Checkout	
Use of Digital Cameras and Digital Video Cameras	16 (4 formal classes)
Digitization of Video	6
IDEA Room	
Orientation to IDEA Room Instruction	20 (2 formal classes)
IDEA Room Training – Taping Classes	5
WebCT	
Orientation to WebCT	22
URL pages, Single Pages, and Organizer Pages	15
Quizzes and Quiz Settings	30
Content Modules	15
Discussion Boards and Chat Rooms	15
Managing Students	60
Tracking Students	5
Respondus	20 (1 formal class)
File Conversion	22 (1 formal class)
Web Page	
Photoshop	6 (2 formal classes)

<u>Topics</u>	<u>Total Number of Sessions</u>
Web for Products	
Web for Faculty and Advisors	2 (2 formal classes)
Web for Employees	2 (2 formal classes)
Campus Pipeline	
Campus Pipeline	2 (2 formal classes)
Adobe Acrobat	
Installing Acrobat	2
Adobe Acrobat – Creating pdf Documents	60
Primopdf	15
Internet Explorer	
Settings and Preferences	5
Popup Blockers	27
Installing and Using Spyware Removal Software	23
Windows	
Windows – Network Neighborhood	16 (2 formal classes)
Windows – Commands, menus, icons, shortcuts, and desktop	4
Windows – Drives, Files, and Folders	8
Adding and Removing Programs	6
Windows – Backing up your data	2
Using XP Zip application to create zip files	15
Microsoft Office	
Orientation to Microsoft Office	5 (3 formal classes)
Access	
Creating a database	2
Queries	6
Forms	4
Sort, Group, and Print	6
Converting Excel Files to Access Files	6
Excel	
Creating a Gradebook	1
Charts	10
Functions and Formulas	15
Filtering Data	4
Linking Workbooks	2
Importing Databases	4
Outlook	
Orientation to Outlook	2 (2 formal classes)
Using the Calendar	12
Contacts	10
Organizing Your Mailbox	5
Setting Options/Creating Rules	4
Sharing files and folders	2
PowerPoint	
PowerPoint Basics	6
Importing Objects	10
Slide Transitions	5
Word	
Envelopes and Labels	8
Mail Merge	4
Tables	4

<u>Topics</u>	<u>Total Number of Sessions</u>
Tabs, Indenting, Spacing, and Bullets	3
Columns	2
Webwizard	
Introduction to Webwizard	60 (2 formal classes)
Introduction to HTML	10 (2 formal classes)
Visio	
Introduction to Visio	3 (2 formal classes)
Total	627 (30 formal classes) 59 training topics*

- 2. WebCT Faculty Academy:** CTAT conducted the second five-day, hands-on learning academy to teach faculty the skills necessary to create and manage an online or Web-enhanced course. The workshop training built upon skills introduced at the 2004 academy as well as a number of new tools. Refresher training was scheduled for first-time participants prior to the official academy week. Scheduled the week after the spring semester 2005 ended, the academy enrolled 58 faculty and 10 support and administrative staff in 26 hours of training. Course lectures were followed by hands-on lab sessions. **12** training sessions included:

Refresher Training, April 6 & 7, 2005:

- Introduction to WebCT

2nd Annual WebCT Academy, May 9-13, 2005:

- Mini Review of WebCT
- Quizzes and WebCT
- Testing – Best Practice Seminar
- Communication Tools
- Communication Tools – Best Practice Seminar
- Advanced Quiz Techniques
- Presentation of Course Materials
- Course Materials – Best Practice Seminar
- Layout, Navigation, and Design
- Course Design – Best Practice Seminar
- WebCT Grade Book Overview

- 3. In-Service, August 24, 2004,** included the following **(8)** professional development activities:

- Education in a Digital Democracy, keynote speech by Dr. Mark David Milliron, President and CEO, League of Innovation in the Community College
- The Power of Practical Magic, lecture by Dr. Mark David Milliron
- New Multimedia Teaching Technologies, a demonstration of SmartBoard and Symposium technologies
- Logging in to RSCC, network and computer authentication
- Creating Web Pages Using Webwizard, creating online course material
- Webwizard Workshop, follow-up training to workshop above
- Classroom Management Software, functionality of Links System for instructional technology
- The Online Audiovisual Collection Database, how to search for and request videotapes and DVDs for classroom use

4. **In-Service, January 11, 2005**, included the following (12) professional development activities:
- Advising Issues
 - Retirement Planning
 - Stress Management
 - Disability Services/Testing Anxiety
 - Lottery and Other Financial Aid Issues
 - Wireless Technology in the Library
 - Plagiarism/Cheating
 - Teaching Strategies: Alternative Assessment Techniques
 - Powerpoint Basics
 - Teaching Strategies: Collaboration Strategies
 - How to Enhance a Class with WebCT
 - The E-Reading Initiative: presented by Dr. Robert Locke, Dr. Carole Shaw and faculty from Northeast State Technical Community College
5. 2004 PIE Day, October 19, 2004, **Professional/Personal Development Workshops for Staff**, including the following (7) sessions
- Personal Fitness – Personal Trainer, Pilates, Weight Watchers
 - Simplify Your Life – Personal Organization
 - Avoiding Burnout: Challenge the epidemic of overwork, over-scheduling and time famine that threatens health, families and relationships, communities and the environment
 - Achieving Financial Success
 - Women's Health
 - 529 Education Plans
 - Wellness Health Tips
 - Myths about Chiropractic Care
 - Headaches/Sinus Issues
 - Sleep Disorders/Reflux
6. October 22-23, 2004, **Computational Modeling Workshop (1)**
Presented by Dr. Bob Panoff, National Computational Science Institute, How to Use AgentSheets and STELLA, visually interactive simulation programs to create models for economics, political science, physical and natural sciences, mathematics, health sciences, engineering, and education
7. February 24, 2005, **Telephone Doctor Training (1)**
Presented by Nancy Friedman, internationally recognized motivational speaker; customer service training
8. January 12, 2005, **Learning Disabilities Workshop for Faculty (1)**
Disabling Conditions and Diagnosis; Accommodations in the Classroom; Faculty Obligations and Options
9. August 28, 2004, **Adjunct Faculty Workshop (1)**

(Note for Template Comments Section)

Although technology training topics (59) were used to evaluate attainment of this year's benchmark, actual training sessions (including formal classes, small group and one-on-one sessions) exceeded 600 under the new model adopted by the CTAT (Center for Teaching Arts and Technology) staff.

Roane State Community College
Standard 3.B – Goal 3

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

Benchmark: 5

2004-2005 Progress toward Goal – Attained: 8

Roane State Community College's Centers for Training and Development added the following new courses to their training schedule in 2004-2005:

1. Introduction to Quickbooks 2005 (online)
2. Introduction to Quicken 2005 (online)
3. Writing for Children (online)
4. Building Wealth (online)
5. Certified Controller Update
6. Continuing Legal Education for Attorneys
7. Skills for Success: A Guide for Administrative Assistants
8. Six Sigma

Performance Funding Annual Report for 2004-05
Standard 4.A.1: Retention and Persistence



Roane State Community College		Benchmark Data		
Goal No.	Brief Description of Goal	Benchmark	2004-05 Attain	Percent Attained
1	RSCC will meet or exceed the total population fall to fall retention rate for two year institutions in Tennessee.	61.22%	65.12%	100.0%
2	RSCC will meet or exceed the total population persistence to graduation rate for 2-year institutions in Tennessee.	25.10%	29.68%	100.0%
Goal Average:				100%
Points Requested:				5

%Attain	Points
0%	0
80%	1
84%	1
85%	2
89%	2
90%	3
94%	3
95%	4
98%	4
99%	5
100%	5

INSTITUTIONAL COMMENTS (OPTIONAL):

Roane State exceeded both benchmarks for fall-to-fall retention and persistence to graduation set forth for this past academic year.

Goal 1: Attained goal based on *THEC Report of Fall to Fall retention rates for Public Institutions 2003-2004*. Documentation of RSCC's retention rate included.

Goal 2: The template above indicates that RSCC's persistence to graduation rate for the total population (matched cohort 1998) was 25.00% (this is the rate for black students only); **this is an error**. The total population persistence to graduation rate for RSCC for this cohort is 29.68% (*THEC Report of Graduates 1998-99 through 2003-2004*). The goal was attained by 100% rather than 99.6%. Documentation of RSCC's persistence to graduation rate is included. (Goal updated to reflect 29.68%, THEC 9/12/05)

**Roane State Community College
Standard 4.A.1 – Retention**

Roane State Community College will meet or exceed the total population Fall-to-Fall retention rate for two-year institutions in Tennessee.

Benchmark: 61.22%

2004-2005* Progress toward Goal – Attained: 65.12%

**Reported from THEC report of Fall to Fall retention rates for Public Institutions 2003 to 2004*

Roane State Community College
Standard 4.A.1 – Persistence to Graduation

Roane State Community College will meet or exceed the total population (6-year) persistence to graduation rate for two-year institutions in Tennessee.

Benchmark: 25.10%

2004-2005* Progress toward Goal – Attained: 29.68%

**Reported from THEC report of graduates 1998-99 through 2003-04*

Performance Funding Annual Report for 2004-05
Standard 4.A.2: Job Placement

Table 3C

Roane State Community College				Points			15		
Total No. Programs:		28							
Total Placeable		416							
Total Placed		384							
Placement Rate		92%							
Major Code	Major Name	Degree	No. Grads	No. in Educ	No. in Military	Total Placeable	Total Placed	Percent Placed	
32.52.0201.01	BUSINESS MANAGEMENT TECH	2.3.AAS	36	3	0	33	30	91%	
06.11.9999.02	COMPUTER ART & DESIGN	2.1.C1	3	0	0	3	1	33%	
32.52.0299.01	CONTEMPORARY MANAGEMENT	2.3.AAS	49	6	0	43	41	95%	
27.43.0107.00	CRIMINAL JUSTICE	2.3.AAS	26	8	0	18	17	94%	
31.51.0602.00	DENTAL HYGIENE TECHNOLOGY	2.3.AAS	12	0	0	12	12	100%	
31.51.0999.01	DIAGNOSIS & PROCEDURAL	2.1.C1	18	15	0	3	3	100%	
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	4	0	0	4	4	100%	
31.51.0904.00	EMT/PARAMEDIC	2.2.C1	11	0	0	11	11	100%	
31.51.2202.00	ENVIRONMENTAL HEALTH TECH	2.3.AAS	5	0	0	5	5	100%	
13.21.0101.01	GENERAL TECHNOLOGY	2.3.AAS	66	11	0	55	46	84%	
28.45.0702.00	GEOGRAPHIC INFO SYSTEMS	2.1.C1	5	2	0	3	3	100%	
28.45.0702.00	GEOGRAPHIC INFORMATION	2.3.AAS	1	0	0	1	1	100%	
31.51.0707.00	HEALTH INFORMATION	2.3.AAS	13	0	0	13	11	85%	
31.51.1004.00	MEDICAL LABORATORY TECH	2.3.AAS	0	0	0	0	0	n/a	
31.51.0708.00	MEDICAL TRANSCRIPTION	2.1.C1	17	0	0	17	15	88%	
31.51.1601.00	NURSING	2.3.AAS	81	1	1	79	77	97%	
31.51.0803.00	OCCUPATIONAL THERAPY ASST.	2.3.AAS	4	0	0	4	3	75%	
32.52.0401.00	OFFICE INFORMATION TECH	2.2.C1	2	1	0	1	1	100%	
32.52.0401.00	OFFICE INFORMATION TECH	2.3.AAS	6	0	0	6	5	83%	
31.51.1801.00	OPTICIANRY	2.3.AAS	10	1	0	9	9	100%	
14.22.0103.00	PARALEGAL STUDIES	2.3.AAS	13	3	0	10	10	100%	
31.51.0806.00	PHYSICAL THERAPY ASSISTANT	2.3.AAS	17	1	0	16	13	81%	
27.43.0107.00	POLICE MANAGEMENT	2.1.C1	6	4	0	2	2	100%	
31.51.1099.01	POLYSOMNOGRAPHY	2.1.C1	14	0	0	14	14	100%	
31.51.0907.00	RADIOLOGIC TECHNOLOGY	2.3.AAS	38	7	0	31	30	97%	
31.51.0908.00	RESPIRATORY THERAPY	2.3.AAS	12	0	0	12	12	100%	
27.43.0109.00	SECURITY MANAGEMENT	2.1.C1	0	0	0	0	0	n/a	
07.12.0405.00	SOMATIC THERAPY	2.1.C1	13	2	0	11	8	73%	
Total			482	65	1	416	384	92%	

Percent	Points
0	0
64%	1
65%	1
66%	2
67%	2
68%	3
69%	3
70%	4
71%	4
72%	5
74%	6
76%	7
77%	8
79%	9
80%	9
81%	10
83%	11
85%	12
86%	12
87%	13
89%	14
90%	14
91%	14
92%	15
93%	15
93%	15
94%	15
95%	15
95%	15
96%	15
97%	15
98%	15
99%	15

INSTITUTIONAL COMMENTS (OPTIONAL):

Performance Funding Annual Report for 2004-05
 Standard 4.B: Self Study/Implementation

Roane State Community College	Points
<p>For the final year of the 2000-05 cycle, the Performance Funding Advisory Committee approved a revision to the Standard 4B. Institutions have two options for the 2004-05 reporting year: (1) Summative Report of 2000-04 Improvement Actions (refer to the PF Standard Handbook for 2000-05 cycle) or (2) SACS Quality Enhancement Plan (QEP) Report. Institutions that elect this option can either submit the QEP that was submitted to SACS along with a brief report on the progress of the QEP. Institutions that have not begun working on the QEP, can submit a plan containing as many elements that are known, given the current status of the QEP process. Commission and governing board staffs as well as external evaluators will review these reports and offer suggestions.</p>	<p>10</p>
POINTS RECOMMENDED:	10

INSTITUTIONAL COMMENTS (OPTIONAL):

Roane State Community College elected to submit the summative report.

ROANE STATE COMMUNITY COLLEGE

2004-2005 Performance Funding Report

**STUDENT OUTCOMES AND IMPLEMENTATION
STANDARD 4.B**

**Summative Evaluation Report
2004-2005**

PERFORMANCE FUNDING STANDARD 4.B
SUMMATIVE EVALUATION
Improvement Activities 2000-2005

Overview of Improvement Implementation Plan

Having just completed a strategic self-study conducted using the “alternate” model toward re-affirmation of accreditation with the SACS Commission on Colleges in spring 2000, Roane State Community College had laid the foundation for reflecting on institutional strengths and weaknesses and was prepared to extend the process of self-study toward identifying ways to incorporate the results of Performance Funding assessment into its day-to-day activities. College faculty and staff used the results of the Performance Funding indicators documented in the 2000-2001 Report as well as results from previous years and initiatives related to the college’s strategic plan and recent SACS self-study to identify problem areas to be addressed through the implementation guidelines outlined in Standard 4.B.

On the basis of the self-study conducted during 2000-2001 to assess the results of multi-year Performance Funding data, Roane State Community College identified three major areas of focus for institutional improvement:

- General education outcomes
- Cultural and global awareness and experience, and
- Academic advisement

Trend data in student perceptions as well as weaknesses in general education outcomes as measured by foundation testing prompted Roane State faculty, academic administrators, and student support services staff to develop goals and objectives designed to improve student satisfaction and performance in these areas. Each of these issues is integral to the central mission of the college, and improvement efforts had the potential to significantly benefit the quality of Roane State students’ education and collegiate experience. At the same time, institutional focus on these goals and objectives brought Performance Funding related assessment activities more closely into the consciousness and the conduct of college planning and operations.

As with any five-year plan that truly becomes a living document, Roane State’s 4.B assessment implementation plan underwent several changes as it developed operationally over the course of the cycle; however, the key goals and underlying spirit of improvement informed college actions from the plan’s inception up to and including the 2004-2005 academic year. The following summative report will

highlight activities and initiatives undertaken in support of the plan's three major goals and will evaluate successes and areas for ongoing improvement.

GENERAL EDUCATION OUTCOMES

Goal 1: To improve the core General Education competencies of Roane State students by strengthening the use of assessment to measure student learning outcomes and to determine appropriate improvement strategies

Goal 1 Objectives:

Objective 1: To increase faculty awareness of the results of General Education outcomes assessment conducted through the Performance Funding program

Objective 2: To increase faculty awareness of assessment methods currently in use by RSCC colleagues and promote dialogue about ways to expand successful methods to other academic disciplines and use the results to improve student learning outcomes

Objective 3: To enhance the use of foundation testing as a means of assessing General Education Outcomes through increased faculty understanding of the Academic Profile exam and through implementation of RSCC's pilot pre-and-post-testing project.

Objective 4: To improve students' core General Education competencies through a series of initiatives designed to address weaknesses identified through enhanced assessment efforts

Standard 4.B challenges institutions to use the results of Performance Funding assessment to identify important issues critical for instructional improvement. Perhaps no other issue is as important or as challenging as general education outcomes – the core knowledge which serves as a foundation for baccalaureate study and good workplace skills. The decision to develop activities and initiatives to strengthen general education outcomes was based upon analysis of student performance on foundation testing (College Base and Academic Profile) over a multi-year period.

Roane State faculty and academic administrators had been concerned that graduating students had, for several consecutive years, scored below national mean totals on the College Base exit exam. When the opportunity to re-evaluate options for foundation testing instruments was presented through the planning process for the 2000-2005 Performance Funding cycle, Roane State's General Education and Assessment Committee provided faculty leadership for reviewing and making recommendations concerning the most effective test of general education competencies for the new cycle. The ETS Academic Profile exam was

chosen because of its emphasis on contextual questions and assessment of critical reading/thinking skills. While the very first administration of the Academic Profile exam in 2000-2001 resulted in higher scores than had been achieved for a number of years, criterion-referenced scores for proficiency in writing, math, and critical thinking revealed clear areas for improvement.

Objective 1: To increase faculty awareness of the results of General Education outcomes assessment conducted through the Performance Funding program

Among the lessons learned during the self-study for development of the Standard 4.B Assessment Implementation Plan was that a culture of learning outcomes assessment can only be created if the results of assessment are widely and regularly shared and used to determine appropriate improvement strategies. The self-study revealed that, while faculty were aware that learning outcomes assessment was conducted annually, they were unfamiliar with the results and lacked an understanding of how these results might be analyzed. Thus, the first objective set under Goal 1 was to increase faculty awareness of the results of general education outcomes assessment conducted through the Performance Funding program and other institutional initiatives.

In 2001-2002, the Office of Institutional Effectiveness and Research (OIER) developed a plan for regular information sharing with faculty that provides opportunities for discourse and can accommodate faculty requests for targeted analysis of assessment data to meet programmatic and disciplinary needs. During pre-semester faculty meetings, the research office schedules data presentations with each academic division and is thus able to reach all full-time faculty members.

During August in-service meetings, OIER staff report the most recent Performance Funding assessment results, including the Academic Profile exam scores. Test results reported include sub-scores in the skills areas of critical thinking, reading, writing, and mathematics; context-based sub-scores in Humanities, Social Sciences, and Natural Sciences; and student proficiency levels in the skills dimensions of the exam. Interpretation of results is also provided based upon analysis of such factors as gender, age, GPA, and academic major.

This is also the optimum time to share with faculty the current and longitudinal trend data from surveys of enrolled students, alumni, and employers. These surveys pose questions regarding multiple aspects of the respondents' Roane State experience – as a current or a past RSCC student or as an employer of RSCC graduates – and include questions about knowledge and skills acquired while at Roane State.

Information shared during January in-service division meetings consists of more targeted learning outcomes assessment topics, such as the general education pre-and-post-test project and pilot administration of the Community College Survey of Student Engagement.

In order to make assessment results available not only to the faculty but also to all college internal and external constituencies, the Office of Institutional Effectiveness and Research expanded its webpage to include a full facsimile of the annual Performance Funding reports with supporting documentation. The OIER webpage also contains a wide variety of additional data, including the college Factbook, detailed enrollment reports, the college strategic plan, and information about the development of departmental planning and evaluation documents.

As a means of gauging satisfaction and gains in awareness among internal users, the research office administered a departmental effectiveness survey in May 2004 to a sample of 89 faculty, administrators and professional staff. Of the total surveys, approximately 50% (n=45) were sent to teaching faculty, program directors, and academic deans and yielded a return rate of 47% (n=21). Evaluation by these users was consistently high, with 100% (n=21) indicating that they were satisfied or highly satisfied with both assessment/evaluation services and data/reporting services of the OIER and 90.5% (n=19) indicating that the information communicated by the research office had been helpful. Only 71% (n=17) of faculty respondents, however, indicated that they were "aware" of information available on the OIER webpage despite college-wide communications about this resource and a link to the RSCC Factbook on the college home page. Thus, during fall 2004 pre-semester division meetings, OIER staff added a "tour" of the OIER webpage to their presentation topics.

Meetings with faculty during fall 2005 division meetings will be especially important as a means of sharing information and receiving feedback on new and revised standards developed for the 2005-2010 Performance Funding cycle. For example, institutional choice regarding outcomes-based indicators for the student persistence/success standard will require broad faculty input. These meetings will also be the first opportunity to share results of the pilot administration of the Community College Survey of Student Engagement (CCSSE) which has been selected as the enrolled student survey instrument for the upcoming cycle. This survey not only provides national benchmark data but will serve as a rich instrument for gathering information about students' educational experiences that promote learning.

Objective 2: To increase faculty awareness of assessment methods currently in use by RSCC colleagues and promote dialogue about ways to

expand successful methods to other academic disciplines and use the results to improve student learning outcomes

A self-study conducted in preparation for the spring 2002 peer review of Roane State's general education program provided an excellent framework for investigating and raising awareness about teaching, learning, and assessment in the general education disciplines. One self-study initiative was a curriculum review conducted to determine how and to what extent the proficiency levels defined by the Academic Profile exam were being addressed in Roane State's general education courses.

The purpose of the review was to determine if students were being assessed by the exit exam at proficiency levels consistent with Roane State's course competencies. Faculty in composition and mathematics courses reviewed their curricula for inclusion of proficiency levels in writing and math, respectively, and all general education courses were reviewed for reading/critical thinking proficiency levels.

Faculty response to this review indicated that students completing Composition I classes were exposed to class work or assignments requiring writing skills at all three proficiency levels. Thus, even students graduating in technical A.A.S. programs for which only one dedicated writing course is required would have the opportunity to acquire writing skills beyond the basic level of proficiency. The review of all general education courses to determine the inclusion of proficiency levels in reading/critical thinking indicated that all three levels are being addressed in English, Humanities, Science and Social Science courses with a commitment to across-the-curriculum skills in both reading and writing evidenced in a number of general education disciplines.

While faculty review indicated that College Algebra and the majority of other Roane State mathematics courses address all three proficiency levels in math, "specialized" courses such as Mathematics for Health Sciences and the Number Concepts/Algebra Structures course designed for education majors did not cover several types of problems common to the Academic Profile exam. As a number of technical programs recently adjusted their curricula to conform to the requirements of their accrediting agencies and the TBR system-wide reduction in maximum degree credits to 60-61 hours; some programs made the Hobson's choice of eliminating mandatory mathematics credits, permitting students to elect either a math or natural science course. Student outcomes in math, which have consistently been among the weakest, appear to be declining as evidenced by the most recent (spring 2005) Academic Profile exam results, and this issue will continue to be among the biggest challenges to improving student learning outcomes in the upcoming cycle.

The 2001-2002 General Education Program Review also provided an opportunity to identify assessment efforts within the academic divisions that might serve as

models for effective evaluation of student learning outcomes. Among the methods reported were common grading rubrics used by English Composition instructors to score for achievement of agreed-upon writing competencies. Student papers are scored for each achieved competency and the total “competency grade” is factored into the overall grade for the paper. Faculty in the Nursing Program reported that, in response to requirements of the national accrediting agency, they had begun assessing the critical thinking skills of their students using the California Critical Thinking examination.

Faculty members in several disciplines shared information about pre-and-post test assessments they had conducted. These value-added testing projects were used by faculty in departments as diverse as art and developmental studies; English and Algebra. Information-sharing about pre-and-post testing, particularly among faculty members on the General Education and Assessment Committee, was instrumental in leading to development of the college’s pilot General Education assessment project. (see Objective 3 below.)

This interdisciplinary faculty committee, established as part of the college’s SACS strategic self-study of student learning outcomes and charged with implementation of the General Education pilot project for the 2000-2005 Performance Funding cycle, re-visited its statement of purpose in 2003 to ensure that its role and scope extended beyond the parameters of the pilot. The following statement of purpose is the result of the committee’s review and confirmation of its role:

The purpose of the General Education and Assessment Committee is to monitor the college’s ongoing efforts to provide competency-based instruction and to provide leadership in the use of assessment results to evaluate and facilitate learning. The committee is also charged with providing oversight of issues concerning the general education core curriculum.

In its role of conducting systematic and broad-based efforts to improve the assessment of learning outcomes, the committee will:

- *develop viable instruments for the assessment of General Education competencies,*
- *coordinate the implementation of General Education assessment projects,*
- *coordinate efforts to expand the scope of assessment projects across the disciplines,*
- *analyze the results of assessment,*
- *widely communicate the results of assessment to faculty across the disciplines, and*
- *provide leadership in the use of assessment results to facilitate learning.*

Objective 3: To enhance the use of Foundation Testing as a means of assessing General Education Outcomes through (a) increased

faculty understanding of the Academic Profile exam and through (b) implementation of RSCC's pilot pre-and-post-testing project.

(A)

When institutions were given the opportunity, during the process of developing their Performance Funding plans for the 2000-2005 cycle, to re-consider their choice of examination to use for the purpose of foundation testing of general education, Roane State replaced the College Base exam with the short version of the Academic Profile exam. Objections to the College Base primarily focused on the amount of questions that asked for recall of specific information, some of which Roane State students might not have been exposed to. The Academic Profile, on the other hand, is a more context-based test which assesses college-level reading, writing, and critical thinking in the context of questions in the humanities, social sciences, and natural sciences, with some mathematics questions independent of the context areas.

Not only did faculty regard this method of general education testing to be a more appropriate assessment of Roane State graduates, but they also thought the abbreviated time required to complete the test would have a positive impact on student motivation. Even though student scores improved from the first administration of the Academic Profile exam, confirming the decision to switch exams; many faculty members had only the sketchiest familiarity with the content of the test. In order to place the Academic Profile assessment results – both the summary scores provided by ETS and additional analyses provided by Roane State's research office – in meaningful context to their students and their courses, faculty needed to increase their familiarity with the exam. A plan was developed to administer the test to faculty volunteers.

During the beginning of fall semester 2002, 33 faculty volunteers took the Academic Profile exam at one of the Roane State testing centers at the main campus or the Oak Ridge Branch Campus. In order to engage the faculty participants in a dialogue about the exam, President Wade McCamey and the OIER staff facilitated a meeting to discuss the faculty's perceptions about the test structure, its content in relation to the college curriculum and students' classroom experience, and ways to enhance the process and the results of foundation testing in the future.

Among the issues discussed was the ongoing problem associated with student motivation on exams such as the Academic Profile which students perceive to be "low stakes" tests. The group proposed revising the letter sent to students scheduled to take the exam to include some test-taking strategy tips and encouragement to make their best effort. In addition to incorporating these suggestions from the faculty, the current letter now comes from the Vice President of Academic Services (instead of from the Testing Center) and includes an explanation of the use and importance of the exam and

congratulations to students on progress made toward achievement of their academic goals.

Much discussion during the faculty meeting also centered on the Academic Profile exam's emphasis on reading and critical thinking and the evaluative skills needed to do well on this type of test. To broaden awareness and give faculty a shared concept of critical thinking and to provide a resource for designing critical thinking-based instruction, assignments, and tests in any subject; Dr. King provided all faculty with a copy of "The Miniature Guide to Critical Thinking: Concepts and Tools" by Dr. Richard Paul and Dr. Linda Elder of The Foundation for Critical Thinking.

As a result of this discussion and in an effort to evaluate students' critical thinking skills using multiple measures, Dr. Adolf King, Vice President for Academic Affairs, suggested the addition of a critical thinking pre-test to the activities of the Freshman Experience orientation event. The General Education and Assessment Committee was charged with development and implementation of this critical thinking test project which began August 2003.

Prior to spring semester registration 2005, the first matched cohort of students who took the critical thinking pre-test during 2003 Freshman Experience completed a post-test online via WebCT. Although results show a 4.5 point gain score, the overall post-test score of 49.6% confirms the findings from analysis of Academic Profile test results that critical thinking is the general education skill most in need of improvement. This assessment project has great potential to inform teaching and learning and could help focus institutional planning and development for such initiatives as the Quality Enhancement Plan which is part of the new SACS re-affirmation process.

(B)

As noted earlier, faculty information-sharing about pre-and-post testing helped the General Education and Assessment Committee in their development of an alternative means of assessing General Education outcomes for the Performance Funding Standard 1.B pilot project. Roane State faculty wished to augment Academic Profile foundation testing, with its focus on critical reading and thinking, by testing using instrument(s) more closely aligned to the Roane State core curriculum.

The original pilot plan called for pre-tests, consisting of 20 locally constructed questions, to be administered during Orientation classes and for post-tests to be administered by adding 20 local questions to the Academic Profile exam. However, in 2002 the college obtained approval from THEC for a revision to this plan that consists of the administration of locally constructed pre-and-post tests for individual Roane State core courses. The revised plan is built upon course blueprints and test banks developed by Roane State faculty and has the advantage of permitting a larger sample of questions per 40-45 minute test and

of achieving a more closely matched cohort of students participating in both parts of the exam during an academic semester.

As of the end of spring semester 2005, the pilot has gone through three complete pre-and-post test administrations in four academic disciplines – English, algebra, chemistry, and history. Through the development of course blueprints, faculty identified the competencies to be mastered at the end of a class, noting three hierarchical levels of cognitive difficulty for each competency. Test questions of varying levels of difficulty were then constructed based upon the weighted percentage of course time dedicated to the mastery of each level. Instructors build the test into the overall grading percentage of their course, although the manner and weight assigned to the test is left to the instructor's discretion.

The Office of Institutional Effectiveness and Research analyzes test scores and provides participating faculty with a report that includes raw scores and percentage scores as well as a test item analysis. This data has helped faculty to identify questions in need of revision as well as to determine trends in learning difficulty. Following the fall 2003 pre-test administration, for example, participating faculty were provided with an analysis of questions that had a failure rate of 75% or greater. This analysis helped them discover potential errors and ambiguities in some questions and led to revisions of the English composition exams. In addition, this analysis helped faculty identify difficult content areas so they could design instructional delivery to improve student mastery. College Algebra faculty used the data from gain scores and test item analysis to support the adoption of a new text and the subsequent development of a new test.

As a result of 2000-2005 assessment implementation activities undertaken under the umbrella of Performance Funding Standard 4.B, Roane State faculty have gained a heightened awareness of the importance of learning outcomes assessment in the area of general education. While analysis of student performance on designated national foundation tests will remain a critical tool for gauging academic skills developed through general education courses, the use of locally constructed assessments will continue to provide key measurement of the knowledge students acquire in key subjects.

Objective 4: To improve students' core General Education competencies through a series of initiatives designed to address weaknesses identified through enhanced assessment efforts

Acknowledging the importance of written communication as an essential skill for success in postsecondary study and in the workplace, Roane State has, since the early 1990's, provided co-curricular learning support through the services of a dedicated Writing Center. First at the main campus in Roane County and then at a second center in Oak Ridge, students have been able to receive writing

consultations for assistance with everything from essays to research papers to resumes. As the college began to develop its strategic plan for 2000-2005, academic leaders looked to the success of the Writing Centers as a model for creating effective co-curricular opportunities to augment classroom learning in other disciplines as well. Working together, faculty and academic administrators began to explore the idea of expanding the Writing Center concept into an interdisciplinary Learning Center. Such a center would be an invaluable support resource, as instructors helped students to identify areas for improvement in their learning outcomes.

A Learning Center Task Force, comprised of faculty representatives from all academic divisions, the directors of the Writing Centers in Roane County and Oak Ridge, and the Director of Library Services, began meeting fall semester 2001. After benchmarking best practices among college learning centers across the country and seeking input from students, the task force developed a design for a learning support center that would provide an environment conducive to learning, with services for independent, dependent, and collaborative learners.

Created from space on the second floor of main campus Library, the Learning Center opened fall semester 2002. With space allocated for tutoring, individual and group study rooms, and “quiet” as well as open computer work areas, the Roane County Learning Center employs two professional tutors with Masters degree level credentials and teaching experience; one as Writing Specialist, the other as Math and Science Specialist. In order to offer a full schedule of tutoring assistance, the Center also employs 4-5 trained student tutors, qualified to provide peer assistance in a number of subjects. Tutoring is available in writing, literature, algebra, calculus, Spanish, history, political science, biology, anatomy and physiology, and chemistry.

The Director of the Learning Center immediately began working with faculty to raise student awareness about the Center services, making presentations to English, math, and orientation classes. Flyers distributed on campus bulletin boards reminded students that “We’re Not Just About Tutoring” to encourage use of study rooms and computer work areas. Vending machines have been installed on the first floor of the library as part of a joint effort by Library and Learning Center staff to welcome students to a comfortable after-class learning environment.

With open hours from 8:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 4:30 p.m. on Friday, and 9:00 a.m. to 1:00 p.m. on Saturday; the Learning Center has seen consistently incremental increases in usage each semester since its opening. Although there had been an active Writing Center on the Oak Ridge Branch Campus for a number of years, students did not have access to tutoring in other disciplines, and there was strong faculty and student support to replicate the success of the main campus Learning Center in Oak Ridge. Following some renovations, in spring 2004, the Oak Ridge Branch Campus

Writing Center became a full-fledged Learning Center with a full-time Coordinator and professional Math and Writing Specialists. In 2004-2005, the number of tutoring sessions has grown by over 50% in both math and English on both campuses, and student surveys show a high level of satisfaction.

While space and budget constraints curtail the physical growth of the center concept to other campuses, enhanced learning support services have been made available to other campuses in the form of peer tutoring in writing, math, and science. From the inception of the Learning Center, it was determined that some sort of online learning support services would also be necessary to serve the needs of distance learning students and those enrolled at the college's satellite campuses. SMARTHINKING.COM provides 20 hours per week of real-time, one-on-one instruction, 24/7 submission of questions with response by an e-instructor within 24 hours, and connection to independent study resources. Usage of this service has also grown exponentially, and, with the support of TAF funding, additional tutoring hours have been added each year.

The Learning Centers have become the supportive, student-centered learning environments faculty planners had envisioned. Study halls for student athletes have even replaced the gymnasium as the meeting place of choice. The Learning Center Director has also worked in partnership with faculty members in multiple disciplines, including health science and nursing, to offer specialized assistance to students. Such support includes assistance to Education majors preparing for the Praxis test, writing consultations with Opticianry students (several of whom won national awards for their contact lens technical papers), and online reviews and study guides for the Physical Therapist Assistant program.

In 2004-2005, Roane State Community College participated with seven other two-year and four-year institutions in a pilot project engaging in a type of academic peer review known as the Academic Audit. Roane State's English and Biology departments each made a comprehensive self-study of their education quality processes and submitted these self-studies to a team of peers from other TBR institutions for review. These teams completed their peer review with a site visit to conduct interviews with faculty, academic administrators, and students.

The team auditing the English program identified the Learning Centers as "highly effective" and an "area of strength" and gave special commendation to the work of tutors and the availability of SMARTHINKING.com. The audit report states:

"The establishment of the learning centers staffed by the English faculty and trained student tutors extends the department's efforts and commitment to meeting students' learning needs. The centers are shown to have a clear goal that reinforces the learning objectives established in the English courses and are widely used by students. As observed by students present at the interview session on the visit, the learning centers are clearly a welcomed place for students to continue their learning under the guidance of the same sets of learning objectives students are introduced to in their classes.

Students at the interview spoke highly of the quality of their learning experience at the centers and were satisfied with the personal attention and assistance they received to further their learning.”

The Academic Audit, with its focus on teaching and learning processes, benchmarking and collaboration to achieve best practice, and the use of evidentiary assessment to improve student outcomes; will clearly be the mechanism by which Roane State will make ongoing improvement of General Education competencies an institutional priority. Built into its 2005-2010 strategic plan is an initiative to implement a schedule of at least two Academic Audits per year, with particular emphasis on the general education disciplines. The process of self-study will undoubtedly conclude that progress made through Standard 4.B initiatives is a current institutional strength, yet the Audit’s required commitment to a set of agree-upon programmatic improvement actions will ensure continuous advancement in the area of student learning outcomes

CULTURAL AND GLOBAL AWARENESS AND EXPERIENCE

Goal II: To improve the quality of student life and the educational experience for Roane State students by strengthening curricular and extracurricular learning experiences related to cultural diversity, the liberal and cultural arts, and the global environment.

Goal II Objectives:

- Objective 1: To increase students’ exposure to learning experiences designed to strengthen their sense of cultural and global community through the development and implementation of interdisciplinary elective courses
- Objective 2: To increase students’ exposure to cultural and fine arts by integrating extracurricular cultural events into classroom curricular objectives and activities
- Objective 3: To enhance the learning environment for students and faculty by strengthening instructional innovation across the general education curriculum as set forth in the college’s strategic plan
- Objective 4: To integrate the development of an international education program as set forth in the college’s strategic plan with measures designed to strengthen cultural and global awareness among Roane State students

Just as Goal I of Roane State's Standard 4.B Assessment Implementation Plan was based upon the study of longitudinal data and aligned with the college's strategic plan, the goal to strengthen students' learning experiences related to the arts, culture, and the global environment was founded on efforts to address weaknesses identified through Performance Funding data and upon institutional planning priorities.

For a number of years, the data from Enrolled Student and Alumni surveys revealed relative weakness in the area of cultural experience. This was demonstrated when students were asked to rate their overall cultural experience as well as through questioning about the extent to which their education at Roane State added to their "understanding and appreciation of the arts." Similarly, relatively lower rankings were given in response to the question about value added to their "understanding of global environmental concerns."

Analysis of student perceptions about these issues, conducted during 2001-2002 as part of a major Noel-Levitz survey project, confirmed that satisfaction rankings with opportunities for learning about and experiencing arts, culture, and international issues were significantly low among the items surveyed. However, when factored alongside the relative rankings of perceived importance that this survey also probes, the gaps in performance, i.e. expectations met, were among the slightest recorded by the survey. In other words, while students did not rank these aspects of their education as satisfactory when compared to others, they clearly indicated that they were not as important either.

While the value of cultural and global awareness for improving the quality of student life and contributing to a more highly engaged citizenry is widely acknowledged, the challenges of integrating these elements into the educational experience of two-year commuter students are great. Many Roane State students, like those surveyed in the national Community College Survey of Student Engagement (CCSSE), have multiple demands on their time and spend limited time on campus. The national CCSSE survey finding that more than 80% of students do not participate in college-sponsored extracurricular activities is consistent with RSCC data.

In developing objectives to accomplish the goal of strengthening students' cultural and global awareness and experience, Roane State faculty and academic leaders concurred with the conclusion of the CCSSE researchers that "capture time – the time colleges have to engage students – is limited, and therefore, the most powerful strategies "will likely center around the classroom and classwork."

Achievement of objectives set for this goal, as the following summative evaluation describes, was also impacted by world events and Tennessee Board of Regents system-wide initiatives. As a result, some of the strategies originally

developed were not fully implemented. On balance, however, faculty creativity and a heightened interest in expanding co-curricular learning opportunities led to significant progress toward accomplishment of this goal, albeit by different methods than were initially proposed.

Objective 1: To increase students' exposure to learning experiences designed to strengthen their sense of cultural and global community through the development and implementation of interdisciplinary elective courses

During 2001-2002, Dr. Robert Vaughn, Dean of the Humanities Division, developed an interdisciplinary course titled "Great Works – Big Questions." This course, which was designed to fulfill the humanities elective requirement, used masterpieces of art, music, drama, and literature to focus on the existential questions that the Great Works have always raised. The course was developed to be taught by a team of faculty from the Humanities Division.

To raise awareness among faculty and staff about the new course and the importance of the arts and humanities to a well-rounded general education and to a well-examined life, members of the Humanities Division presented a special session during August 2002 In-service activities. Titled "What Are the Humanities Anyway, and Why Should I (or my Students) Care?", the session included presentations and performances by art, music, drama, and literature faculty members.

To extend the reach of the intellectual discourse outside the classroom, a regular series of Great Works reading groups, open to all faculty, staff, and students, were conducted at the Roane County and Oak Ridge libraries. A Great Works Listserv was also placed online to facilitate broader discussion of reading selections. Three reading group sessions took place, centered on discussion of "Life is a Miracle: An Essay against Modern Superstition" by Wendell Berry; "The Dean of Ivan Illych" by Leo Tolstoy and "The Dream of a Ridiculous Man" by Fyodor Dostoevsky; and selections of American poetry. Although these sessions were sparsely attended, the participants were uniformly positive about the experience.

Unfortunately, the course itself did not fare as well. Despite internal marketing to students, the course was cancelled twice due to low enrollment. With the departure of Dr. Vaughan to accept a vice presidency at an institution in another state, the "Great Works" project lost its major champion. The course remains in the RSCC General Education Core curriculum, however, and there has been some recent faculty interest in revising the course to include more contemporary works.

The following year, Dr. Don Miller, Professor of Anthropology and Sociology, developed a course titled Anthropology of Religion. This seminar course is a general survey of religious beliefs and activities among non-industrialized societies, designed to introduce students to cultures and belief systems outside their common experience. This social science course, which is cross-listed as a Humanities elective, was quite popular when it was first offered fall semester 2003. Unfortunately, the course was disallowed as part of the new Tennessee Board of Regents lower division general education core. This, coupled with the recently initiated mandatory 60-credit hour maximum for associate degree completion, has given students a disincentive to take elective courses that may not transfer to a senior institution or that would not be necessary for graduation. While the TBR goal of developing a common general education core curriculum in order to ensure transferability and eliminate duplication is laudable, the initiative has appeared to negatively impact the development of some innovative, multi-disciplinary courses across the system. This course will continue to be offered to Roane State students as an independent study opportunity.

Another course designed with the goal of integrating interdisciplinary issues was Human Geography. An overview of man's spatial distribution over the Earth's surface, this course focuses on the relationship between people, places, and environments and to applying spatial and ecological perspectives to life situations. Although this course, too, was not accepted into the common general education core, many of the course concepts have been incorporated into World Geography I, an accepted course which likewise studies political, cultural, urban, and economic geography with special attention given to analysis of current world problems and issues. The World Geography course is a requirement for many Roane State students who plan to pursue elementary education degrees at Tennessee Technological University.

Objective 2: To increase students' exposure to cultural and fine arts by integrating extracurricular cultural events into classroom curricular objectives and activities

As noted earlier, the multiple family and career demands on today's college students makes it necessary to utilize "capture time" to maximize the college experience. The more closely that cultural and fine arts opportunities are integrated into classroom activities, the greater the potential for student participation and reflection.

One of the most effective ways in which students have explored artistic, cultural, and global issues more deeply is through independent study projects associated with the college's Honors Program. This program offers students with a 3.5 GPA the opportunity to enrich their educational experience through independent study on a research project of their choosing. Honors students enter into a contract

with a faculty mentor to complete their chosen project, which can be associated with any RSCC course.

Examples of student research projects on subjects in the arts or concerning multicultural or global environmental themes and issues include the following:

- A research paper on sculptor Frank Tullo's multimedia figures of the 1960's and 70's
- A student-moderated WebCT discussion on required and supplemental readings from a World Literature course
- A class lecture on ecological/environmental degradation with projections of future global consequences
- A series of charcoal/pencil illustrations of literary stories depicting women's rights
- A research paper on the use of native American languages in World War II
- A children's book written in Spanish
- A documentary film depicting the backstage process of a theatrical production
- A research paper on the influence of America in shaping the classical music canon of the 20th Century

Among the other benefits of the Honors Program are the opportunities for students to participate in field trips to artistic and cultural sites such as the Houston Museum of Decorative Arts in Chattanooga. These trips annually bring together 20-30 students from all of Roane State's campuses for the kind of enriching social and educational opportunity many of them have never before experienced.

Co-curricular field trips are used by a number of faculty to give their students face-to-face experience with concepts and issues addressed in the classroom. Students gain a broader view of the interconnectedness of the world environment through field trips in Geology, Astronomy, and Environmental Science classes. Field experience is pivotal to exposing students to unfamiliar worldviews and cultures in the Religions of the World course, and Roane State speech and acting students must attend at least one live theatrical production, on campus or at one of the area's theatres, and be prepared to discuss their experience.

Every year for the past 27 years, Roane State has provided the opportunity for students to travel to the southwest United States. The Southwest Field Trip is an interdisciplinary course that involves students in the study of Native American art and culture and the preservation of these resources, the fate of the National Parks, natural resource-based problems, and many other topics involving cultural anthropology, archeology, biology, ecology, geography, history, and practical astronomy. Students must apply for this two-week trip, describing both their educational/career goals and objectives and what they hope to gain from this experience; they must also provide two faculty references. This is a rough

camping trip, but it has become so popular with students that the alternate list each year is as long as the list of students selected.

Another exceptional resource for artistic, cultural, and educational events that can be integrated into class activities or assignments is the schedule developed by Roane State's Arts and Lectures Committee. This faculty-driven committee sponsors a broad variety of events designed to promote critical thinking, multicultural awareness and intellectual curiosity by, as their mission statement asserts, "presenting programs that challenge worldviews and stimulate discussion on topics of current and enduring human interest." All Arts and Lectures events are open to college faculty, staff, and students as well as community members. Recent lectures included:

- Internationally renowned British artist and humorist Graham Rawle speaking on the creative process
- Visiting Associate Professor of Journalism Dr. Ken Blake, acting director of the biannual MTSU poll on public opinion in Tennessee
- Visiting painter and activist Ellen O'Grady on an artist's journey in occupied Palestine
- Holocaust survivor and author Mira Kimmelman on her experience confined to a Jewish ghetto and in a German concentration camp in 1942

Not only did individual students attend these lectures to gather information for class papers and presentations, but faculty also brought entire classes to participate.

Another very popular initiative implemented by the Arts and Lectures Committee is a film series. Ranging from the provocative to the purely entertaining, the films are shown on both the Roane County campus and the Oak Ridge Branch campus. The 2003-2004 season included "Breakfast at Tiffany's" "Bowling for Columbine," and "Blazing Saddles." The popularity of the film series enabled the schedule to grow and, based upon faculty and student suggestions, the expanded 2004-2005 schedule included "Confessions of a Dangerous Mind," "Amelie," "Remember the Titans," "The Passion of the Christ," "The Manchurian Candidate," and "Ray."

Students also have the opportunity to experience live theatre at Roane State's state-of-the-art facility on the main campus. Director Michael Golebiewski and the Roane State Playmakers annually produce one or more works that have strong literary appeal and can be effectively integrated into the curriculum of English courses and, potentially, other disciplines as well. The 2003-2004 production of John Steinbeck's Of Mice and Men, for example, was of particular interest to teachers of Composition II, since they frequently include the novel in their syllabus. Several English teachers required their students to attend the play and write a critical essay on different aspects of the play.

Upcoming for 2005-2006, Golebiewski has collaborated with the Freshman Experience committee in choosing a theatrical adaptation of Clyde Edgerton's

Raney for his fall production. This study in contrasting family values played out in the first year of a young couple's marriage in the Appalachian South was chosen by the Freshman Experience committee to excerpt for the "Freshman Reading." This aspect of the special orientation event gives new Roane State students their first exposure to collegial discussion of new ideas and differing opinions. During fall semester, faculty can continue the discourse begun during Freshman Experience by including the full novel in their curriculum, and students will have the benefit of being able to see a live performance of the story as well. If the Arts and Lectures Committee is successful in their bid to get Clyde Edgerton to come for a spring 2006 lecture, the entire college community will be able to experience the full spectrum of the creative process brought to bear on the theme of Old South traditionalism vs "big-city" liberalism.

Objective 3: To enhance the learning environment for students and faculty by strengthening instructional innovation across the general education curriculum as set forth in the college's strategic plan

Even though efforts to offer full-scale interdisciplinary courses were deterred by the introduction of a system-wide general education core, Roane State faculty developed other methods for strengthening courses through instructional and curricular innovation.

Dr. John Thomas, whose traditional and Web-enhanced video classes in American History fill to capacity every semester, uses popular movies as a major instructional resource, giving his students an education in modern American film as well as a vividly illustrated understanding of concepts in American history and cultural change. "The Last of the Mohicans," for example, is used to help define the conflicts of the French and Indian War and the political clashes that set the stage for the American Revolution. Thomas also uses the film to illustrate the concepts of mercantilism and the Columbia Exchange, changes resulting from contact between European and Native-American culture. "A River Runs Through It" gives students vivid images to illustrate the Jazz Age, Jim Crow laws, new gender role expectations in the middle class, social reform in the Progressive Era, etc.

Other Roane State faculty revised their class syllabi to include the integration of artistic, multicultural, or global focus into the curriculum. Associate Professor of English Jim Knox used methodologies learned from attendance at a summer institute on "Teaching Multi-America: Redefining Multiculturalism and U.S. Literature" to enhance the syllabi of his Survey of American Literature and Survey of World Literature courses. Students use pairings of traditional and non-traditional materials in course assignments to stimulate deeper analysis and broader perspective than that provided by the course textbook.

Assistant Professor of Business Brad Fox who holds an M.B.A. in International Business, has incorporated techniques learned at a conference on “Entrepreneurship in a Diverse World” to revise existing business courses to include increased coverage of entrepreneurship, international commerce, and problem-based learning. Associate Professor of Mathematics Joye Gowan, whose quilt-making projects to teach tessellations have become a popular feature of her Problem Solving/Geometry course, designed a project for her Number Concepts and Algebraic Structures course in which students wrote and illustrated math storybooks.

Objective 4: To integrate the development of an international education program as set forth in the college’s strategic plan with measures designed to strengthen cultural and global awareness among Roane State students

Although Roane State’s 2000-2005 strategic plan originally called for “increasing the college community’s awareness, understanding, and interaction with the larger global community” through development of an international education program, the tragic events of September 11 cast a pall over academic planning for this initiative. As Americans across the country responded to the shock and horror of the terrorist attacks, a growing sense of danger around the world and a perception that Americans were not welcome everywhere had a chilling effect upon travel beyond perceived safe havens. A new International Studies seminar course, combining international study or field work with academic research was never able to get off the ground because of the apparent reluctance to travel on the part of students and their parents. The impact of world events led Roane State faculty and administrators to defer plans for activities involving international travel and/or exchange until the entire initiative could be re-evaluated.

During several strategic planning retreats during spring 2002, President Wade McCamey facilitated discussion about whether and in what form to reaffirm an institutional commitment to this strategic goal. Senior administrators and faculty acknowledged the critical complexities of this issue and the need to identify ways in which understanding and engagement with the global community could remain an institutional priority. Even though a climate of fear made activities related to international travel and exchange problematic, the need to study and increase awareness of other nations and cultures could not have been timelier or more necessary. The outcome of these discussions was a determination that the most effective means of engaging students in the study and dialogue about these issues would be to continue efforts to accomplish this strategic goal through feasible and relevant integration of international issues into the curriculum and co-curriculum.

Multicultural Day, a college-wide initiative that had just begun when this decision was made, became a central activity for linking curricular and co-curricular efforts to celebrate, investigate, and discuss other cultures and issues related to cultural diversity. Now in its sixth year, Multicultural Day combines fun activities like the departmental “Adopt-A-Country” and the Food Fest with a wide variety of more thoughtful activities that take place in classrooms and libraries at all Roane State campuses. The RSCC library webpage provides special resources for students and teachers to explore all aspects of multiculturalism – from general information about other cultures and race/gender/human rights issues to specialized resources for various academic disciplines.

More and more faculty are incorporating Multicultural Day into class activities or participate with students to see campus presentations, performances, and displays. A Curriculum and Cultural Events Committee was formed in 2003 to seek out opportunities to enhance co-curricular learning through alignment of classroom activities and cultural/educational events. The ideas and enthusiasm generated by this committee helped to increase participation in Multicultural Day as well as events presented as part of the college’s 2005 Martin Luther King holiday commemoration. Following are examples of faculty/student participation in Multicultural Day learning activities:

- Faculty and students at the Roane State Dental Hygiene Clinic studied cultural attitudes toward oral health.
- The athletics teams created a display of “sports around the world.”
- Acknowledging the growing Hispanic population in Loudon County, students at the Loudon County campus created a story board from facts gathered about Mexico, completed puzzles in Spanish, hung piñatas, and enjoyed an authentic Mexican taste testing.
- The Social and Behavioral Sciences division adopted the Persian/Iranian culture with map displays, videos, and a dozen different culinary items.
- In Campbell County, math students worked in teams to build bridges located in countries of their choice; speech classes welcomed a native Hawaiian guest speaker; writing classes studied Eskimo culture.
- The Learning Center featured film, photographs, art, and history about the religious faith, homes, legends, trade, and customs of the Native Americans in what would become New England.
- Math students in Cumberland County demonstrated their understanding of a number of geometric skills by working in small groups to create four blocks of a diversity quilt that told the story of 8 countries.

Although participation by community college students in extracurricular student clubs and organizations is often difficult to sustain, one new club has had remarkable success since its establishment in fall semester 2004. The Roane State Chapter of S.I.F.E. (Students in Free Enterprise), a non-profit international business/education partnership organization, engaged in several service learning projects during the year. For their first project, which the group titled “Changing the World One Person at a Time,” SIFE members adopted girls in crisis ages 12-

18 in the residential program at the Florence Crittenton Agency. In addition to collecting donations to make Christmas brighter for these at-risk adolescents, the SIFE members made presentations on career planning and goal setting for personal achievement. The fledgling SIFE chapter also hosted workshops for students and community members on identity theft and tax awareness. A team from the chapter entered the SIFE regional competition and, following written and verbal presentations about the group's community projects to a panel of business leaders, was awarded "Rookie Chapter of the Year." Thanks to their dedicated and enthusiastic faculty advisor (who also won an award at the competition), the RSCC S.I.F.E. club is poised to undertake even more challenging and educational projects in coming years.

At Roane State, in 2002-2003, global issues continued to be thrust upon the consciousness of the campus, as they were all across the country and around the world. As the United States made preparations for war in Iraq and as military action went forward, many Roane State students asked their instructors for some sort of formal outlet for discussion of the myriad issues and questions that the war was generating. The result was the first World Events Forum, presented both at the main campus in Roane County and at the Oak Ridge Branch Campus.

Sponsored by the faculty Arts and Lectures Committee and the Student Government Association, these structured educational forums were led by a moderator who introduced each of seven faculty presenters and, following their presentations, directed written questions from the audience to the appropriate speakers. The purpose of the forum was to provide a respectful, responsible dialogue, offering a multiplicity of viewpoints on current world events supported by knowledgeable information. Presenters provided comprehensive insights into the international situation through discussion of the following topics: Religious Issues and the Idea of Jhad; Linguistics and War; U.S. Foreign Policy, International Law and the United Nations; U.S. Constitutional Law; Cultural/Anthropological Issues; Military Issues, Economics and War; and Environmental Issues. An audience of approximately 150 faculty and students at each location participated in these unique and informative sessions.

To assist faculty who wished to continue the discussion in the classroom and to facilitate informed dialogue and information gathering for all users, the Roane State library also prepared special links to war information, including links to newspaper articles, an online discussion for college faculty and staff, and guidance about how to talk to children about war. The library also provided access to special educational resources following the devastation of the recent earthquake and Tsunami in the Indian Ocean.

Following on the success of the first World Events Forum, Roane State faculty members from the Social and Behavioral Sciences division have prepared and presented several sessions on additional timely topics including: The Bush

Doctrine: The Past, Present, and Future of Unilateralism as Foreign Policy; “Perspectives on Iraqi History, Law and Government, and Education; and Perspectives on the 60th Anniversary of the end of World War II.

While the college has clearly increased the number and scope of its activities and initiatives related to strengthening the arts, culture, and global issues, the effectiveness of these efforts can only be determined by their impact on students. Since trend data from enrolled student and alumni surveys were used to identify weaknesses related to students’ perceptions of their learning experience in the areas of the arts, culture, and the global environment, the college’s Assessment Implementation Plan established benchmarks for the spring 2004 Enrolled Student Survey as a means of gauging the effectiveness of its initiatives to strengthen these areas of the college experience. These benchmarks called for increases in positive responses to the survey questions related to these areas.

The Enrolled Student Survey was administered during spring semester 2004 to 879 students in classes on all Roane State campuses. Based upon the results reported below, the college met its goals and improved on all measures of student perception.

Table 1.0: Enrolled Student Survey Perceptions (Cultural/Global Experience)

Questions/Perceptions	ESS 2001	Benchmark	ESS 2004
Percentage rating their RSCC cultural experience as “good” or “excellent”	57.6%	> 58%	61.2%
Percentage stating RSCC added “somewhat” or “very much” to their understanding/appreciation of the arts	63.4%	> 63%	69.7%
Percentage stating RSCC added “somewhat” or “very much” to their understanding of global environmental concerns	63.4%	> 63%	70.9%
Percentage stating RSCC added “somewhat” or “very much” to their appreciation of different cultures	78.5%	> 78%	85.4%

A comparison of alumni perception over the course of the cycle also shows measurable improvement.

Table 2.0: Alumni Survey Perceptions (Cultural/Global Experience)

Questions/Perceptions	Alumni 2002	Alumni 2005
Percentage rating their RSCC cultural experience as “good” or “excellent”	62.4%	72.7%
Percentage stating RSCC added “somewhat” or “very much” to their understanding/appreciation of the arts	70.7%	74.0%
Percentage stating RSCC added “somewhat” or “very much” to their understanding of global environmental concerns	67.8%	77.3%
Percentage stating RSCC added “somewhat” or “very much” to their appreciation of different cultures	77.0%	85.0%

Enhanced coordination of future events and activities will be facilitated by the establishment of a new Social Awareness Committee. This committee, which was responsible for a highly successful series of educational and cultural events to celebrate Black History Month, is currently working in collaboration with the Arts and Lectures Committee and the Curriculum and Cultural Events Committee to develop a year-long calendar of events to entertain, enlighten, uplift, and educate students, faculty, staff, and community members. Activities will be selected for their value to augment learning in the classroom to ensure continued progress in the achievement of this goal.

ACADEMIC ADVISEMENT

Goal III: To improve the academic advisement of Roane State students by strengthening the quality and accessibility of advising services and processes

Goal III Objectives:

- Objective 1: To improve institutional academic advisement policies through ongoing assessment of advisement policies and practices
- Objective 2: To improve technology-based advisement services and increase faculty and student utilization of these services
- Objective 3: To enhance faculty advisement development through exposure to various training and information-sharing strategies
- Objective 4: To enhance student academic advisement services by integrating a more comprehensive advisement approach

Academic advising is a comprehensive campus process, involving students, faculty and staff at all levels, and is therefore among the most complex and difficult processes to manage effectively. Data gathered through Performance Funding and other institutional self-studies have shown advising to be the process area at Roane State Community College with the greatest need for improvement.

Because the delivery of academic advisement is such a comprehensive process, Roane State faculty and student support services staff determined that efforts to improve the process would require a multi-faceted approach involving all parties. To this end, in fall 2001, an Advisement Council was convened and charged with the task of studying best practices and identifying and planning future initiatives to improve advisement services. The council is comprised of key administrative staff and faculty from each academic division and from representative programs. Many of the actions taken and ideas implemented toward the goal of improved

advisement were derived from the research and reflections of the Advisement Council.

Objective 1: To improve institutional academic advisement policies through ongoing assessment of advisement policies and practices

In order to conduct an even broader assessment of current student perceptions about academic advisement, Roane State administered the Noel-Levitz Student Satisfaction Inventory (SSI), one of the most comprehensive student satisfaction survey instruments available. One distinct advantage of the Noel-Levitz program is that a companion instrument, the Institutional Priorities Survey (IPS), is available to probe faculty and staff perceptions of the same issues. During fall semester 2001, both surveys were administered concurrently to students and to college faculty and staff.

The student survey asked respondents to rank both the level of importance placed upon an item and the level of satisfaction that their expectations regarding that item were being met. The faculty/staff survey, likewise, asked respondents to rank the importance of items and asked them to rank their level of agreement that the college was meeting expectations for those items. The difference in importance rankings and satisfaction/agreement rankings results in a Performance Gap score that helps to identify areas where expectations are not being met and, thus, where improvement opportunities exist.

The results of the survey, which included questions about multiple aspects of the college experience, revealed that the largest performance gaps existed in the area of academic advising/counseling. Academic advising ranked last in satisfaction and fourth in terms of overall importance among both faculty/staff and students. Table 3.0 displays the performance gap scores for both the SSI and IPS. The data are indicative of several relatively large performance gaps; that is, where faculty and students perceive their advisement expectations are not being adequately met. These findings were shared during college-wide presentations and on the Institutional Effectiveness and Research web page.

Table 3.0 Noel-Levitz Findings – Academic Advisement

Components of Scale (All components ranked 6.0 and above in importance for both students & faculty/staff)	Student Performance Gap	Institutional Performance Gap
Academic advisors help students set goals to work toward.	1.11 (1 st)	1.49 (4 th)
Academic advisors are concerned about students' success as individuals.	1.02 (2 nd)	1.27 (5 th)
Academic advisors are knowledgeable about transfer requirements of other schools.	0.98 (3 rd)	1.62 (1 st)

Components of Scale (All components ranked 6.0 and above in importance for both students & faculty/staff)	Student Performance Gap	Institutional Performance Gap
Academic advisors are approachable.	0.96 (4 th)	1.57 (2 nd)
Academic advisors are knowledgeable about program requirements.	0.92 (5 th)	1.52 (3 rd)
This school does whatever it can to help students reach their educational goals.	0.84 (6 th)	1.12 (6 th)

Provided with the results of this survey project, the Advisement Council began their deliberations by posing the following series of questions:

- What are ideal advisement services for students based upon their needs?
- What level of advisement can we offer our students within the parameters of our current system?
- What are the limitations or gaps of our current advisement system?
- How can we creatively fill those gaps?

The council began its task by examining various diverse student advisement scenarios and identifying advisement needs associated with those student scenarios. Council members then examined these needs in relation to the college's current level of services, which enabled them to pinpoint areas of weakness.

During 2001-2002, Web for Students was made available to TBR institutions. This web portal gave students immediate access to their unofficial transcripts, grades, and degree audit information and permitted them to register for courses online. Another online service, Campus Pipeline, the college intranet and student email system, was used to notify students of their assigned faculty advisor and their advisor's contact information. While these new services were designed to assist students in the process of academic planning, as with any new technology-based resource, a learning curve and period of awareness-building is necessary before the true benefit of the service can be ascertained. In order to gauge the level of student usage and satisfaction with these new resources and to gather feedback about barriers that might have impeded utilization, a survey was administered to a sample of 1,000 students during fall semester 2002.

This survey project was also used to elicit feedback on a number of other advisement related issues as well. The survey included questions about usage of articulation agreements, new student orientation, and ways of obtaining advisement information. Students were also asked to make recommendations for improving advisement services. Analysis of usage and satisfaction responses as well as open-ended comments indicated that services that were the easiest to access were the most frequently used.

Campus Pipeline, which initially suffered "growing pains" associated with log-in problems and competition from students' home email accounts, was used the least. The new Web for Students was used somewhat more frequently; however,

the general Roane State website was used the most. The good news about Web for Students was that those who used it were generally very satisfied. The survey revealed that the system had barely tapped its potential as an advisement tool, since few survey respondents used Web for Students to access their degree audit or check their advisor assignment. More frequently, they were using the system to view transcripts and check grades.

Students were asked to indicate which of the following means they used to obtain information about academic advisement. Accounting for duplication, since respondents were asked to note all that applied, an interesting picture emerged of the continued importance of traditional information materials, the growing use of online resources, and the ongoing need to increase one-on-one contact to counter the potential negative outcomes of reliance on self-advisement.

Table 4.0 Means of obtaining advisement information

How do you obtain information about academic advisement? (circle all that apply)	
College catalog	67% (n.139)
RSCC website	38% (n.79)
Counseling staff	31% (n.64)
Assigned faculty advisor	28% (n.59)
Other faculty	21% (n.44)

The college used these multiple assessments, from the broad picture provided by the Noel-Levitz survey to the specific responses and suggestions of the locally developed instrument to develop a number of improvements to advisement policies and practices. One of the first policy/practice adjustments was made in response to student frustration with their inability to access Web for Students after 9:00 p.m. This parameter had originally been established so that college Computer Services could complete back-up procedures prior to midnight. After reviewing the survey results, however, Computer Services staff investigated and installed an accelerated back-up system that enabled them to leave the Web for Students/Web for Faculty systems open until 11:00 p.m.

As the above-referenced student survey data revealed, the college catalog continued to be an important means of communication about academic planning, curricular requirements, etc. During 2002-2003, a sub-committee of the Advisement Council was formed to review the Roane State catalog and the process by which annual revisions were implemented. After reviewing data regarding low student usage of Campus Pipeline, the Catalog Task Force recommended that information about the process for student notification of advisor assignments be added to the catalog. The task force also recommended the addition of more program planning information such as articulation options through the Tech-Prep program for secondary students as well as those with transferable credits from one of the Tennessee Technology Centers.

In order to ensure that important changes affecting academic advisement are included in annual updates to the college catalog, the task force also recommended several improvements to the process of catalog revision. Rather than relying solely on the once-a-year catalog “mark-up,” a Catalog Change Form was developed that could be completed and forwarded to the catalog editor as soon as changes were planned. In addition, a check-off box was added to the Academic and Curriculum Council agenda form indicating whether an action item approved by the council required a catalog change, thus triggering the completion of a Catalog Change Form regarding the action.

Perhaps the most important policy change affected through the process of assessing advisement practices for improvement was the change to the process for assigning faculty advisors. The Advisement Council had ongoing concerns that the process of matching students with faculty advisors was dependent upon students’ self-selection of academic major. For those students following a clear career or educational path, the assignment of an appropriate advisor is relatively straightforward. However, a large group of entering students identify themselves as “undecided,” and it is these students who typically are the most at-risk for academic failure. To ensure that these students have access to the best possible advisement, a decision was made to match students without a specified major to faculty members trained as master advisors.

Students self-identified as A.S./A.A. General/Undecided are now assigned to one of a group of faculty trained to evaluate their advisees’ transcripts for A89 (high school) deficiencies at the beginning of their college career in order to put them on the road to removal of these deficiencies as soon as possible. These advisors are also well versed in the most current articulation agreements to help students as they explore various majors at the baccalaureate level. Students who list A.A.S./Undecided on their applications are now advised by faculty in the General Technology program. Since this program is designed to articulate a variety of technical credits with a solid foundation in general education courses, students advised under this program are also assisted to enroll for a broadly applicable series of classes during their career exploration period.

Another group of students who previously “fell through the cracks” with respect to academic advisement were those who listed “special for credit” on their application. Although they may take classes on a part-time basis and are not prepared initially to declare their intention to work toward a degree, these students often spend a number of semesters enrolled in this category and can accumulate a substantial amount of academic credit. If, as frequently occurs, these students ultimately decide to select a major and work toward a degree, they may have spent valuable time and money on courses not appropriate for their academic goals and will never have been assigned an advisor.

In order to better serve these students at the beginning of their Roane State experience and determine a method of matching them with an academic advisor,

the Roane State application was changed to include 11 categories of “special” students. In addition to categorization of students enrolled for personal enrichment and audit, these classifications identify students enrolling for certificates of advancement, courses in the Contemporary Management program, and EMT/First Responder. Transient students as well as advanced studies and academically gifted students are also identified through this process. Based upon the category a “special” student selects on the application, an appropriate faculty or counseling staff advisor is now assigned to answer questions and facilitate a greater connection between the student and the college.

The Advisement Council also devoted considerable time to the study of best practices in Virtual Advising Centers of college websites across the country. With students, parents, and high school counselors relying more and more on the Internet to access college information, the council determined that the Roane State website had the potential to be a powerful resource for advisement. In addition to investigating virtual advising at other institutions, the council gathered feedback from faculty, staff, and students about the elements needed to implement an effective, user-friendly Virtual Advising Center at Roane State. Along with generating a wealth of excellent ideas, this exercise also highlighted the human resources needed to develop and maintain a truly comprehensive virtual advising presence. Currently, these human resource requirements have limited the development of a fully interactive online advisement center; however, a number of helpful features have been added to the college website based upon the study and recommendations of the Advisement Council.

Objective 2: To improve technology-based advisement services and increase faculty and student utilization of these services

The introduction of Web for Students and Web for Faculty in 2001-2002, enabled the college to make some significant improvements in the ease of access to detailed student information. A Web for Faculty/Advisors option was added to enable faculty and advisors to access a multitude of information for their advisees, including student schedules, unofficial transcripts, current and completed courses, transfer credit, degree audits, and student contact information. Not only was this information more readily available, but it was also easy for advisors to access by simply logging in, viewing their list of advisees, and selecting a student. Students were also given access to this information in the Web for Students.

Faculty were formally introduced to this system during fall In-service 2002. Training was made available both online and through workshops where faculty advisors could learn more about how to use the system to better advise students. While entering students enrolled in Orientation to College (EDU100) received

training on the use of Web for Students, returning students would need the assistance of faculty and staff. Thus, training on the use of Web for Faculty and Students was provided to all campus site directors and their respective staff members, faculty and staff who actively participate in student orientation sessions, and other interested faculty to ensure that a trained pool of college employees was available to assist new and returning students and their colleagues as well. New faculty hires now receive training on the system as part of their orientation session provided by the Office of Human Resources.

The impetus for improving technology-based advisement services came not only from a desire to offer the most up-to-date resources available but, more importantly, from the recognition that having optimum technology support releases professional and faculty advisors from unnecessary or redundant clerical work, freeing time for more direct interaction with students.

Enhanced technology and collaboration between advisement and computer center staff resulted in a much-improved mechanism for making student advisor assignments. Previously, it was several weeks into the semester before students received assignment of a faculty advisor. Under the new system, made possible after technical modifications were made to the computer program that made the assignments, assignments for new students, re-admitted students, change of major requests and change of advisor requests could be processed within 24-48 hours. Once the system makes the assignment, students are automatically emailed through their Campus Pipeline account, with the name and contact information of their assigned advisor. The system, which assigns faculty advisors based upon student major and campus site, also automatically updates Web for Faculty/Advisors to ensure that faculty can see the addition of new advisees. An updated advisee list is also emailed to faculty advisors monthly.

Additional enhancements to the Web for Faculty/Advisors and Web for Students for academic planning include an "Intent to Articulate" form that can be accessed in Web for Students. When a student completes this online form, it is automatically sent to Roane State's Articulation Coordinator, who forwards this information to the student's faculty advisor and to the appropriate senior institution to which the student intends to transfer. This advanced information sharing puts the student on the mailing list of the receiving four-year program and alerts the student's advisor to advise according to the guidelines of the appropriate articulation agreement.

Enhanced linkages among Web for Faculty, Campus Pipeline and the SIS student information systems were implemented to facilitate advisor-to-student communication. Students' Campus Pipeline email addresses are now entered into the SIS system, enabling faculty to view their advisees' email addresses in Web for Faculty and to send out advisement information at the click of a mouse. The Advisement Council worked in collaboration with the Director of the Learning Center to develop letter templates that advisors can use for regular

communication with advisees. These letter templates, which are accessible through Web for Faculty, include such topics as Introductory Greetings, Registration Reminders, Appointment Prompts, Poor Attendance Alerts, etc. This tool is especially helpful to program directors with a large number of advisees and advisors who, in order to be programmatically matched to an advisee, are located on a different campus.

Just as the advisor assignment process was accelerated through improved technology, so too was the process for students to change majors. When a student decides to change his/her major, it is important that this information be processed in a timely manner in order to make the appropriate change of advisor and ensure that the student is following the correct plan of study. Roane State's articulation coordinator and registrar worked together to make the Change of Major Form accessible online through Web for Students. When completed, the form can be emailed to the articulation coordinator who can then quickly make the appropriate change of advisor assignment and forward the information to the registrar.

Other technology-based advisement resources resulted from the Advisement Council's benchmarking of web-based methods used by colleges and universities across the country. During 2003-2004, Roane State's Counseling and Career Services office incorporated on their web page a number of the ideas used by other institutions to enhance career exploration. "Nine Common Myths" about career decision-making offers excellent advice on how to approach career planning as a deliberate process of investigating self-interests, abilities, and needs and how to make the most of the college experience to navigate that process of exploration. Links to other career planning resources include:

- "What Can I Do With This Major?"
 - This site lists over 50 majors with ideas for multiple areas of employment in the field, different types of employers, and strategies for enhancing employability and preparing for employment.
 - Each major also includes links to multiple additional resources about the field
 - Members of the Advisement Council demonstrated this site to students at the satellite campuses to rave reviews.
- Occupational Outlook Handbook
 - A nationally recognized source of career information describing a wide range of occupations, what workers do on the job, working conditions, training and education needed, earning, and expected job prospects
- The Princeton Review
 - A comprehensive search site for those interested in continuing their education
- Kuder College and Career Planning

- Free to every student in Tennessee, this system (sponsored by EdAmerica) lets students obtain access codes to take three different interest assessments.
 - RSCC Placement Office
 - Students can directly link to Roane State's placement office for information on assistance with resume preparation, letter writing, and interviewing as well as job referrals for part-time and full-time positions.
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Objective 3: To enhance faculty advisement development through exposure to various training and information-sharing strategies

Because technology can only create real improvement if it is used, training becomes a critical factor in the successful implementation of technology-based resources. In the case of Web for Faculty/Advisors and Web for Students, this applies equally to both user groups. In addition to training sessions for faculty offered during fall and spring In-service days, the Web for Faculty/Advisors also now includes a Guide for Advisors that provides step-by-step instructions (showing the actual web page screen image) for a full range of processes from log-in to degree audit to removal of registration "holds."

A survey was conducted by the college registrar in fall 2003 to identify problems or concerns that faculty might have had with the Web for Faculty/Advisors system. Not only were respondents highly satisfied with the system, but 80% also indicated that they had received adequate information and training to begin using the system. Positive feedback included comments such as: "This program is far and above better than the previous methods. Thank you for working on such a positive tool." "I'm really pleased with this program. I really appreciate the [training] session during professional development days." All feedback regarding problems/concerns was addressed, and the registrar was able to resolve or correct over 90% of these issues.

Just as Web for Faculty/Advisors is a valuable tool for teachers and other academic advisors, so too is Web for Students a rich resource of advisement information for students. They can register, drop and add courses, check their grades, see their unofficial transcript, class schedule, and billing information as well as any "holds" placed on their records and who to see about clearing them. Following a pilot project in spring semester 2003 requiring students to use Web for Students during the first two weeks of open registration, it was determined that additional training would be needed to facilitate greater use of the online system.

Now, in order to familiarize entering students with the resources of Web for Students at the beginning of their college experience, both hands-on and

“refresher” training are provided as soon as possible. Students participating in New Student Orientation no longer take their class schedules to the registrar’s office; rather, they go to a computer lab where they are taught how to register using the web. A second, “reminder” training is also provided during the Freshman Experience event.

With teaching locations in eight counties, faculty training and development has always been a challenge at Roane State. While faculty members appreciate advisement training workshops conducted during twice-yearly In-service activities, most would agree that it is difficult to maintain familiarity with the many policies and procedures affecting advisement if they are not accessed regularly. Feedback from the Freshman Experience for entering students has shown that introductory sessions with faculty advisors are the most valuable part of the event. Because of this new method for meeting students, many faculty members are making contact with greater numbers of advisees than ever before and had requested more information to assist them with the wide variety of issues and questions that students were bringing to these sessions.

Vice President for Academic Services Adolf King charged two of the academic deans and the Director of Distance Education and Advising to develop a comprehensive Faculty Advisor Manual. The first edition (2005-2006) of this manual has been distributed to all faculty, academic division staff, counselors and satellite campus directors. Among the excellent resources in the manual are: answers to Frequently Asked Questions; advising tips and checklists for first time students, returning students, unsure majors, students following articulation agreements, and students transferring from other institutions; and information about the Tennessee Lottery Scholarship policies. The manual also includes copies of important forms associated with academic planning, information regarding institutional processes and procedures, and a step-by-step guide through the Web for Faculty/Advisor system with screen prints for illustration of key points. In the preface to the manual, Dr. King explained that this first edition should be viewed as a work in progress and encouraged all users to provide feedback for continuous improvement of the document as an advising tool.

Objective 4: To enhance student academic advisement services by integrating a more comprehensive advisement approach

As the Advisement Council studied advising practices around the country and discussed ways to address some of the identified weaknesses in academic advisement at Roane State, some ideas were better options than others for the capabilities and the culture of the college. Undoubtedly, the most difficult issues to resolve were those involved in the possible adoption of mandatory advisement. While research shows that a more intrusive policy of mandatory advisement can be extremely beneficial for keeping students on track,

implementation of such a policy would be particularly difficult for Roane State because of its multi-campus instructional locations.

Currently, some advisor assignments that are most appropriate from a curricular perspective must, unfortunately, match students with advisors who are primarily located at a distant campus. In the opinion of some college faculty and staff, a requirement for mandatory advisement in such cases would run counter to the college's commitment to access and convenience. For others, the benefits of a more hands-on approach to assisting students toward the accomplishment of their educational goals outweigh any inconvenience for teacher or student. The one thing that all parties seemed to agree upon is the idea that first-time entering students, especially, have special needs and should be provided extra guidance as they negotiate the many options and responsibilities involved in their first semester college experience.

As a means of ensuring that entering students have at least an initial face-to-face contact with their assigned advisor and as a way of providing a welcoming atmosphere for their first days as Roane State students, Vice President for Academic Services Adolf King took steps to initiate a college-wide Freshman Experience orientation project. Appointed to plan and direct this initiative was Valerie Herd – one of Roane State's long-time adjunct professors and a master advisor. Under Dr. King's leadership and Ms. Herd's coordination, a committee began to meet and plan the Freshman Experience in spring 2003. The committee included the academic division deans, the Dean of Enrollment Management, the Director of Public Relations, the Director of Student Activities, the Placement and Student Work-Study Coordinator, college recruiters, and other faculty members. In developing the first Freshman Experience event, the committee used feedback from a survey conducted by Student Services to solicit ideas for improving orientation and advisement. Student ideas included more opportunity to ask questions, more advisors on-hand, smaller groups to help put students at ease, handouts with essential information, campus tours, and a "livelier" atmosphere.

The committee designed a mandatory two-day event for all full-time and part-time degree seeking students. In addition to meeting their faculty advisors, students would be provided with structured opportunities to meet other students and create new friendships; learn about strategies for academic success; and become familiar with both the main campus and their "home" campus, if they are enrolled for the majority of classes at one of Roane State's seven other campuses. The first Freshman Experience took place in August 2003 and has become an annual event, refined and improved each year based upon ongoing feedback from faculty, students, and the event planning committee.

All full-time faculty are required to participate in the event which begins with the arrival of over 900 first-time students to the main campus gymnasium for check-in and welcoming remarks from the President and the Vice President for Academic

Services. Each student receives a packet of information about the college that also includes personalized items such as the student's schedule of classes, the name and contact information of their assigned advisor, information about clubs and organizations of special interest based upon their major, etc.

During Day One, students rotate through three concurrent sessions. In one session, students meet with their advisor and have the opportunity to ask questions and schedule individual appointments. The second sessions are held with college administrators who volunteer to discuss important information contained in the student packets and administer a short critical thinking test. This test (see Goal 1, p. 8 of this report) is designed as a pre-test, to be followed-up with a post-test administered to a matched cohort of students enrolled after three semesters. The third of the concurrent sessions includes refresher training in Web for Students and Campus Pipeline and tips for learning critical reading techniques and dealing with math anxiety. During Day Two of Freshman Experience, students report to their "home" campus for a tour of campus facilities, an electronic library "tour," team-building activities, and lunch.

In 2003, as a means of taking lessons from the first event to improve subsequent Freshman Experience orientations, two measures of evaluation were implemented. First, Dr. King asked Roane State's Director of Internal Audit to walk around informally during the course of the event to gather feedback from faculty, staff and students about their perceptions. Generally, college personnel identified more problems than students did. The biggest "plus" for students was the opportunity to meet their advisor; the biggest negative was the length of Day One and the uncomfortable temperature in the gymnasium.

A more formal survey of students was also conducted on all campuses during Day Two of the 2003 Freshman Experience. The Office of Institutional Effectiveness and Research developed a short survey which students completed and returned in exchange for a ticket qualifying them for door prize drawings following lunch on Day Two. Out of 474 surveys returned, over 90% of respondents "agreed" or "strongly agreed" that the Freshman Experience was well organized, that they knew more about where to go for academic help, that the handouts contained helpful information, and that the Freshman Experience was a good way to meet students, faculty, and staff. Over 85% "agreed" or "strongly agreed" that the Freshman Experience was "a worthwhile experience and a great way to get oriented to the college" and that they "would recommend the experience to new incoming students."

Open-ended comments on the survey provided valuable feedback on areas for improvement that were incorporated in the August 2004 event. During the second Freshman Experience, the time for introductory activities in the gym was shortened, some of the concurrent sessions were consolidated, and lunch on Day One was replaced with snacks available throughout the morning to accommodate a half-day event.

Day Two retained the most popular activities (“ice-breaker” games and campus tours) and introduced discussion of a “Freshman Story.” Rich People, a short-short story by young author Lucy Corin gave students an opportunity to explore the themes of discomfort in unfamiliar surroundings, fear and excitement about new experiences, etc. Students were sent a copy of the story with their pre-orientation letters, and it was also posted (with permission of the author) on the RSCC Freshman Experience webpage.

In the spirit of continuous improvement, a number of changes have been planned for the upcoming 2005 Freshman Experience. The event will still be two half-days, but Day One will now be designated “Home Campus” Day with main campus activities taking place on Day Two. Efforts are underway to bring a motivational and spirited local news personality to campus to headline the welcome program in the gym, and a more comprehensive Freshman Experience web page allows students to register for the event online. Perhaps the most excitement has been generated by the decision to use an excerpt from Clyde Edgerton’s Raney for the “Freshman Reading.” Not only does this novel’s humorous look at the themes of new experiences and contrasting values fit well with the goal of this exercise, but the book can be used for more in-depth discussion in the classroom. Opportunities for the entire college community to interact with the novel will be extended through the production of its theatrical adaptation in the Roane State theatre in November 2005, and the Arts and Lectures Committee is negotiating to bring the author to the college in spring 2006.

Since its inception in 2003, the Freshman Experience event has become a rich opportunity to introduce incoming students to their responsibilities as “owners” of their academic progress as well as to the fun and excitement available to them through the collegiate experience. By focusing on the benefits of early interaction with faculty advisors and introducing students to the full spectrum of support services available to them, the Freshman Experience has helped to promote a more comprehensive approach to advisement.

Since trend data from enrolled student and alumni surveys were used to identify weaknesses related to students’ perceptions of academic advisement at Roane State, the Assessment Implementation Plan called for an evaluation of subsequent survey data to determine if measurable improvement could be documented.

The first administration of the Enrolled Student Survey following initiation of the improvement objectives for the Standard 4.B Assessment Implementation Plan was conducted spring semester 2004. The survey was administered to 879 students in classes on all Roane State campuses. Based upon the results

outlined in the table below, student satisfaction with the quality and availability of advising has improved.

Table 5.0: Enrolled Student Survey Perceptions (Advisement)

Questions/Perceptions	ESS 2001	ESS 2004
Percentage rating quality of information provided by their advisor as “good” or “excellent”	64.8%	67.5%
Percentage rating the availability of their advisor as “good” or “excellent”	65%	67.2%
Percentage rating the availability of faculty for help outside of class as “good” or “excellent”	77%	79.5%

The Alumni Survey administered in spring 2005 to 604 graduates from the 2002-2003 academic year yielded similarly improved responses.

Table 6.0: Alumni Perceptions (Advisement)

Questions/Perceptions	Alumni 2002	Alumni 2005
Percentage rating quality of information provided by their advisor as “good” or “excellent”	70.9%	77.4%
Percentage rating the availability of their advisor as “good” or “excellent”	71.4%	78.8%
Percentage rating the availability of faculty for help outside of class as “good” or “excellent”	79.4%	82.1%

One confounding result from both enrolled and alumni surveys was a slight decrease in the percentage of students who indicated that they used advising services, although results from both surveys indicated improved positive responses when users were asked to rank their satisfaction with advising services. One explanation for the lower reported use of advising services may be that respondents interpret advising services only to mean one-on-one contact with an advisor or with staff in the counseling office. It may be that the college’s effort to enhance advisement information on the webpage and to encourage usage of Web for Students has resulted in fewer students contacting advisors for routine academic matters.

The goal of increased accessibility to advisement information, however, was never meant to replace the benefits of effective personal interaction between advisor and advisee – even if that interaction sometimes occurs via email or telephone. Since the cohorts of respondents surveyed for this cycle’s most recent surveys were either enrolled as 2nd year students or graduated prior to their possible participation in the Freshman Experience, a true picture of student utilization of the full range of advisement services has not yet emerged. If the structured introduction of faculty advisor and advisee orchestrated through the

Freshman Experience event has the desired effect, more students will continue to meet more often with their assigned advisors.

Despite the measurable improvement in academic advisement described in this report, Roane State acknowledges that this critical element for student success remains among its most significant challenges, and the college is committed to continuing assessment of usage and satisfaction and to using the results of that assessment to make further improvements. The introduction of the Community College Survey of Student Engagement (CCSSE) will provide a new source of more detailed information to assist with ongoing efforts for this initiative, which has been integrated into the college's five-year strategic plan.

With impetus from the 2000-2005 Performance Funding cycle's Assessment Implementation standard, Roane State Community College began a process of integrating performance funding assessment and effectiveness indicators more fully into the culture of the college than ever before. Through the initial 2000-2001 self-study, Performance Funding data was used to highlight continuing trends in student perception as well as weaknesses in learning outcomes and student engagement. This process of assessment was extremely helpful in ensuring that college planning maintain focus on goals and objectives as well as corrective actions that would most effectively address identified problem areas.

Over the years, Roane State institutional research staff and academic officers as well as the President of the college had used a number of methods to inform faculty and staff of the results of Performance Funding assessment. During some years, special faculty meetings had been called to share information about Performance Funding results; in other years the Performance Funding Report had been made by the President during the annual State of the College address. During 2000-2001, the results of Performance Funding assessment were shared with faculty during a special in-service meeting. In addition, throughout the year, discussions of current and past Performance Funding indicators were held in small groups, with the Academic and Curriculum Council, and with the Faculty Senate to gather feedback and consensus regarding critical areas targeted for improvement as well as buy-in for implementation of the five-year improvement plan.

Roane State faculty members were closely involved in developing goals and objectives for the Assessment Implementation Plan and critical to their successful achievement. Whenever possible and appropriate, the college called upon standing committees or groups of faculty already engaged in initiatives related to the targeted areas of weakness. In this way, a natural link could be maintained between important areas of ongoing strategic planning and the integration of Performance Funding into the process of college planning and assessment.

As described in this summative report, widespread participation of faculty and staff over the course of the five-year assessment implementation project has resulted in a number of creative initiatives that have brought about measurable and significant improvements in all three targeted areas: student learning outcomes, cultural and global awareness and experience, and academic advisement.

The extent to which Performance Funding has come to inform institutional planning and assessment, however, is most markedly evident in Roane State's 2005-2010 strategic plan. Not only has the college proposed objectives and benchmarks to continue progress made in the three areas of focus for 2000-2005, but the plan also includes strategies related to new Performance Funding standards proposed for the next five-year cycle.

Following are examples of Performance Funding indicators integrated into 2005-2010 institutional planning:

- Ongoing improvement in academic advisement will be evaluated through trend data comparisons with national peers on the Community College Survey of Student Engagement (CCSSE).
- Peer comparison using CCSSE will also be used to set benchmarks for exceeding national mean scores on a majority of factors for two categories of student engagement.
- Peer comparison using the National Community College Benchmark Project will be used to identify success indicators related to student learning outcomes and to establish benchmarks for improvement.
- Peer comparison using the National Community College Benchmark Project will be used to evaluate student success as related to retention and persistence to graduation.
- Evaluation of Kansas Cost Study trend data will be used to inform programmatic and faculty resource planning and decision making.
- The Academic Audit will be used to evaluate two academic program areas per year toward the goal of establishing a regular, ongoing process of faculty-driven assessment of teaching and learning in all disciplines.
- A faculty-driven Social Awareness Committee will continue progress made toward increased student engagement in cultural, social, and global issues.
- Proposed benchmarks for increases in student enrollment of minority and other targeted populations are linked to the THEC Master Plan.

As Roane State prepares to begin the process of reaffirmation of SACS accreditation in 2007-2008 using the new Principles of Accreditation, institutional commitment to assessment and evaluation incorporated in its strategic plan will bring greater depth and focus to the development of a Quality Enhancement Plan (QEP) and its eventual implementation.
