Compliance Certification

Submitted to the

Commission on Colleges

of the

Southern Association of Colleges and Schools

March 15, 2011
COMPLIANCE CERTIFICATION

Name of Institution  Pellissippi State Community College

Date of Submission  March 15, 2011

In order to be accredited by the Commission on Colleges, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution’s chief executive officer and accreditation liaison, attests to the institution’s honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including Core Requirements, Comprehensive Standards, and Federal Requirements) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

Part 1  Signature Page for the institution’s chief executive officer and the accreditation liaison

Part 2  List of all substantive changes that have been reported and approved by the Commission since the institution’s last reaffirmation as well as the date of approval

Part 3  The institution’s assessment of compliance with the Principles of Accreditation

Part 4  An attached and updated “Institutional Summary Form Prepared for Commission Reviews” that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution’s last comprehensive review, please indicates it as well.
Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Pellissippi State Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

2. That Pellissippi State Community College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Pellissippi State Community College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison

Signature: [Signature]

Date: 3/15/11

Chief Executive Officer

Name of Chief Executive Officer

Signature: [Signature]

Date: 3/15/11
Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED
SINCE THE LAST REAFFIRMATION

Directions: For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported immediately to Commission staff.

Substantive changes requiring approval:
- Initiating certificate or degree programs at a more advanced degree level
- Initiating an off-campus site at which students can earn at least 50 percent of credits toward a degree
- Initiating a branch campus
- Initiating any change in legal status, governance, form of control, or ownership of the institution
- Expanding the institution's programs at the current degree level through the addition of significantly different programs
- Initiating programs at a lower degree level
- Initiating a consolidation or merger

Access http://www.sacscoc.org and click onto "Policies" for additional information on reporting substantive change, including examples of the changes listed above.

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Description of Substantive Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2004</td>
<td>Approval for RODP (Regents Online Degree Program) degrees to be offered by Pellissippi State (substantive change submitted to SACS COC by Tennessee Board of Regents (TBR) in 2003).</td>
</tr>
<tr>
<td>January 2007</td>
<td>Approval for all TBR community colleges to offer new degree: Associate of Science in Teaching (SACS COC notified by TBR in 2006). Approval of accelerated degree programs for AAS in Business Administration/Management and AAS in Engineering Technology/Industrial Maintenance.</td>
</tr>
<tr>
<td>July 2009</td>
<td>Acknowledgement of college name change from Pellissippi State Technical Community College to Pellissippi State Community College.</td>
</tr>
<tr>
<td>August 2010</td>
<td>Approval of Associate of Applied Science in Nursing degree. Acknowledgement of relocation of Blount County site.</td>
</tr>
<tr>
<td>October 2010</td>
<td>Acknowledgement of receipt of contract between Pellissippi State and the University of Tennessee, Knoxville for providing new Culinary Arts concentration in AAS degree in Business Administration.</td>
</tr>
<tr>
<td>March 2011</td>
<td>Acknowledgement of intent to purchase new instructional site in East Knox County and request for prospectus.</td>
</tr>
</tbody>
</table>
Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should place an "X" before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

__ Compliance  The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.

__ Partial Compliance  The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

__ Non-Compliance  The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Section 1: THE PRINCIPLE OF INTEGRITY

1.1  The institution operates with integrity in all matters. (Integrity)
    (This statement should not be addressed by the institution in its Compliance Certification.)
Section 2: CORE REQUIREMENTS

2.1

Degree-granting Authority
The institution has degree-granting authority from the appropriate government agency or agencies.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College is authorized to award degrees by the Tennessee General Assembly through the governance system of the Tennessee Board of Regents (TBR) and the guidance and support of the Tennessee Higher Education Commission (THEC).

Tennessee Code Annotated (T.C.A.) § 49-8-101 established a state university and community college system that is composed of six universities and thirteen community colleges including Pellissippi State. Government, management, and control of the state university and community college system are vested in a Board of Regents (2010-11 Board Members). The duties and powers of the Board of Regents are outlined in T.C.A. § 49-8-203 including the power to prescribe curricula and requirements for diplomas. The duties of THEC are outlined in T.C.A. § 49-7-202.

Legislatively delegated authority is further delineated in the TBR Bylaws and TBR Policies 1:01:00:00 System of Governance and 1:03:01:00 Institutions and Schools of the System. Specific language on the awarding of degrees is found in the Board's Bylaws (TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws, p. 11-12). The Tennessee Higher Education Commission (THEC) reviews and approves or disapproves all proposals for new degrees or degree programs within the various institutions of higher learning (TCA § 49-7-202 Duties, p. 3).

Pellissippi State acknowledges the authority of the Board of Regents in Pellissippi State Policies 01:01:01 System of Governance and 01:02:00 Tennessee Board of Regents.

Historical Background

The College was founded on September 9, 1974, as State Technical Institute at Knoxville, with the authority to grant certificates and degrees by the authority of its governing body, the
Tennessee Board of Education. Effective July 1, 1983, authority for the system was transferred from the state Board of Education and the Division of Vocational-Technical Education of the Department of Education to the TBR. In July 1988, Public Chapter No. 1020, House Bill No. 2504 amended T.C.A. Title 49 Chapter 8 and created Pellissippi State Technical Community College by combining State Technical Institute in Knoxville and the Oak Ridge Branch of Roane State Community College. On June 5, 2009, Governor Bredesen approved Public Chapter No. 352 Senate Bill No. 681, which amended T.C.A. § 49-8-101(a), changing the names of five community colleges, including Pellissippi State, by removing the word "Technical" from their names. Section 3 of this bill amended T.C.A. § 49-8-901 by deleting the language "Pellissippi State Technical Community College" and by substituting instead the following: Pellissippi State Community College. (Please note that with this action, all references to Pellissippi State Technical Community College in the Tennessee Code were changed to Pellissippi State Community College to reflect the name change.)

The following sections of T.C.A. § 49-8-9 Pellissippi State Community College show the various components of the creation of the College.

- T.C.A. § 49-8-901 Creation
- T.C.A. § 49-8-902 Board of Regents
- T.C.A. § 49-8-903 Programs Authorized
- T.C.A. § 49-8-904 Purpose of Institution
- T.C.A. § 49-8-905 Allocation of Funding, Equipment and Property
- T.C.A. § 49-8-906 Rank and Tenure of Employees

Sources

- House Bill 2504
- Pellissippi State Policy 01:01:01 System of Governance
- Pellissippi State Policy 01:02:00 Tennessee Board of Regents
- Public Chapter No 352 - 2009 Name Change
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws
• TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws (Page 11)
• TBR Policy 1:01:00:00 System of Governance
• TBR Policy 1:03:01:00 Institutions and Schools of the System
• TBR Website Doc - Board Members
• TCA 49-7-202 Duties
• TCA 49-8-101 Tennessee Community College System Established
• TCA 49-8-203 Board of Regents - Powers & Duties
• TCA 49-8-9 Pellissippi State Community College
• TCA 49-8-901 Creation
• TCA 49-8-902 Board of Regents
• TCA 49-8-903 Programs Authorized
• TCA 49-8-904 Purpose of Institution
• TCA 49-8-905 Allocation of Funding, Equipment, and Property
• TCA 49-8-906 Rank and Tenure of Employees
2.2

Governing Board

The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution. A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

Judgment

☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College is governed by the Tennessee Board of Regents (TBR) with coordination and support from the Tennessee Higher Education Commission (THEC).

THEC was created in 1967 by the Tennessee General Assembly, as documented in Tennessee Code Annotated (T.C.A.) § 49-7-201 and § 49-7-202, for the purpose of coordinating and supporting the efforts of post-secondary institutions in the State of Tennessee. T.C.A.§ 49-8-101 authorizes TBR to establish, govern, manage and control the State University and Community College System of Tennessee. TBR is the governing board of Pellissippi State, twelve other two-year institutions, six universities, and twenty-six technology centers. TBR is the legal body responsible for developing policies and providing guidance to Pellissippi State and other institutions in the TBR system. The College acknowledges the authority of the Board of Regents in Pellissippi State Policies 01:01:01 and 01:02:00. There is no local board.
Membership of the Board

T.C.A. § 49-8-201 specifies that the Board of Regents consists of eighteen voting members who are appointed by the Governor of the State of Tennessee. Board composition includes four ex-officio members who are the Governor, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of THEC. Twelve public members (including one representative from each congressional district and three at-large members from different geographical areas of the state) are appointed by the Governor, subject to confirmation by the Tennessee Senate, for staggered six-year terms. One member of the Board is a student who is appointed annually by the Governor for a term of one year; one member of the Board is a faculty member at an institution or technology center of the Board of Regents who is appointed annually by the Governor for a term of one year. This membership structure ensures that the board is a diverse body that represents the entire system without regard for any particular district or area of the state or any particular institution.

Powers and Duties of the Board

T.C.A. § 49-8-203 defines the duties and responsibilities of the Board of Regents. These are further defined in the TBR Bylaws (VI. Duties, p. 4) which state that the Board is responsible for assuring lay and public direction in the operations of TBR institutions and that it is empowered by law to do the following:

1. employ the system chancellor and define his or her duties; select and employ presidents of the institutions;
2. confer tenure and approve promotions in rank of system faculty;
3. prescribe curricula and requirements for diplomas and degrees;
4. approve the operating and capital budgets of each institution and otherwise set policies for their fiscal affairs;
5. establish policies and regulations regarding the campus life of the institutions; and
6. assume general responsibility for the operations of the institutions while delegating specifically to the presidents such powers and duties as are necessary and appropriate for the efficient administration of their respective institutions and programs.

The Board meets quarterly to review and establish policies and procedures for the schools in its domain. The chairman may call additional meetings during the year as needed. The standing committees of the board and some ad hoc committees generally meet prior to each board meeting and include faculty and student representatives. All board meetings are open to the public and the press as observers under Tennessee law.
TBR policies mirror the Tennessee Code and detail the organization and purpose of the Board, including information on selection, terms, and members' duty to represent the entire system without regard for any particular district or area of the state or any particular institution; without employment, personal, political or financial conflicts of interest; and with adherence to the strictest of ethical standards. Relevant TBR policies are listed below:

- TBR Policy 1:01:00:00 System of Governance
- TBR Policy 1:02:01:00 Purpose of the Board
- TBR Policy 1:02:02:00 Duties of the Board
- TBR Policy 1:02:03:00 Duties of Board Members
- TBR Policy 1:02:03:10 Conflicts of Interest
- TBR Policy 1:02:03:20 Code of Ethics for Members of Tennessee Board of Regents
- TBR Policy 1:02:04:00 Selection and Terms of Board Members
- TBR Policy 1:03:01:00 Institutions and Schools of the System

Information on current Tennessee Board of Regents members is shown in Core Requirement 2.2 Governing Board (Information on Board Members). All board members represent the entire system and are free of any contractual, employment, or financial interest in the College.

Sources

- Core Requirement 2.2 Governing Board (Information on Board Members)
- Pellissippi State Policy 01:01:01 System of Governance
- Pellissippi State Policy 01:02:00 Tennessee Board of Regents
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws (Page 4)
- TBR Policy 1:01:00:00 System of Governance
- TBR Policy 1:02:01:00 Purpose of the Board
- TBR Policy 1:02:02:00 Duties of the Board
- TBR Policy 1:02:03:00 Duties of Board Members
- TBR Policy 1:02:03:10 Conflicts of Interest
- TBR Policy 1:02:03:20 Code of Ethics for Members of TBR
- TBR Policy 1:02:04:00 Selection and Terms of Board Members
- TBR Policy 1:03:01:00 Institutions and Schools of the System
- TCA 49.7.201 Creation
- TCA 49.7.202 Duties
• TCA 49.8.101 Board of Regents - Tennessee Community College System Established
• TCA 49.8.201 Board of Regents - Composition
• TCA 49.8.203 Board of Regents - Powers and Duties
Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.

Judgment

☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College’s chief executive officer is President Allen G. Edwards, whose primary responsibility is to the College. Dr. Edwards was selected by the Tennessee Board of Regents (TBR), and he is responsible to the Board for the operation and management of the College and for carrying out all directives of the Board and the chancellor. The president has direct access to the Board and is "the official medium of communication between the faculty and the chancellor and between the council, senate, assembly or any such body, either of the faculty or of the students, and the chancellor." These and other requirements and duties of the president are delineated in the job description for the President of the College, available on the college's website. Dr. Edwards is employed full-time as president of the College.

The President of Pellissippi State is neither a member nor an officer of the TBR. Tennessee Code Annotated (T.C.A.) § 49-8-201 (p. 2) states that "no employee of any public institution of higher education, any elected or appointed official or employee of the state or any member of a governing body for any institution of higher education may serve as a public member of the board while so employed." This prohibition is further codified in TBR Policy 1:02:04:00 Selection and Terms of Board Members.

TBR is responsible for selecting and employing the president of Pellissippi State. The TBR Bylaws (p. 4) state that one of the Board's duties is to "select and employ presidents of the institutions and to set their salaries and terms of office." The TBR Bylaws (p. 10) also define the responsibilities of the President, the term of service, and the resignation and removal procedure. The processes for selection, appointment, retention, and evaluation are further detailed in TBR Policy 1:03:03:00 Selection and Retention of Presidents. Additional information on the presidential selection process is shown on TBR's website in the following documents:

- TBR Website Document Tennessee Board of Regents Presidential Search Process FAQs
- TBR Website Document Presidential Searches
TBR Policy 1:03:02:00 lists the specific duties of the president, which include serving as a member of the Joint President's Council (TBR Policy 1:03:04:00).

In September 2010, Dr. Edwards announced his plans to retire from his position as president on June 30, 2011 (E-mail to Faculty/Staff). Search criteria for the position were written (TBR - President PSCC, Search Criteria) and approved by the Board at the quarterly meeting in December 2010 (TBR Quarterly Board Meeting, December 2, 2010, Excerpt). The minutes of the December board meeting noting approval of the criteria will not be approved until the quarterly Board meeting on March 25, 2011. The position was posted on TBR's website (Search for New President at Pellissippi State Community College) and advertisements were placed in the Chronicle of Higher Education and Diverse Issues in Higher Education as specified on TBR's website (Presidential Searches). Chancellor Morgan appointed the Presidential Search Advisory Committee on January 31, 2011. The committee includes members drawn from the College's faculty, administration, support staff, and alumni, as well as representatives from the community and several regents. The first meeting of the Presidential Search Advisory Committee was held on February 23, 2011 in the Clayton Performing Arts Center and was open to the press and the public as observers. Additional meetings are scheduled for March 16 and March 30. The committee's charge is to identify three to five finalists who will be interviewed on campus during April. Following the interviews, the committee members will make recommendations to the Chancellor who will recommend one candidate to the TBR Board. The Board either accepts or rejects that recommendation.

Sources

- Chronicle of Higher Ed - Presidential Job Posting
- Diverse Issues - Presidential Job Posting
- E-Mail to Faculty/Staff - Edwards Retirement
- Job Description - President
- Presidential Search Advisory Committee
- TBR - President PSCC, Search Criteria
- TBR - Presidential Searches
- TBR - Search for New President at PSCC
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws (Page 10)
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws (Page 4)
- TBR Policy 1:02:04:00 Selection and Terms of Board Members
- TBR Policy 1:03:02:00 Duties of the Presidents and Technology Center Directors
- TBR Policy 1:03:03:00 Selection and Retention of Presidents
- TBR Policy 1:03:04:00 Councils
- TBR Presidential Search FAQs
- TBR Quarterly Board Meeting, December 2, 2010, Excerpt
- TCA 49-8-201 Board of Regents - Composition


2.4

Institutional Mission

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment

☑ Compliant  □ Non-Compliant   □ Not Applicable

Narrative

Pellissippi State Community College has a clearly defined and comprehensive mission statement that is specific to the College and appropriate for a public institution of higher education that awards associate’s degrees. It addresses teaching and learning, distance learning, and public service. As a two-year institution of higher education, research is not part of the mission of Pellissippi State. Public service is addressed through workforce development and enrichment opportunities. The mission statement of Pellissippi State follows:

The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic, and cultural enrichment.

The mission statement of the College is unique to Pellissippi State. It is augmented with "Features of the Mission" in Pellissippi State Policy 00:01:00 Statement of Mission. The “Features” further distinguish the mission of Pellissippi State from the mission of the other 12 community colleges in the TBR system by listing the degree programs offered—associate’s degrees leading to employment in engineering technologies, business, teaching, and nursing and associate’s degree programs preparing students to transfer to baccalaureate-level colleges and universities—and by specifying the College’s primary service area of Knox and Blount counties in East Tennessee. Pellissippi State’s mission is complemented by the vision statement: "In providing higher education for its community, Pellissippi State Community College strives to build a climate that supports rigorous and relevant programs of study" (Vision Statement Policy 00:02:00).
The mission statement is published online in the *Pellissippi State Policies and Procedures Manual* as *Pellissippi State Policy 00:01:00 Statement of Mission*. It is also published on the College's website in the "About Pellissippi State" pages (*Pellissippi State Website: Mission Statement*), in the *2010-2012 Catalog & Handbook*, and on the public portion of the *Institutional Research website*. The College reviews the mission statement every five years as part of the Strategic Planning process. The mission statement was last revised and approved by President's Staff on **January 24, 2011** for the 2010-2015 planning cycle. (NOTE: The 2005-2010 Mission Statement appears in the online Catalog and Handbook, which was posted in spring 2010, and in the printed abridged version of the 2010-2012 Catalog and Handbook, which was printed in fall 2010. The 2012 Catalog and Handbook containing the current mission statement will be available in January 2012.)

**Sources**

- 2010-2012 Catalog & Handbook (Page 9)
- Institutional Research Website: Mission Statement
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 00:02:00 Statement of Vision
- Pellissippi State Website: Mission Statement
- President's Staff Minutes, January 24, 2011
2.5

Institutional Effectiveness

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

The planning process at Pellissippi State Community College is an active and progressive undertaking, involving (1) strategic planning on a five-year cycle and (2) annual planning for division, department, program, and employee goals and objectives. The Tennessee Board of Regents (TBR) provides guidelines for strategic planning and publishes a five-year strategic plan (Charting the Course: TBR 2010-2015 Strategic Plan). After reviewing its mission and receiving approval of its mission statement, Pellissippi State identifies five-year strategic goals and objectives for the College that tie to its mission and to TBR strategic goals (see Pellissippi State 2010-2015 Institutional Strategic Plan). As part of the strategic planning process, the College establishes a baseline and identifies measurable outcomes for each objective by year. The College submits annual reports to evaluate and update its progress on achieving its goals and objectives. Results of five years of reporting and analysis are shown in the Pellissippi State 2005-2010 Institutional Strategic Plan. This report documents Pellissippi State’s commitment to integrated, research-based planning and evaluation in the service of continuous improvement. This report also provides direct evidence that Pellissippi State is effectively meeting its mission. The Pellissippi State 2005-2010 Institutional Strategic Plan illustrates annual accomplishments and is introduced to the President's Staff annually. The report is shared college-wide through the Institutional Research website.
Process for Implementing a New Cycle of Strategic Planning

The college’s planning process begins with comprehensive strategic planning organized by TBR, the college’s governing board. The planning process at Pellissippi State is straightforward and clear. The College is currently entering its eleventh year of planning that is synchronized on a common five-year planning calendar shared by the Tennessee Higher Education Commission (THEC) and the Tennessee Board of Regents (previous synchronized cycles were 2000-2005 and 2005-2010). TBR begins the planning process two years before a new five-year planning cycle begins. For the upcoming 2010-2015 cycle, the process began in October 2008 when TBR formed a system-wide Data Committee. Pellissippi State was represented on the committee by a faculty member. The next step was followed in 2009 with a system-wide SWOT committee to pinpoint the TBR system’s strengths, weaknesses, opportunities, and threats. The analysis was presented to the Planning Oversight Committee. Pellissippi State’s representatives on these system-wide committees were the vice president of Business and Finance (SWOT Committee) and the vice president of Learning (Oversight Committee). Finally, the Sub-Group on Metrics developed system-wide indicators and performance measures for each goal adopted by the Oversight Committee. Pellissippi State’s vice president of Learning represented the College on this committee. This work resulted in Charting the Course: The Tennessee Board of Regents Strategic Plan 2010-2015. The Board of Regents approved the 2010-2015 strategic plan at a quarterly meeting in March 2010 (as recorded in TBR Minutes 3/25/2010, p. 5).

As an integral part of the five-year system-wide strategic planning process coordinated by TBR, Pellissippi State reviews and updates its mission statement. The Pellissippi State mission statement for the 2010-2015 cycle was drafted and finalized with input from faculty, administrators, and staff from all divisions of the College. A college-wide review of the College’s strengths and weaknesses was conducted along with the review of the mission statement, as shown in College-Wide SWOT Analysis, Fall 2009 and Review of College Mission, Fall 2009. The mission was reviewed again in fall 2010 as part of planning for the 2010-2015 cycle (see President's Staff Minutes 9/20/2010, 10/11/2010, and 11/22/2010 and Review of Mission Statements, Fall 2010). Pellissippi State's mission statement was approved by TBR on November 12, 2010 with suggested changes. President's Staff approved the suggested changes on 11/22/2010. The mission statement with features was confirmed by President's Staff on January 24, 2011 for the 2010-2015 planning cycle and submitted to TBR.

Following approval of the TBR System strategic plan, Pellissippi State is charged with developing goals, objectives, strategies, and benchmarks around each of the four key priorities in the 2010-2015 plan: access, student success, quality, and resourcefulness and efficiency. TBR has modified the schedule for review of strategic planning due to a new higher education initiative signed into law by Tennessee Governor Phil Bredesen in January 2010. The new law,
known as the **Complete College Tennessee Act of 2010**, requires the Tennessee Higher Education Commission to develop a statewide master plan that meets the goal of increasing educational attainment of Tennesseans. It also requires the development of a new funding formula to reward institutions that achieve targeted outcomes, such as student retention, degree completion, and student success (as shown in **TBR Summary of Complete College Tennessee Act of 2010**). During the period required for THEC to develop the funding formula mandated by the new law, the College operated under a continuation of the current plan and used a 2005-2011 cycle to plan and assess goals and outcomes for 2010-2011. Planning for the 2010-2015 cycle followed the resulting schedule set by TBR that incorporated the new statewide initiatives in performance funding. In developing the plan, the President's Staff and their respective departments focused on college-wide goals, targeting the priorities of strategic planning, performance funding, formula funding, and SACS initiatives. The **2010-2015 Strategic Plan** was approved by the President's Staff and submitted to the Board of Regents on January 31, 2011.

The **President's Staff** is the formal planning body at Pellissippi State and comprises the Strategic Planning Committee. Duties of the Strategic Planning Committee are described in **Pellissippi State Policy 08:01:00 Committee Structure and Membership**. President's Staff obtains input from all departments and divisions of the College, and it solicits input from the Pellissippi State Foundation Board of Trustees, the Knox County Chamber of Commerce, and the Blount County Chamber of Commerce as part of its planning process. This process culminates in an annual President's Staff Planning Retreat. The president, the vice presidents of the College's divisions, and the director of Institutional Research each present a summary of accomplishments for their areas of responsibility (2009 presentations include Business and Community Services, Business and Finance, College Advancement, Information Services, Institutional Research, Learning and Student Success and Enrollment Management).

**Performance Funding Goals and the Tennessee Higher Education Commission**

The Tennessee Higher Education Commission (THEC) also reviews and evaluates the College’s accomplishment of goals through the College’s annual Performance Funding reports. THEC develops a Statewide Master Plan (see **2005-2010 Master Plan for Tennessee Higher Education** and **THEC 2009 Annual Report on Master Plan**). The State Master Plan is a broad-based public agenda that balances state and campus priorities. The goals and assessment measures in the State Master Plan are directly tied to institutional performance outcomes, such as student retention and persistence. Institutional funding is directly linked to measured outcomes shown in **Pellissippi State Performance Funding Goals: 2005-2010**. The College submitted five annual Performance Funding Reports in the 2005-2010 assessment cycle to assess outcomes: **Pellissippi State Performance Funding Report: 2009-2010, 2008-2009, 2007-2008, 2006-2007** and **2005-2006**.
These Performance Funding Reports demonstrate that the College is effectively accomplishing its mission. The schematic The Structure of Higher Education Governance in Tennessee illustrates the relationship of TBR, THEC, Performance Funding standards, and planning and evaluation at Pellissippi State. Each of these initiatives is used by the College to improve its programs on a continuous cycle.

The Pellissippi State Annual Planning Process

The process of planning at Pellissippi State is research-based, requiring that decisions and plans be based on data and evaluation. “Planning” is the single term that includes focus on “implementation” and on “evaluation.” Thus, institutional effectiveness integrates planning, implementation, and evaluation. The model used at the College is called An Integrative Planning Model for Institutional Effectiveness and is referred to as PIE -- plan (P), implement (I), and evaluate (E). The PIE model is used for each planning initiative at the College: strategic planning, department and program planning, performance funding, institutional effectiveness, budgeting, and performance review. The schematic entitled Pellissippi State Planning and Evaluation Cycle for Continuing Improvement illustrates the formal planning and evaluation process used by the College. The schematic graphically interprets how Pellissippi State’s planning initiatives link to state goals, performance funding goals, and general education goals on a five-year cycle and to annual planning initiatives. The schematic illustrates the process in which the College engages to systematically review its mission, goals, and outcomes and how it documents continuing improvement that results from this process.

The foundation of the planning process is the statement of institutional mission and institutional goals. The institutional effectiveness process at Pellissippi State requires college programs and services to link their respective goals and supporting activities to the institution's mission and goals. The College-Wide Planning and Performance Review and Development Plan Calendar shows dates for the 2010-2011 planning and evaluation cycle. Departments and programs begin planning in February each year to develop goals, objectives, and action plans for the upcoming fiscal year beginning July 1. Goals, objectives, and plans are due by April 1 to allow time to prepare the institutional budget needed to support the goals. Also due in April are the evaluations of goals, objectives, and action plans that were submitted the previous April for the current year of the cycle. Evaluations due in April 2011 cover plans for April 2010 through March 2011. Evaluations include written reports on the following: 1) outcomes achieved, 2) source of assessment, 3) use of outcomes toward improvement, and 4) evidence. Outcomes achieved after March are carried over and outcomes reported in the subsequent planning cycle.

Annual assessment and planning reports for educational programs, administrative support services, and educational support services are submitted on the Planning Goal Outcomes and
Uses 2009-2010 template. Planning forms for the past and current fiscal years are posted on the website of the office of Institutional Effectiveness, Research and Planning (see Annual Planning Forms, IR Website, 3/31/10). Planning documents are stored on the intranet portion of the website, which requires users to have a Pellissippi State account and password for access. Administrators, faculty, and staff who are responsible for completing the forms retrieve them from the website and enter current planning goals into the fields provided. In addition to the fields already described (for the upcoming fiscal year: goals, objectives, and action plans; for the current fiscal year: outcomes, assessment, use of outcomes toward improvement, and evidence), managers must also link each goal to a phrase in the mission statement to show how the goal will help the college accomplish its mission. Managers must also link each goal to one or more of the following: College Strategic Goals, Performance Funding Goals, General Education Goals, or division or department goals. Budget Request Forms for the upcoming fiscal year are also completed at this time as needed for submission to the vice president of Business and Finance. Managers email the updated forms to the director of Institutional Effectiveness, Research, and Planning (IR) when there is an applicable request. The forms (Budget Request Equipment, Budget Request Information Technology, Budget Request Information Technology 3-Yr Summary, Budget Request Operating Expense, Budget Request Personnel, Budget Request Travel, and Budget Request Summary) are submitted only when there are budget requests above the previous year's budget. The College operated under limited budgets for the 2009-2010, 2010-2011, and 2011-2012 planning cycles; therefore, no budget requests were submitted during the three year planning periods.

Faculty members are responsible for completing Planning Goal Outcomes and Uses forms for educational programs. Personnel responsible for submitting the planning forms include deans, program coordinators, and other faculty with academic reporting responsibilities, such as faculty Student Success Coordinators for first-year students. The IR director meets with the Academic Assessment Committee to review plans and student learning outcomes submitted by academic departments (Academic Assessment Committee Minutes). Members of the committee are appointed by the president. The Academic Assessment Committee evaluates planning and assessment goals using an Academic Assessment Rubric and works with faculty to improve both reporting and assessment of results. During the 2009-2010 planning period, program coordinators within each academic department were required to demonstrate at least three student learning outcome goals, one administrative goal, and one professional development goal. In the 2010-2011 cycle, a student learning outcome tied to a general education goal was added to the evaluation. The academic assessment process results in faculty defining program learning outcomes (which are reflected on syllabi), the specific courses where the program outcomes are taught, and the assessments identified by the faculty to evaluate student learning outcomes. Each year, as part of the institutional effectiveness and budgeting process, faculty review the results of
these assessments to identify areas requiring attention and use these results in developing instructional strategies to improve student learning. These results are included in the annual Planning Goal Outcomes and Uses forms. Projected activities to be implemented during 2010-2011 are also reported on the planning forms as use of outcomes.

A second assessment committee has been established to review goals and outcomes submitted by administrative and educational support service units. The Administrative Assessment Committee reports to the director of Institutional Research and is charged to use the Administrative Assessment Rubric to critique, evaluate, and improve the reporting of goals and outcomes submitted by administrative and educational support service units (Administrative Assessment Committee Minutes). The committee used the assessment rubric during the 2010-2011 planning cycle to evaluate goals and planning by several criteria, including whether a budget was indicated for the program and whether measurable outcomes were specified for the planning cycle, and to guide persons responsible for submitting revised missions, goals, or action plans. The assessment process includes reviewing goals when the assessments, outcomes, and uses of outcomes are reported for the past year’s goals and objectives. This review is intended to guide planners during the next planning cycle, when they refer to the assessment rubric while writing their goals. The assessment process has been strengthened by the work of assessment committees and by the use of the assessment rubric in evaluating annual planning.

The Office of Institutional Effectiveness, Research and Planning (IR) provides training and support for planning and assessment activities. In response to the requests from faculty and administrators for additional assessment training, IR delivers an annual training program for both academic programs and administrative departments and programs. The training includes presentations at in-service meetings, visits to departmental meetings, and one-on-one training. In previous planning periods, the director of Institutional Effectiveness, Research and Planning visited each department to provide training for the planning process. IR’s own assessment of the responses submitted on the planning and assessment forms indicated the need for additional training to improve how employees write goals that tie to outcomes that can be measured. This past cycle, this model was improved by following up on group training with individual face-to-face meetings with faculty program coordinators of educational programs and with directors of administrative programs. In addition, new software has been purchased and is being implemented to refine and publish planning goals and outcomes.
Cycle of Continuous Improvement

The institutional effectiveness process is research based, with data and studies accessed through the College Fact Book (as shown on the Institutional Research Website), and emphasizes continuing improvement in institutional quality. Assessment data used includes Performance Funding measures as outlined in THEC Performance Funding Guidebook and Standards: 2005-10 Cycle, C-BASE scores, the National Community College Benchmark Project (NCCBP), the Community College Survey of Student Engagement (CCSSE) Benchmarks, and results of the Kansas Cost Study. Scores on the C-BASE exam, results on the NCCBP, and CCSSE results are used by faculty and others during academic program reviews (Early Childhood Education, English, Interior Design, Liberal Arts, Mathematics, Media Technologies, Natural and Behavioral Sciences, and University Parallel) and academic audits (General Technology and Professional Studies) to evaluate programs and assess student success. Results of C-Base are used to assess general education, which is also reported in the program reviews. Other research-based assessment includes program accreditation reviews (such as Paralegal Program Accreditation), system-wide surveys (such as the Employer Survey 2008), and locally developed survey instruments such as the survey administered as part of the college's first-year initiative to reach out to entering students in College Success classes (results are shown in COLL 1500 Survey Comments and COLL 1500 Survey Aggregate Report Spring 2010). To continue the College's initiative to engage students, the College first administered the SENSE survey in fall 2010 semester to first-year students in core courses (first-year English and math courses, and developmental courses). SENSE results are expected in March 2011.

Through the five-year strategic planning process and the annual college-wide institutional effectiveness process, the College systematically improves institutional quality. The planning and evaluation process, including the college's five-year strategic plan, is integrated with strategic education goals set by the State of Tennessee. Pellissippi State employees who lead divisions, departments, and programs are responsible for developing goals and implementing initiatives to support objectives in the strategic plan. They are also responsible for measuring outcomes using data, for using the results for improvement, and for documenting this process.

Distance Learning and Dual Enrollment Programs

After each academic semester, grade distribution reports for distance learning (shown for fall 2009, spring 2010, summer 2010 and fall 2010 are sent to all dean of academic departments. The reports include the methodology used (conventional or web-based instruction, for example). Section numbers identify courses taught in area high schools as dual enrollment courses.
Academic deans use the results of these assessments to evaluate the effectiveness of instruction and to improve instruction (fall 2009, spring 2010, summer 2010 and fall 2010). Results are also analyzed by faculty conducting academic program reviews, which are also used to improve educational programs. While conducting academic program reviews, faculty assess student competencies in nontraditional format versus traditional format. Both student success rates and student withdrawal rates are analyzed. If weaknesses are identified, strategies for improvement, such as better screening of students with the independent study skills needed for web instruction, are recommended (see examples in English Department Program Review 03-08, page 15; Early Childhood Education Program Review, page 18; and Mathematics Department Program Review, page 40). An improvement is the appointment of a faculty member to serve as a Student Success Coordinator to engage distance learning students; for example, the Coordinator contacts students who do not log into their distance learning courses in a timely manner at the beginning of the semester to offer assistance (as shown in First-Year Experience Coordinator Report).

Conclusion

Evidence of ongoing, integrated, institution-wide research-based planning and evaluation is documented in the report Performance Funding Standard 5B: First-Year Experience at Pellissippi State. From 2005-06 to 2009-10, the College submitted an annual 10-page report on a major student learning initiative, with evidence, that made a case that benchmarks were achieved using mature and effective assessment protocols. The Tennessee Higher Education Commission evaluated the report each year as part of the college's performance funding process (see Performance Funding Evaluation Results Standard 5B 2009-2010). Major field test results are also used to assess student learning and are reported to THEC annual by the College in its Performance Funding Reports (compiled in Standard 1B: Student Learning-Major Field Assessment from 2005-2010 Performance Funding Reports). As described in the introduction to this section, the College also reports annually to its board, the Tennessee Board of Regents, on progress made towards achieving goals and improvements, and in accomplishing its mission (shown in Pellissippi State 2010-2015 Institutional Strategic Plan). Faculty, staff, and administrators work cooperatively to assess results, use the results to improve programs, and to document the process in annual planning forms that are reviewed by assessment committees.
Sources

- Budget Request Forms
  - Budget Request Equipment
  - Budget Request Information Technology
  - Budget Request IT 3-Yr Summary
  - Budget Request Operating Expense
  - Budget Request Personnel
  - Budget Request Summary
  - Budget Request Travel
- Distance Learning Grade Distribution Reports
  - DL Grade Distribution: 2009 Fall
  - DL Grade Distribution: 2010 Fall
  - DL Grade Distribution: 2010 Spring
  - DL Grade Distribution: 2010 Summer
- Grade Distribution Reports
  - Grade Distribution Report Fall 2009
  - Grade Distribution Report Fall 2010
  - Grade Distribution Report Spring 2010
  - Grade Distribution Report Summer 2010
- President's Annual Planning Retreat
  - Business and Community Services Planning Presentation 2009
  - Business and Finance Strategic Planning Presentation 2009
  - College Advancement Strategic Planning Presentation 2009
  - Information Services Strategic Planning Presentation 2008-2009
  - Institutional Research Strategic Planning Presentation 2009
  - Learning Strategic Planning Presentation 2009
  - Student Success and Enrollment Management Strategic Planning Presentation 2009
- Program Reviews and Academic Audits
  - Early Childhood Educ. Program Review 2008-09
  - English Department Program Review 03-08
  - General Technology Academic Audit 2006-2007
  - Interior Design Program Review 2005
  - Liberal Arts Program Review 2008-09
  - Mathematics Department Program Review 2008-09
- Media Technologies Program Review 2008-09
- Natural & Behavioral Sciences Program Review 2003-08
- Professional Studies Academic Audit 2008-2009
- University Parallel Program Review 2009-2010

- 2000-2005 Strategic Planning
- Academic Assessment Committee
- Academic Assessment Committee Minutes - 7/28/2010
- Academic Assessment Rubric
- Administrative Assessment Blank Rubric
- Administrative Assessment Committee
- Administrative Assessment Committee Minutes - 1/20/11
- Alumni Survey Results 2010
- An Integrative Planning Model for Institutional Effectiveness
- Annual Planning Forms, IR Website
- Approval of Pellissippi State Mission by TBR
- CBASE Scores 2010
- CBASE Scores Summary 2010
- CCSSE 2009 Benchmark
- Charting The Course: The Tennessee Board of Regents Strategic Plan 2010-2015
- COLL 1500 Survey Aggregate Report Spring 2010
- COLL 1500 Survey Comments Spring 2010
- College Wide SWOT Analysis, Fall 2009
- College-Wide Planning and Performance Review and Development Plan Calendar
- Complete College Tennessee Act of 2010
- Early Childhood Educ. Program Review 2008-09 (Page 18)
- Employer Survey 2008
- English Department Program Review 2003-08 (Page 15)
- First-Year Experience: Scarbro SSC Update 9/2010
- General Education Goals 2008-2010
- Institutional Research Website
- Kansas Cost Study
- Math Program Review 2008-2009 (Page 40)
- NCCPB 2009 Aggregate
- Paralegal Program Accreditation
- Pellissippi State 2005-2010 Institutional Strategic Plan
- Pellissippi State 2010-2015 Institutional Strategic Plan
- Pellissippi State Performance Funding Goals: 2005-2010
- Pellissippi State Performance Funding Report: 2005-06
- Pellissippi State Performance Funding Report: 2006-07
- Pellissippi State Performance Funding Report: 2007-08
- Pellissippi State Performance Funding Report: 2008-09
- Pellissippi State Performance Funding Report: 2009-10
- Pellissippi State Planning and Evaluation Cycle for Continuing Improvement (Schematic)
- Pellissippi State Policy 08:01:00 Committee Structure and Membership (Page 4)
- Performance Funding Evaluation Results Standard 5B 2009-2010
- Performance Funding Standard 5B: First-Year Experience at Pellissippi State
- Planning Goal Outcomes and Uses 2009-2010 (Form)
- President's Staff
- President's Staff Minutes 10/11/2010
- President's Staff Minutes 11/22/2010
- President's Staff Minutes 9/20/2010
- Review of College Mission, Fall 2009
- Review of Mission Statements, Fall 2010
- SENSE Timeline
- Setting New Directions: TBR 2005-2010 Strategic Plan
- Standard 1B: Student Learning - Major Field Assessment
- Structure of Higher Education Governance in Tennessee
- TBR Minutes 3/25/2010
- TBR Minutes 3/25/2010 (Page 5)
- TBR Planning Schematic 2005
- TBR Summary of Complete College Tennessee Act of 2010
- THEC 2005-2010 Statewide Master Plan
- THEC 2009 Annual Report on Master Plan
- THEC Performance Funding Guidebook and Standards: 2005-10 Cycle
2.6 Continuous Operation
The institution is in operation and has students enrolled in degree programs.

Judgment
☑ Compliant   □ Non-Compliant   □ Not Applicable

Narrative

In accord with its mission, Pellissippi State Community College is a comprehensive community college located in Knoxville, Tennessee. Since its founding in 1974 as State Technical Institute at Knoxville, the College has offered career-technical programs to the citizens of Knox and Blount counties. In 1988, the Tennessee Board of Regents approved an expansion of the technical institute’s mission to include college transfer programs and changed its name to Pellissippi State Technical Community College. In 2009, the Legislature voted to shorten the name of the institution to Pellissippi State Community College. This brief history is recorded in the College Catalog and Handbook (p. 8).

As described in the Catalog and Handbook, the College continues to support and develop career-path associate’s degrees (p. 18) and certificates (p. 161), transfer/University Parallel associate’s degree (p. 110) programs, and continuing education (p. 167) opportunities. In fall 2010, a record-breaking 11,049 credit students were enrolled. The Office of Institutional Effectiveness, Research, and Planning publishes on its website enrollment summaries for the entire College and enrollment in each degree program offered by Pellissippi State (Fall 2010 Enrollment Summary, Fall 2010 Enrollment by Program of Study).

Pellissippi State's academic calendar for each semester is published in the College Catalog & Handbook (p. 15).

Sources

- 2010-2012 Catalog & Handbook (Page 110)
- 2010-2012 Catalog & Handbook (Page 118)
- 2010-2012 Catalog & Handbook (Page 15)
- 2010-2012 Catalog & Handbook (Page 161)
- 2010-2012 Catalog & Handbook (Page 167)
- 2010-2012 Catalog & Handbook (Page 8)
- Fall 2010 Enrollment by Program of Study
- Fall 2010 Enrollment Summary
- Pellissippi State Policy 00:01:00 Statement of Mission
2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College offers associate degree level programs including Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Applied Science, and Associate of Applied Science in Nursing. As required by Tennessee Board of Regents Policy 2:01:00:00, these programs require 60 credit hours of academic work.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Science in Teaching</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>60-61</td>
</tr>
<tr>
<td>Associate of Applied Science in Nursing</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 2.7.1-A Credit Hours Required for Degree Program

<table>
<thead>
<tr>
<th>Associate of Applied Science Degree Programs</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Professional Technology</td>
<td>60</td>
</tr>
<tr>
<td>Business Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Health Care Office Administration Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Applied Science Degree Programs</td>
<td>Total Credit Hours</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Business Administration</strong></td>
<td>60-61</td>
</tr>
<tr>
<td>Computer Accounting</td>
<td>61</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>61</td>
</tr>
<tr>
<td>Hospitality</td>
<td>60</td>
</tr>
<tr>
<td>Management</td>
<td>61</td>
</tr>
<tr>
<td>Marketing</td>
<td>60</td>
</tr>
<tr>
<td><strong>Computer Science and Information Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Database Design and Development Concentration</td>
<td>61</td>
</tr>
<tr>
<td>Networking and Communications Systems Concentration</td>
<td>61</td>
</tr>
<tr>
<td>Programming Concentration</td>
<td>61</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Engineering Technology</strong></td>
<td>60</td>
</tr>
<tr>
<td>Civil Engineering Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Electrical Construction Management Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Electrical Engineering Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Industrial Automation Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Industrial Maintenance Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Manufacturing Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Mechanical Concentration</td>
<td>60</td>
</tr>
<tr>
<td><strong>General Technology</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Interior Design Technology</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Media Technologies</strong></td>
<td>60</td>
</tr>
<tr>
<td>Communication Graphics Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Photography Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Video Production Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Web Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>Paralegal Studies</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

Table 2.7.1-B Credit Hours Required for Associate of Applied Science Degree Programs

Pellissippi State does not use a unit other than semester credit hours to award credit, nor does the College allow fewer than the required number of semester credit hours or its equivalent unit for a degree.
Sources

- 2010-2012 Catalog & Handbook (Page 114)
- 2010-2012 Catalog & Handbook (Page 116)
- 2010-2012 Catalog & Handbook (Page 119)
- 2010-2012 Catalog & Handbook (Page 158)
- TBR Policy 2:01:00:00 General Education Requirements and Undergraduate Degree Requirements
2.7.2

Program Content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative
In order to fulfill its mission, Pellissippi State Community College offers associate's degrees and certificates that lead to employment in engineering, media technologies, business, nursing, and other areas. The College also offers associate degree programs and courses that prepare students for transfer to baccalaureate-level colleges and universities. Programs are compatible with the stated mission of the College and embody a coherent course of study based upon fields appropriate to higher education.

Associate of Arts (AA), Associate of Science (AS), and Associate of Science in Teaching (AST) degrees require 60 credit hours, including 41 hours of general education; Associate of Applied Science (AAS) degree programs require 60-66 credit hours, with 15 hours of general education. Descriptions of all degree programs can be found in the college Catalog and Handbook along with recommended courses of study.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Catalog &amp; Handbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA &amp; AS</td>
<td>114-115</td>
</tr>
<tr>
<td>AST</td>
<td>116-117</td>
</tr>
<tr>
<td>AAS</td>
<td></td>
</tr>
<tr>
<td>Administrative Professional Technology</td>
<td>123-126</td>
</tr>
<tr>
<td>Business Administration</td>
<td>126-131</td>
</tr>
<tr>
<td>Computer Science &amp; Information Technology</td>
<td>132-136</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>136-138</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>138-147</td>
</tr>
<tr>
<td>General Technology</td>
<td>147-149</td>
</tr>
<tr>
<td>Interior Design Technology</td>
<td>149-151</td>
</tr>
<tr>
<td>Media Technologies</td>
<td>151-158</td>
</tr>
</tbody>
</table>
Students who intend to transfer are encouraged to follow the appropriate articulation agreement or course of study as defined by the receiving institution. These agreements are available on the Articulation/Transfer Index on the college website. Agreements with the University of Tennessee, Knoxville, in Accounting, Computer Engineering, and History are provided as examples.

New programs are approved by the College’s Curriculum Development Committee, described in Pellissippi State Policy 03:02:01, through the procedures established by the Tennessee Board of Regents in TBR Policy 2:01:01:00 Approval of Academic Programs, Units and Modifications. The criteria for evaluating new program proposals include centrality to the mission of the institution, documented need and interest in the proposed area of study, institutional capacity for implementation, and a process for evaluation of program enrollment and productivity.

Once approved, programs are regularly evaluated to ensure they meet academic and industry standards, contain relevant content, and achieve desired outcomes. Evaluation measures include the following:

- Program advisory committees provide review and feedback on curriculum and instructional equipment for Associate of Applied Science career programs. Minutes from 2010 spring meetings of the Paralegal Studies and the Computer Science & Information Technology Advisory Committees are included as examples.
- The programs in Business Administration, Computer Science and Information Technology, and Administrative Professional Technology are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Paralegal Studies program has been approved by the American Bar Association (ABA). (The ABA “approves” but does not “accredit” two-year degree programs.)
- Those programs not participating in external accreditation or review engage in a formal program review or academic audit on a five-year cycle as part of the Tennessee Higher Education Commission’s (THEC) Performance Funding Program. The English Department Program Review from 2008 is provided as an example. Each departmental program review report is evaluated by an external reviewer; a portion of the external reviewer's report includes an evaluation of the coherence of the curricula under consideration.
Sources

- Advisory Committee Meeting Minutes
  - CSIT Advisory Committee, 2010 Spring
  - Paralegal Advisory Committee, 2010 Spring
- Articulation Agreements
  - Accounting UTK 2010-11
  - Computer Engineering UTK 2010-11
  - History UTK 2010-11
- 2010-2012 Catalog & Handbook (Page 110)
- 2010-2012 Catalog & Handbook (Page 113)
- 2010-2012 Catalog & Handbook (Page 114)
- 2010-2012 Catalog & Handbook (Page 116)
- 2010-2012 Catalog & Handbook (Page 118)
- 2010-2012 Catalog & Handbook (Page 121)
- 2010-2012 Catalog & Handbook (Page 123)
- 2010-2012 Catalog & Handbook (Page 126)
- 2010-2012 Catalog & Handbook (Page 132)
- 2010-2012 Catalog & Handbook (Page 136)
- 2010-2012 Catalog & Handbook (Page 138)
- 2010-2012 Catalog & Handbook (Page 147)
- 2010-2012 Catalog & Handbook (Page 149)
- 2010-2012 Catalog & Handbook (Page 151)
- 2010-2012 Catalog & Handbook (Page 158)
- 2010-2012 Catalog & Handbook (Page 159)
- 2010-2012 Catalog & Handbook (Page 161)
- Articulation_Transfer Index
- English Department Program Review 2003-08
- English Department Program Review 2003-08 External Review
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- TBR Policy 2:01:01:00 Approval of Academic Programs, Units and Modifications
2.7.3

General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

All degree programs at Pellissippi State include a general education component based on the Tennessee Board of Regents’ (TBR) general education requirements, as described in TBR Policy 2:01:00:00 and the college’s rationale for general education. To earn the AAS, AA, AS, or AST degree at Pellissippi State, students must complete a minimum of 60 credit hours. For the AAS degree, students must earn at least 25 percent (15 hours) of their credits in general education. Students completing the AA, AS, or AST university parallel degree must complete a general education core of 41 hours. The required general education hours for all degree programs provide a substantial component of the two-year programs of study, and the courses ensure breadth of knowledge.

Pellissippi State’s current general education program was established in 2003 when, as part of the Defining Our Future initiative, TBR implemented a system-wide common general education core to allow for seamless transfer among the 13 community colleges and 6 universities. Through the efforts of a system-wide Ad Hoc General Education committee, TBR developed a plan that included a philosophy, six categories of courses, learning goals and outcomes, a methodology for implementing a common core, and assurance that the common core meets SACS requirements. Initially, each college and university submitted a list of courses with objectives and assessment
activities to the General Education Committee for approval. The TBR system’s adoption of a common core of general education courses ensured (1) that courses would transfer among the system’s colleges and universities, (2) that courses were equivalent and college level in content, and (3) that courses provided the breadth and knowledge needed for degree completion. The TBR Ad Hoc Committee's Proposal describes the goals, outcomes, and principles of administration and accountability for the general education program.

In accord with TBR requirements, Pellissippi has adopted the TBR General Education Goals as overall goals for the university parallel programs and designates a TBR approved core of courses in these areas: communication, history, humanities/fine arts, mathematics, natural sciences, social/behavioral sciences. Additionally, course goals on master syllabi for transfer courses are tied to these goals.

For the AAS degree, students must complete three semester hours in each of the following areas of the approved core for a total of 15 hours:

- English Composition
- Humanities/Fine Arts
- Social/Behavioral Sciences
- Natural Sciences or Mathematics
- One additional course from Communication, Humanities/Fine Arts or Natural Sciences/Mathematics

Students completing the AA, AS, or AST degree programs must complete 41 general education hours from the approved core:

- nine semester hours in Communication
- nine semester hours in Humanities and/or Fine Arts (at least one course in literature)
- six semester hours in Social/Behavioral Sciences
- six semester hours in History
- eight semester hours in Natural Sciences
- three semester hours in Mathematics

Sources

- 2010-2012 Catalog & Handbook (Page 107)
- 2010-2012 Catalog & Handbook (Page 108)
- 2010-2012 Catalog & Handbook (Page 113)
- 2010-2012 Catalog & Handbook (Page 121)
- Proposal for the Establishment of a Lower Division General Education Core
- TBR Policy 2:01:00:00 General Education Requirements and Undergraduate Degree Requirements
2.7.4
Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy Core Requirement 2.7.4: Documenting an Alternate Approach.)

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College provides the instruction for all coursework required for at least one degree program at each level for which it awards degrees. The Associate of Science in Teaching and the certificate in Medical Insurance Coding and Reimbursement are provided as examples.

Pellissippi State provides instruction for all coursework required for the Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Applied Science, and Associate of Applied Science in Nursing degrees and for certificates with exceptions noted below. Course descriptions for all courses in Pellissippi State degree programs are in the Catalog and Handbook.

Consortia

Pellissippi State is a member of two consortia established by the Tennessee Board of Regents. The Regents Online Degree Program (RODP) was initiated in fall 2002 and approved by the Commission on Colleges as a substantive change following an on-site visit in February 2003. Pellissippi State has a representative on the RODP Curriculum Committee. All new programs proposed for offering through RODP must be approved by the RODP Curriculum Committee and the RODP Oversight Committee. New degree programs must then be approved through the campus curriculum review process before they are available to Pellissippi State students. Pellissippi State also offers courses through the Tennessee Consortium for International Studies (TnCIS). The 13 community colleges and 6 universities of TnCIS are devoted to
making international education and cultural understanding a central goal of higher education throughout the state of Tennessee. New courses to be offered through TnCIS are reviewed annually through the College's Curriculum office. More information about both consortia may be found in Comprehensive Standard 3.4.7.

All courses offered through TnCIS and RODP appear on student transcripts as Pellissippi State courses. In all cases, Pellissippi State ensures control of consortial programs and quality of education courses offered through consortial or contractual agreements.

**Sources**

- 2010-2012 Catalog & Handbook (Page 114)
- 2010-2012 Catalog & Handbook (Page 116)
- 2010-2012 Catalog & Handbook (Page 119)
- 2010-2012 Catalog & Handbook (Page 158)
- 2010-2012 Catalog & Handbook (Page 163)
- 2010-2012 Catalog & Handbook (Page 174)
- Pellissippi State Policy 06:02:04 Faculty Evaluation System
- RODP Homepage
- TnCIS Homepage
2.8

Faculty
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College employs an adequate number of full-time faculty to support the mission of the institution as well as ensure the quality and integrity of the academic programs. In fall 2009, the College employed 192 full-time faculty and 328 part-time faculty with a credit enrollment of 10,297. The Report of 2010 Aggregate Data from the National Community College Benchmark Project (NCCBP) indicates that for the fall semester of 2008 Pellissippi State had a faculty to student ratio of 1 to 21.59. In comparison, the NCCBP reports that the median faculty to student ratio for the 208 participating colleges was 1 to 18.91.

All faculty members have appropriate credentials to teach their assigned courses as shown on the Pellissippi State Faculty Roster. Of the full-time faculty members, 52 (24.6 percent) hold the doctorate and 155 (73.5 percent) hold the master’s degree. Full-time faculty taught 57.78 percent of student credit hours delivered during fall 2007. By fall 2008, the percentage of student credit hours taught by full-time faculty had increased to 60.97 percent. For the same semester, full-time faculty taught 59.26 percent of the sections offered. Each instructional program of the College has one or more full-time faculty members assigned (Full-time/Adjunct Faculty by Program). In response to the significant increases in enrollment since fall 2007, the College has replaced faculty who have retired or resigned, added additional positions to support new and growing programs, and reassigned positions to support the mission of the institution. As a result for fall semester 2010, Pellissippi State has 211 full-time faculty and 357 part-time faculty with a credit enrollment of 11,049. The College has requested approval from the Tennessee Board of Regents for an additional twelve full-time faculty positions for the 2011-2012 academic year.
As defined in Pellissippi State Policy 06:01:01, the faculty have a number of duties: teaching, advising, service, and professional development. Teaching assignments are available in the faculty roster; **advisor assignments** and **committee memberships** are provided here.

**Credentials**

Faculty Credentials Table  
Faculty Roster Form  

**Sources**

- Advisor Assignments 09Fall  
- Committee Memberships, 2010-2011  
- Full-time/Adjunct Faculty by Program 10Fall  
- NCCBP Report of 2010 Aggregate Data  
- NCCBP Report of 2009 Aggregate Data  
- Pellissippi State Policy 00:01:00 Statement of Mission  
- Pellissippi State Policy 06:01:01 Faculty
2.9

**Learning Resources and Services**

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

**Judgment**

☑ Compliant  ☐ Non-Compliant  ❌ Not Applicable

**Narrative**

Pellissippi State Community College, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational programs.

Pellissippi State provides access and user privileges to library and information resources and services to support the education programs of the college. As the Pellissippi State organizational chart shows, within the Information Services unit of the college, **Library Services and Educational Technology Services** (ETS) are the principle providers of these resources and services. The **mission statement of Library Services** and the **mission statement of ETS** guide the actions and the decision making of these units to develop and provide products and services that are supportive of the educational and research needs of the college, including the site campuses and distance learning programs.

Library services on the Pellissippi Campus are located in the Educational Resources Center (ERC) building. Library services at the site campuses are housed in their respective ERCs. Each ERC provides library services and other support services that are tailored for the educational needs of the campus. Examples include support for the Legal Assistant program at the Division Street Campus and support for the Nursing program at the Magnolia Avenue and Blount County campuses.

**Resources**

Pellissippi State supplies its students and faculty with library resources and other learning resources by providing qualified staff, ample physical facilities, extensive collections, and
appropriate partnerships and agreements. The Library expenditure chart shows consistent expenditures for library resources and services. All library resources, including those that are housed at the site campus ERCs, are purchased from the library materials budget. Salary/benefit money for staff at the ERCs is placed with each site campus budget.

Staff

Each campus has a library in its ERC. The Pellissippi campus library is staffed with six full-time librarians, two part-time librarians, four full-time paraprofessionals, and one part-time paraprofessional. Each site campus ERC is staffed with a full-time coordinator, a full-time assistant, and a part-time assistant. The Library Director provides functional supervision of the ERC Coordinators at the site campuses regarding library related services. Educational Technology Services is staffed with the following full time positions: director, three electronic technicians, a media specialist, a maintenance scheduler, an instructional technology specialist, and a manager of technical operations. Comprehensive Standard 3.8.3 provides information about the qualifications and job descriptions of the library, ERC and ETS staff.

Collections

The Library Services 5 Year Statistics report shows that the library has a variety of resources in its collections. In its inventory are 73,513 print books, 65,905 cataloged electronic books, 2,190 audiobooks, 300 print journal subscriptions, 25,027 ejournals, and 9,907 volumes of microforms.

Users have access to thirty ebook collections, three electronic image collections, five audio collections, five electronic library applications, five streaming video collections, fifty-four databases, four electronic journals/periodicals, and eleven electronic reference collections. Pellissippi State students, faculty, and staff have on-site and remote access to the electronic resources.

Each site campus ERC includes a collection of 1,000 books. These items are a representative selection from the Pellissippi library collection. The alternating collection is not intended to support all academic needs. Through a yearly replacement schedule, materials are completely rotated by each third year, with items being returned to the Pellissippi collection and other titles taking their place at the site ERC. Additional materials are located in a site ERC for specific academic programs located on that campus, such as legal resources, hospitality and culinary arts on the Division Street campus and nursing resources on the Blount County and Magnolia Avenue campuses. Paragraph XIII of Pellissippi State Policy 08:04:00 Library Services
Policies (p. 6) describes in more detail the library support of the ERCs at the site locations. An intercampus loan service provides delivery of materials amongst the campuses.

The college’s media collection is housed in Educational Technology Services and is searchable in the library’s online catalog. The collection’s inventory includes 1109 DVDs and 1902 VHS tapes and audio CDs for foreign language classes. There are currently seven telecourses offered via the media collection. In addition, ETS staff provides assistance and guidance to faculty preparing multimedia for classroom presentations.

Services

The library uses Innovative Interfaces Millennium for its integrated library system; the library uses the online catalog, acquisitions, cataloging, circulation, and serials modules to support the basic core of library services. This system is shared by five other TBR community colleges and Tennessee Technological University in a consortium; this arrangement provides cost savings and shared resource expertise.

The Pellissippi library website offers direct access for both students and faculty to the Library’s catalog, databases, e-journals, ebooks, reference services, interlibrary loan service, and a wide array of other library services. The Faculty Services link on the library web site provides information about library services designed for faculty, such as the process for placing materials on reserve, how to request that a book be purchased by the library and how to request library instruction session for a class. Forms to request books and instruction are interactive. The faculty tools page provides applications and tutorials to assist faculty with linking to library and database resources in class and in their web course.

Pellissippi State students engaged in distance learning classes have access to the same online library services as on-ground students, including online assistance and both physical and electronic delivery of materials. A reference librarian is assigned as the primary coordinator for services designed for students enrolled in distance education courses, although all of the librarians participate in providing services to them. The Distance Learner Services page provides students with information about how to access library resources remotely and about the services that are available to them.
Partnerships and Agreements

The College participates in the Tennessee Academic Library Collaborative (TALC). All of the Tennessee Board of Regents and University of Tennessee libraries are members of this consortium. The TALC agreement provides reciprocal borrowing privileges for students, faculty, and staff. Students at the Blount County campus, regardless of county residence, also have borrowing privileges at the Blount County Public Library. For purposes of interlibrary loan services and cataloging, the library is a member of the Online Computer Library Center (OCLC), a regional membership organization for libraries and information professionals. Interlibrary loan requests can be made in person or online through the library’s interlibrary loan web page. The library is a member of TENN-SHARE, a collaborative of over 585 Tennessee libraries, museums, archives and information agencies that supports resource-sharing efforts (TENN-SHARE Members). Among the benefits of membership are discounts on database subscriptions and continuing education workshops. Lyrasis is a regional collaborative providing the library with discounts on databases and other library resources, as well as educational workshops and training.

Adequacy of Resources

Over the past three years, the College has assessed its learning-information environment with respect to its physical facilities, level of services and web presence, by participating in the Association of Research Libraries LibQual+® Survey. The LibQual+® survey enables comparison with community colleges and other academic institutions for benchmarking purposes. The survey is administered via the web, encouraging student, faculty and staff participation. Survey results show consistently satisfactory ratings for understanding users’ needs, making electronic resources available from home or office and for providing a comfortable and inviting location.

Based on faculty responses in the survey, library staff made changes to the library’s web site. Pages were redesigned taking advantage of the library’s content management system’s (CMS) indexing and linking tools. In addition to the tabs on web pages, a “Library Links” box was added at the left to each library site page. A thorough Library Index to the Library’s website enables alternative access.
Sources

- Audio collections
- Catalog
- Consortium Agreement
- Databases
- Distance Learner Services
- Ebooks
- Ejournals
- Electronic image collections
- Electronic library applications
- Electronic reference collections
- Faculty Services
- Faculty Tools
- Intercampus loan
- Interlibrary loan
- LibQual
- Library expenditure chart
- Library Index Page
- Library Services 5 Year Statistics
- Library Services and Educational Technology Services
- Library Website
- Lyrasis
- Media collection
- Mission Statement of ETS
- Mission Statement of Library Services
- OCLC
- Pellissippi State Policy 08:04:00 Library Services Policies (Page 6)
- Reference Services
- Streaming video
- Survey Results
- TALC
- Telecourses
- TENN-SHARE
- TENN-SHARE Members
2.10

**Student Support Services**
The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

**Judgment**
☑ Compliant □ Non-Compliant □ Not Applicable

**Narrative**
Pellissippi State provides student support programs, services and activities that are consistent with its mission and that promote student learning and enhance student development. Pellissippi State is a multi-campus institution serving students in Knox and Blount Counties. The College provides services to students on each of its four campuses and to its distance education students. These services are designed to assist students in transitioning to the College and attaining their educational goals.

In the fall 2010 semester, there were 11,049 students enrolled, coming from both urban and rural backgrounds. The majority of students were Caucasian. Slightly more of the College's students were female than were male, and they represented a wide range of age groups. (*Fall 2010 Enrollment Summary*)

**Organizational Structure**
Most of the departments listed in this section report under the Student Success and Enrollment Management (SSEM) division. However, the Financial Aid Office reports under the Business and Finance Division, Advising reports under the Division of Learning, and Access and Diversity reports under College Advancement.

**Operational Services**

**Communication Center**
The college’s Communication Center serves as a clearinghouse for all incoming phone calls and provides information regarding the College to prospective students via email, via phone and via the United States Postal Service.
Admissions
The Admissions Office processes new student applications, which can be submitted on paper or via the internet. New student applications are processed centrally at the Pellissippi Campus for all campuses and for online students. Admissions coordinators at the Pellissippi Campus meet with prospective and new students to help them navigate the application process and to assist them in choosing a general major on the application. Students at the Division Street, Magnolia Avenue and Blount County campuses meet with front office staff or counselors who assist them through the application process.

Student Records
The Records Office provides support services to students, such as registration assistance, transcript evaluation, enrollment verification, changes of major, sending transcripts and graduation. Students at the Division Street, Magnolia Avenue, and Blount County campuses can complete Records Office forms at the front office on each campus.

Pellissippi State students use the student portal called myPellissippi to apply to the College, register and pay for classes, check their financial aid status, run degree audits, check grades, and complete general student records functions.

Financial Aid
The Financial Aid Office assists students with the process of applying for grants, loans and scholarships to help fund their education. Further, the Financial Aid Office assists students who are veterans in securing their veteran’s benefits to pay for college. The Financial Aid Office is housed centrally at the Pellissippi Campus. The Division Street, Magnolia Avenue, and Blount County campuses have Financial Aid services available two days a week.

Testing
Once admitted to the College, new students take appropriate placement tests administered by the Testing Center on each of the college's four campuses.

Programs, Services and Activities that Promote Student Learning

Advising
After taking the placement test, students meet with an advisor located in the Student Assistance Center (SAC) at the Pellissippi Campus. Students at the other campuses meet with a counselor or with an advisor. Counselors are available full-time at the Division Street, Magnolia Avenue, and Blount County campuses for advising. Staff advisors are available at least one day per week at these campuses. Advisors assist students with interpreting placement test scores, understanding degree and transfer requirements, and registering for classes. After students
complete their first semester at the College, they are assigned to a faculty advisor or to the Advising Center, depending on their major. If they plan to become nursing majors, they are advised in the Pre-Nursing Advising Center. All students, including distance education students, may take advantage of online advising by completing an online advising form on the advising website.

New Student Orientation
New students participate in New Student Orientation (NSO), where they meet with a student NSO leader and a faculty leader in order to learn what to expect as a Pellissippi State student. At NSO, new students learn to use their college email account and are taught how to use the student portal. (NSO Agenda) NSO is conducted at all Pellissippi State campuses. Students who are unable to attend NSO in person may complete the orientation online.

Services for Students with Disabilities
Students with documented disabilities attending any campus may register with the Services for Students with Disabilities Office (SSWD) which will provide them with appropriate academic accommodations. The SSWD Office sends staff members to the Division Street, Magnolia Avenue, and Blount County campuses on an as-needed basis to serve students.

Tutoring
Pellissippi State offers tutoring services at all campuses through the centrally managed Learning Center. Students taking classes online and in person may take advantage of tutoring through Smarthinking.

TRiO
The federally funded TRiO program provides academic and counseling services to students at the Pellissippi Campus who meet requirements for the program.

Programs, Services and Activities that Enhance the Development of Students

Counseling
Counselors are on staff at all Pellissippi State campuses to assist students with personal and academic concerns and with career exploration. Distance learning students may contact a counselor via email for assistance.

Access and Diversity
The Access and Diversity (AD) office provides diversity programming to students at Pellissippi State Community College. Further, the office provides academic support through study skills workshops, ACT and placement test preparation; assists with recruitment events; and provides support programming for adult students.
Student Life and Recreation
Pellissippi State’s Office of Student Life and Recreation (SLR) provides students the opportunity to get involved in campus life by joining a student organization and by participating in programming offered on all Pellissippi State Campuses. The College’s Student Recreation Center (SRC) at the Pellissippi Campus provides students the opportunity to exercise in a gym or play intramural sports. Further, exercise facilities exist at the Magnolia Avenue and Blount County campuses.

Placement
The Placement Office provides assistance to students in resume writing, interviewing skills and job placement.

Planning and Evaluation
Each department that provides services to students participates in the College’s annual planning process. As part of that process, department staff set goals and objectives and measure the degree to which they have met their annual goals. The planning documents for each department are provided below as sources to illustrate the planning/evaluation process.

Overall evaluation of student services is accomplished through the Community College Survey of Student Engagement (CCSSE). In addition, many of the student services departments use quantitative data to determine the degree to which they have met their goals. For instance, the Communications Center, the Admissions Office (Enrollment Services Report), and the Testing Center use quantitative data such as number of calls answered, number of applications processed and the time spent on processing, and number of tests administered, respectively. Further, the Counseling Department and the Services for Students with Disabilities office track monthly contacts with students, including the type of contacts made (Student Success Report). New Student Orientation (NSO) is evaluated using participant evaluations and demonstrations of attainment of learning outcomes, such as logging in to Pellissippi State’s student email and student portal systems (NSO Evaluations).

The Counseling Department and Services for Students with Disabilities (SSWD) periodically offer workshops for students, faculty, and staff. Participants in these workshops evaluate the workshops to indicate the quality of the workshops and what they learned from them (Counseling Workshop Evaluations, SSWD Workshop Evaluations). Also, the Learning Center conducts a campus survey to get feedback on the services it provides to students and faculty (Learning Center Survey).
Sources

- Access and Diversity Website
- Admissions Office Website
- Advising Website
- Annual Planning - Access & Diversity (2009-2010)
- Annual Planning - Access & Diversity (2010-2011)
- Annual Planning - Advising (2009-2010)
- Annual Planning - Advising (2010-2011)
- Annual Planning - Blount County Campus (2009-2010)
- Annual Planning - Blount County Campus (2010-2011)
- Annual Planning - Career Center (2010-2011)
- Annual Planning - Communications Center & Admissions (2009-2010)
- Annual Planning - Communications Center & Admissions (2010-2011)
- Annual Planning - Counseling (2009-2010)
- Annual Planning - Counseling (2010-2011)
- Annual Planning - Division Street Campus (2009-2010)
- Annual Planning - Division Street Campus (2010-2011)
- Annual Planning - Enrollment Services (2009-2010)
- Annual Planning - Enrollment Services (2010-2011)
- Annual Planning - Enrollment Services Coordinator (2010-2011)
- Annual Planning - Enrollment Services Coordinator (2011-2012)
- Annual Planning - Financial Aid (2009-2010)
- Annual Planning - Financial Aid (2010-2011)
- Annual Planning - Learning & Testing Center (2009-2010)
- Annual Planning - Learning and Testing Center (2010-2011)
- Annual Planning - Magnolia Avenue Campus (2009-2010)
- Annual Planning - Magnolia Avenue Campus (2010-2011)
- Annual Planning - New Student Advising & Orientation (2009-2010)
- Annual Planning - New Student Advising & Orientation (2010-2011)
- Annual Planning - Placement (2009-2010)
- Annual Planning - Placement (2010-2011)
- Annual Planning - Records (2009-2010)
- Annual Planning - Records (2010-2011)
- Annual Planning - Services for Students with Disabilities (2009-2010)
• Annual Planning - Services for Students with Disabilities (2010-2011)
• Annual Planning - Student Life & Recreation (2009-2010)
• Annual Planning - Student Life & Recreation (2010-2011)
• Annual Planning - Student Success & Enrollment Management (2009-2010)
• Annual Planning - Student Success & Enrollment Management (2010-2011)
• Annual Planning - Student Success (2009-2010)
• Annual Planning - Student Success (2010-2011)
• Annual Planning - TRiO (2009-2010)
• Annual Planning - TRiO (2010-2011)
• Business and Finance Division Organizational Chart
• CCSSE 2009 Means: All Students
• College Advancement Organizational Chart
• Counseling Services Website
• Counseling Workshop Evaluations
• Enrollment Services Report
• Fall 2010 Enrollment Summary
• Financial Aid Website
• Learning Center Survey
• Learning Center Website
• Learning Division Organizational Chart
• myPellissippi Website
• New Student Orientation Agenda
• NSO Evaluations
• Online Orientation
• Pellissippi State Organizational Charts (Page 12)
• Pellissippi State Organizational Charts (Page 2)
• Pellissippi State Organizational Charts (Page 25)
• Pellissippi State Organizational Charts (Page 26)
• Pellissippi State Organizational Charts (Page 29)
• Pellissippi State Organizational Charts (Page 4)
• Pellissippi State Policy 00:01:00 Statement of Mission
• Placement Office Website
• Services for Students with Disabilities Website
• Smarthinking in myPellissippi
• SSWD Workshop Evaluations
• Student Life & Recreation Website
• Student Recreation Center Website
• Student Success and Enrollment Management Organizational Chart
• Student Success Report
• Testing Center Website
• TRiO Website
2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

☐ Compliant ☑ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College has a sound financial base and demonstrated financial stability to support the mission of the College and the scope of its programs and services.

Financial Base

The College prepares an annual financial statement in accordance with generally accepted accounting principles and standards as defined by the Governmental Accounting Standards Board (GASB). As a member of the Tennessee Board of Regents (TBR) System, Pellissippi State annually submits this financial report to the TBR for review and analysis. The report is then forwarded to the Comptroller of the Treasury, Division of State Audit. Biannually, the Comptroller's Office conducts a financial and compliance audit of the College's financial
statements and issues an opinion regarding the financial statements. **Section 4-3-304, Tennessee Code Annotated** authorizes the Department of Audit to perform the audits.

The College's last three audit reports covering the fiscal years 2004 through 2009 are shown. [Audit Report 04-05] [Audit Report 06-07] [Audit Report 08-09] Additionally, a written institutional management representation letter for the most recent fiscal year (FY'10) will be provided after June 30, 2011, and submitted to the onsite committee.

A schedule summarizing the changes in unrestricted net assets for the previous five years is provided. As shown on the schedule of net assets, unrestricted net assets have increased each year for the past five years with the exception of FY'08. The decline for that fiscal year was the result of new reporting requirements. For the first time, the College was required to record an expense and liability to recognize Other Post-Employment Benefits as required by GASB Statement 45. A five-year summary of changes in net assets shows an increase of 36.3 percent as listed in the table below:

### Table 2.11.1.1 Summary of Changes in Net Assets

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Unrestricted Net Assets</th>
<th>Change in Unrestricted Net Assets</th>
<th>Percentage Change in Unrestricted Net Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY'10</td>
<td>13,055,499.51</td>
<td>2,886,778.62</td>
<td>28.4%</td>
</tr>
<tr>
<td>FY'09</td>
<td>10,168,720.89</td>
<td>379,940.55</td>
<td>3.9%</td>
</tr>
<tr>
<td>FY'08</td>
<td>9,788,780.34</td>
<td>(1,477,741.44)</td>
<td>(13.1%)</td>
</tr>
<tr>
<td>FY'07</td>
<td>11,266,521.78</td>
<td>1,664,362.33</td>
<td>17.3%</td>
</tr>
<tr>
<td>FY'06</td>
<td>9,602,159.45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The College has been able to grow the unrestricted fund balance during the past five years, further demonstrating its overall financial stability. A schedule summarizing current assets to current liabilities is provided. The schedule demonstrates the sufficiency of current assets to cover current liabilities. Total assets, including Net Plant Assets increased 76% from $39,031,711 to $68,585,733 during the five year period.
Table 2.11.1.2 Current Assets to Liabilities Ratio

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Current Assets</th>
<th>Current Liabilities</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY'10</td>
<td>15,972,203</td>
<td>8,152,426</td>
<td>1.96%</td>
</tr>
<tr>
<td>FY'09</td>
<td>12,516,765</td>
<td>8,149,132</td>
<td>1.54%</td>
</tr>
<tr>
<td>FY'08</td>
<td>10,941,094</td>
<td>7,459,685</td>
<td>1.47%</td>
</tr>
<tr>
<td>FY'07</td>
<td>9,511,876</td>
<td>7,352,774</td>
<td>1.29%</td>
</tr>
<tr>
<td>FY'06</td>
<td>8,314,065</td>
<td>5,812,981</td>
<td>1.43%</td>
</tr>
</tbody>
</table>

Revenues and Appropriations

The two major revenue sources for the College’s operating budget are tuition and fees and state appropriations. The Tennessee Board of Regents annually reviews and establishes the new tuition and fee rates. A schedule summarizing the tuition increases for the past five years as well as the enrollment comparison is provided below.

Table 2.11.1.3 Maintenance Fee/Tuition Increases

<table>
<thead>
<tr>
<th>Maintenance Fee/Tuition Increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY'11</td>
</tr>
<tr>
<td>FY'10</td>
</tr>
<tr>
<td>FY'09</td>
</tr>
<tr>
<td>FY'08</td>
</tr>
<tr>
<td>FY'07</td>
</tr>
</tbody>
</table>

Table 2.11.1.4 Enrollment Comparisons

<table>
<thead>
<tr>
<th>Fall FTE Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>FY'11</td>
</tr>
<tr>
<td>FY'10</td>
</tr>
<tr>
<td>FY'09</td>
</tr>
<tr>
<td>FY'08</td>
</tr>
<tr>
<td>FY'07</td>
</tr>
</tbody>
</table>
Additionally, the Tennessee Higher Education Commission (THEC) recommends annually to the governor the amount of state appropriations for all the colleges and universities in the State University and Community College System. In turn, the governor submits a budget to the State’s General Assembly that contains appropriation recommendations for the State University and Community College System. The General Assembly either approves the governor’s recommendation or makes amendments to the recommendation prior to approving the appropriation levels. The two major revenue sources for capital budgets are state appropriations and private donations. State appropriations for capital outlay and major capital maintenance are requested by the institution annually.

The Pellissippi State Community College Foundation is a separate 501(c)3 corporation established for the purpose of private fund raising to support the mission of the College. Private donations for capital projects, scholarships, and other operating needs are generated by the Foundation. Pellissippi State does not depend directly on Foundation or endowment income from the Foundation to support the College’s operating budget. All endowments are held by the Pellissippi State College Foundation. Most of the endowments are designated to fund scholarships. As of June 30, 2010 the Foundation’s endowment balances amounted to $4,805,270. Again, while the Foundation primarily provides funds for scholarships and capital outlay (building projects), the College does not depend on income from the Foundation for its day-to-day operating needs. Capital projects funded by private donations are disclosed to the Tennessee Board of Regents, THEC, the governor, the Legislature and the State Building Commission. The Foundation is audited by the state and is included with the Pellissippi State audit.

Since Pellissippi State is a public community college, the institution – unless mandated by law – does not offer tuition discounts. Pellissippi State’s current annual budget is available for review. Documentation of TBR approval of the college’s most recent budget is provided in the form of excerpts from the agenda for the December Board meeting; minutes of this meeting will not be available until the March meeting.

**Planning and Budgeting**

As a member of the Tennessee Board of Regents, Pellissippi State Community College operates in compliance with TBR Policy No. 4:01:00:00 Budget Control with regard to the budget and planning processes. Section II (p. 1) of this policy defines the number of budget submissions required each year. Prior to budget development, the Tennessee Board of Regents, with input from the institutions, develops a five-year strategic plan. The most recent TBR Strategic Plan
for 2010-2015 outlines four priority areas: access, student success, quality, and resourcefulness. Pellissippi State’s 2010-2015 Strategic Plan addresses each of the four priority areas identified by the Tennessee Board of Regents as appropriate for its mission.

Annually, the TBR provides institutions in the system with budget guidelines for the particular budget cycle. Based upon these guidelines, the College provides planning and budget guidelines to the budget unit managers. The planning units of the college each develop objectives and budget requests in support of the institution’s strategic plan. The Vice President of Business and Finance prepares the budget documents to be submitted to the Tennessee Board of Regents for approval.

Current and Future Financial Challenges

While the institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services, the institution is not immune from the economic pressures being felt by our nation and our state.

Fortunately, the College has experienced enrollment increases and tuition increases. Unfortunately, the state continued to reduce state appropriations, and any future decisions regarding potential budget reductions will be based upon careful analysis of such actions on the core mission of the College and prioritized based upon the goals laid out by the President.

Sources

- Agenda from December TBR Meeting showing Budget Approval
- Audit Report 04-05
- Audit Report 06-07
- Audit Report 08-09
- Budget Guidelines
- Charting the Course: TBR 2010-2015 Strategic Plan
- Current Annual Budget
- Pellissippi State 2010-2015 Institutional Strategic Plan
- Pellissippi State Policy 00:01:00 Statement of Mission
- PSCC Financial Statements YE'10
- TBR Policy 4:01:00:00 Budget Control
- TCA 4-3-304
2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

☑ Compliant □ Non-Compliant □ Not Applicable

Narrative

Pellissippi State has physical resources that adequately support the mission of the College and scope of its programs and services. The College's mission is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic and cultural enrichment.

Campus Facilities

In support of this mission, Pellissippi State has a total of four campuses—the Hardin Valley Road Campus, the Division Street Campus, the Magnolia Avenue Campus, and the Blount County Campus. As identified in the College's Physical Facilities Inventory Report (PFI), the campuses contain 12 primary buildings situated on approximately 220 acres, representing a current replacement value of more than $96 million. In addition, the current replacement value for campus infrastructure, including roads, parking, and utilities, exceeds $20 million.

As of 2010, the College maintains 686,040 assignable square feet of space.

Most classrooms accommodate from 20 to 39 students. The College maintains specialized instructional laboratory facilities in the engineering, computer science, media technologies, fine arts, physical science and health science programs. Appropriate instructional technology is available in each instructional space.

The book value of the college's equipment holdings is $9,142,165 less accumulated depreciation of $5,726,570. The college's equipment capitalization threshold is $5,000.
Technology Resources

With regard to technology resources, Pellissippi State assesses students a Technology Access Fee (TAF) to help support and expand the college's technology. Currently, the fee generates about $2,250,000 annually. The College's TAF committee annually reviews budget requests for TAF funding.

Facilities Planning and Budgeting

In compliance with Tennessee Board of Regents Guideline B-022: Campus Facilities Master Plan, Pellissippi State utilizes the master planning process to address the development of building and other physical resources for the institution's mission and enrollment growth. In 2007, the College updated its Campus Master Plan with assistance from an architectural firm and with input from the College's faculty and staff and in coordination with the College's strategic plan and mission statement. The updated Master Plan was approved by the Tennessee Board of Regents, the Tennessee Higher Education Commission, and the State of Tennessee Building Commission.

Annually, the College submits a capital budget request to the Tennessee Board of Regents (TBR). The TBR reviews and prioritizes the requests from all of the colleges, universities, and technology centers within the System. The prioritized list is submitted to the Tennessee Higher Education Commission (THEC) for review and recommendation to the governor. In turn, the governor submits funding recommendations to the legislature in his annual state budget. The capital budget requests are composed of three parts. The first part is for capital outlay for new buildings. The second part is for major capital maintenance projects, and the last part is for disclosed projects. Disclosed projects are typically construction or major capital maintenance projects that are to be funded from private or institutional dollars. Even though these projects do not require state funding they must still be disclosed. Typically, the College develops the capital budget requests in the spring. The College's Master Plan is used as a guide to identify capital outlay and capital maintenance projects to be submitted.

Facilities Maintenance

Capital maintenance dollars are often used to fund major deferred maintenance projects. Additionally, the College funds less expensive deferred maintenance items from the maintenance department's normal annual operating budget and, if appropriate, from college plant funds or private gifts.
Recent projects that have been funded include those in the following table.

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>PROJECT TYPE</th>
<th>FUNDING SOURCE</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blount County New Campus</td>
<td>Capital</td>
<td>State Appropriation/Institutional Funds/ Private Funds</td>
<td>$19,500,000</td>
</tr>
<tr>
<td>Magnolia Land Acquisition</td>
<td>Capital</td>
<td>Institutional Funds</td>
<td>230,000</td>
</tr>
<tr>
<td>Division Street Land Acquisition</td>
<td>Capital</td>
<td>Institutional Funds</td>
<td>800,000</td>
</tr>
<tr>
<td>Goins Building Renovations</td>
<td>Capital Maintenance</td>
<td>State Appropriation/Institutional Funds</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Magnolia Campus Improvements</td>
<td>Capital Maintenance</td>
<td>State Appropriation</td>
<td>1,350,000</td>
</tr>
<tr>
<td>Hardin Valley Portable Building</td>
<td>Capital</td>
<td>Institutional Funds</td>
<td>320,000</td>
</tr>
<tr>
<td>UPS - IT Center</td>
<td>Maintenance</td>
<td>Institutional Funds</td>
<td>390,000</td>
</tr>
<tr>
<td>Hardin Valley Parking Lot</td>
<td>Capital</td>
<td>Institutional Funds</td>
<td>960,000</td>
</tr>
<tr>
<td>Entrance Signs</td>
<td>Capital Maintenance</td>
<td>Institutional Funds</td>
<td>400,000</td>
</tr>
<tr>
<td>Magnolia Campus Systems</td>
<td>Maintenance</td>
<td>State Appropriation</td>
<td>1,410,000</td>
</tr>
<tr>
<td>Goins Classroom Renovation</td>
<td>Capital Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>350,000</td>
</tr>
<tr>
<td>Magnolia Campus Re-Roof</td>
<td>Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>380,000</td>
</tr>
<tr>
<td>McWherter HVAC and Fire Upgrades</td>
<td>Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>215,000</td>
</tr>
<tr>
<td>Roof Replacements and Exteriors</td>
<td>Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>1,420,000</td>
</tr>
<tr>
<td>Campus Lighting</td>
<td>Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>200,000</td>
</tr>
<tr>
<td>Hardin Valley HVAC</td>
<td>Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>100,000</td>
</tr>
<tr>
<td>Magnolia Campus Renovations</td>
<td>Capital Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>500,000</td>
</tr>
<tr>
<td>McWherter Lab Renovations</td>
<td>Capital Maintenance</td>
<td>ARRA Stimulus Funds/Institutional Funds</td>
<td>425,000</td>
</tr>
<tr>
<td>Division Street Fire Alarm System</td>
<td>Maintenance</td>
<td>Institutional Funds</td>
<td>50,000</td>
</tr>
<tr>
<td>Security System Modernization</td>
<td>Capital Maintenance</td>
<td>Institutional Funds</td>
<td>400,000</td>
</tr>
<tr>
<td>Bagwell and Physical Plant</td>
<td>Capital</td>
<td>State Appropriation/Institutional Funds</td>
<td>10,000,000</td>
</tr>
</tbody>
</table>

In addition to projects requiring State Building Commission approval, the College also self-funds smaller renovation projects such as minor construction and renovations.

As can be seen from the information above, Pellissippi State uses a combination of state appropriations, federal stimulus funds, private contributions, and institutional dollars to fund its capital outlay and major capital maintenance needs.
The college's maintenance department provides the primary support for the maintenance and upkeep of college facilities. Additional support is provided through the use of contracted services when appropriate. The annual maintenance department budget is approximately $3.6 million. The maintenance department uses a work order system to track maintenance requests. Any college employee may submit requests to the maintenance department for work to be performed.

In addition to Pellissippi State's maintenance department, the College receives the support of the Tennessee Board of Regents' Facility Development Office. Their office provides administrative support for capital outlay and larger capital maintenance projects. Their mission is to provide quality educational facilities for TBR institutions by continuously improving management of planning, design, and construction processes.

In coordination with the Tennessee Board of Regents, the College conducts facility surveys to determine the overall condition of campus buildings. Information obtained from these surveys, in addition to information in the college's Master Plan, is used to formulate future capital requests. Accrediting agencies for Pellissippi State's academic programs also may evaluate facilities as part of their reaccreditation process.

**Sources**

- Campus Master Plan
- Pellissippi State Policy 00:01:00 Statement of Mission
- Physical Facilities Inventory Report
- TBR Guideline B:022 Campus Facility Master Plans
2.12

Quality Enhancement Plan
The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

Judgment
- Compliant
- Non-Compliant
- Not Applicable

Narrative
Section 3: COMPREHENSIVE STANDARDS

3.1.1

Institutional Mission

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College's mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic and cultural enrichment.

The mission statement of Pellissippi State is current for the 2010-2015 cycle. It is periodically reviewed and updated, with dates of approvals for the current and previous planning cycles shown in Pellissippi State Policy 00:01:00 Statement of Mission. The mission statement is comprehensive because it includes teaching and learning, student support, distance education, workforce development, and personal enrichment.

Pellissippi State's mission statement accurately guides the institution's operations by being incorporated into the strategic planning and annual planning processes. The mission statement is addressed in the annual plans of each vice president, director, dean, and program coordinator, who must link every goal to a specific part of the mission. The Institutional Research Office numbers each section of the mission statement and posts this version on the planning pages of its website (see Institutional Research Website: Mission Statement). Employees use these numbers on their planning forms to document how department and program goals link directly to the college mission (see Planning Form 2010-2011).

Pellissippi State reviews and updates its mission statement as an integral part of the five-year strategic planning process coordinated by the Tennessee Board of Regents (TBR) and published as Charting the Course: TBR Strategic Plan 2010-2015. The Pellissippi State mission
statement for the 2010-2015 cycle was drafted and finalized with input from faculty, administrators, and staff from all divisions of the College, according to the requirements for institutional involvement. Records from the Departmental Review of College Mission, Fall 2009; College-Wide SWOT Analysis, Fall 2009; Review of Mission Statements, Fall 2010; and Minutes of President's Staff, September 20, 2010 document this phase of the review process. The current Pellissippi State's mission statement was reviewed by President's Staff on October 18, 2010 and approved by TBR, the college's governing board, on November 12, 2010 with suggested changes. President's Staff approved the suggested changes on November 22, 2010. The mission statement with features was confirmed by President's Staff on January 24, 2011 for the 2010-2015 planning cycle.

The mission is communicated to the College's constituencies through publication (in print and online) in the 2010-2012 Catalog & Handbook and in the "About Pellissippi State" pages on the College Website (see Pellissippi State Website: Mission Statement). (NOTE: The 2005-2010 Mission Statement appears in the online Catalog and Handbook, which was posted in spring 2010, and in the printed abridged version of the 2010-2012 Catalog and Handbook, which was printed in fall 2010. The 2012 Catalog and Handbook containing the current mission statement will be available in January 2012.)

Sources

- 2010-2012 Catalog & Handbook (Page 9)
- Charting the Course: TBR Strategic Plan 2010-2015
- College Wide SWOT Analysis, Fall 2009
- Departmental Review of College Mission, Fall 2009
- Institutional Research Website: Mission Statement
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Website: Mission Statement
- Planning Form 2010-2011
- President's Staff Minutes, January 24, 2011
- President's Staff Minutes, November 22, 2010
- President's Staff Minutes, October 18, 2010
- President's Staff Minutes, September 20, 2010
- Review of Mission Statements, Fall 2010
- TBR Approval of Mission Statement
3.2.1

Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College demonstrates compliance with this comprehensive standard by providing evidence that its governing body, the Tennessee Board of Regents (TBR), fulfills its responsibility for selecting and periodically evaluating the chief executive officer.

Tennessee Board of Regents: Selection of President

TBR is empowered by T.C.A. § 49-8-203 to "select and employ the chief executive officers of the institutions." TBR Policy 1:02:02:00 Duties of the Board states that the Board is empowered by the laws of the State of Tennessee to "select and employ presidents of the institutions and set their salaries and terms-of-office."

TBR Policy 1:03:03:00 describes the procedure for selecting the chief executive officers of the member institutions of the State University and Community College System of Tennessee including Pellissippi State. Additional documentation of the presidential search process is shown on TBR's website in TBR Presidential Search FAQs and TBR Presidential Searches.

The presidential search process is currently being illustrated at Pellissippi State. In September 2010, Dr. Edwards announced his plans to retire from his position as president on June 30, 2011 (E-mail to Faculty/Staff). Search criteria for the position were written (TBR - President PSCC, Search Criteria) and approved by the Board at their quarterly meeting in December 2010 (TBR Quarterly Board Meeting, December 2, 2010, Excerpt). The minutes of the December board meeting noting approval of the criteria will not be approved until the quarterly Board meeting that will be held on March 25, 2011. The position was posted on TBR's website (Search for New President at Pellissippi State Community College) and advertisements were placed in the Chronicle of Higher Education and Diverse Issues in Higher Education as specified on TBR's website (Presidential Searches). Chancellor Morgan appointed the Presidential Search Advisory Committee on January 31, 2011. The
committee includes members drawn from the College's faculty, administration, support staff, and alumni, as well as representatives from the community and several regents. The first meeting of the Presidential search Advisory Committee was held on February 23, 2011 in the Clayton Performing Arts Center and was open to the press and the public as observers. Additional meetings are scheduled for March 16 and March 30. The committee's charge is to identify three to five finalists who will be interviewed on campus during April. Following the interviews, the committee members will make recommendations to the Chancellor, who will recommend one candidate to the TBR Board. The Board either accepts or rejects that recommendation.

Tennessee Board of Regents: Evaluation of President

Also specified in TBR Policy 1:03:03:00 (p. 1-2) is the process for evaluating the president. The evaluations, conducted by the Chancellor, are utilized to improve the administration of a president, to determine compensation adjustment, and to determine future employment status. The annual evaluation considers "accomplishment of annual objectives at the institution: .... demonstrated ability to serve as the leader of a campus community, including such factors as the ability to organize, to make decisions, to motivate others, to communicate, to maintain strong external relationships, and to develop other leaders; ..... [and] commitment of the president to the institution and the System, and to the implementation of Board policies."

Dr. Edwards has been evaluated by the Chancellor on an annual basis since becoming President of the College in 1993. Copies of the Chancellor's evaluation instructions are provided for review for 2008 and 2009. Copies of the reports submitted by the president in compliance with the Chancellor's instructions are also provided for review for 2008 and 2009.

Chancellor's 2007-08 Evaluation Instructions
President's 2007-08 Evaluation Report Part I
President's 2007-08 Evaluation Report Part II

Chancellor's 2008-09 Evaluation Instructions
President's 2008-09 Evaluation Report

The 2009-10 performance review for Dr. Edwards has not been scheduled by Chancellor John Morgan at this time. Since taking office in October 2010, Chancellor Morgan has not yet scheduled any performance reviews.
Sources

- 2008 Adjunct Faculty Handbook
- Chancellor's 2007-08 Evaluation Instructions
- Chancellor's 2008-09 Evaluation Instructions
- Chronicle of Higher Ed - Presidential Job Posting
- Diverse Issues - Presidential Job Posting
- E-Mail to Faculty/Staff - Edwards Retirement
- Presidential Search Advisory Committee
- President's 2007-08 Evaluation Report-Part I
- President's 2007-08 Evaluations Report-Part II
- President's 2008-09 Evaluation Report
- TBR - President PSCC, Search Criteria
- TBR - Presidential Searches
- TBR - Search for New President at PSCC
- TBR Policy 1:02:02:00 Duties of the Board
- TBR Policy 1:03:03:00 Selection and Retention of Presidents
- TBR Presidential Search FAQs
- TBR Quarterly Board Meeting, December 2, 2010, Excerpt
- TCA 49-8-203 Powers and duties
3.2.2

Governance and Administration: Governing board control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 fiscal stability of the institution;
3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and
3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College is governed by the Tennessee Board of Regents (TBR).

Tennessee Code Annotated (T.C.A.) § 49-8-101 established a state university and community college system and vested government, management and control of the system in a Board of Regents. The duties and powers of the Board of Regents are outlined in T.C.A. § 49-8-203. Legislative delegated authority is further delineated in the Tennessee Board of Regents Bylaws and TBR Policies 1:01:00:00 System of Governance and 1:03:01:00 Institutions and Schools of the System. Pellissippi State acknowledges the authority of the Board of Regents in Pellissippi State Policies 01:01:01 and 01:02:00.

3.2.2.1 Institution's Mission

According to T.C.A. § 49-8-101, the state university and community college system is a unified system with individual campuses and coordination of services to maximize effectiveness and efficiency and ensure student success. To this end, each institution reviews its mission as part of the five-year strategic planning process of the Board of Regents. TBR's Strategic Plans for Setting New Directions: TBR 2005-2010 Strategic Plan and Charting the Course: TBR 2010-2015 Strategic Plan guide Pellissippi State in developing the college's mission statement.
The mission statement of Pellissippi State (Pellissippi State Policy 00:01:00 Statement of Mission) is current and is periodically reviewed by President's Staff, college personnel, students, community representatives, and the Board of Regents. Pellissippi State reviews and updates its mission statement as an integral part of the five-year strategic planning process undertaken in coordination with TBR. The current mission statement was drafted and finalized with input from faculty, administrators and staff from all divisions of the College according to the requirement for institutional involvement. Records from the Departmental Review of College Mission, Fall 2009; College-Wide SWOT Analysis, Fall 2010; and Minutes of President's Staff, 9/20/2010 document this phase of the review process. The current mission statement was reviewed by President's Staff on October 18, 2010 and approved by TBR, the college's governing board, on November 12, 2010 with suggested changes. President's Staff approved the suggested changes on November 22, 2010. The mission statement with features was confirmed by President's Staff on January 24, 2011 (President's Staff Minutes January 24, 2011) for the 2010-2015 planning cycle.

3.2.2.2: Fiscal Stability of the Institution

The legal authority and operating control of Pellissippi State in the areas regulating fiscal stability are delineated in T.C.A. § 49-8-107 which grants to universities and community colleges in the TBR system the authority to maintain their own fiscal procedures under the guidelines of the TBR rules and regulations. TBR policies outline the shared responsibility of the Board of Regents, the Chancellor of the System, and the presidents of the institutions for fiscal operations and stability. These policies include TBR 1:02:02:00 Duties of the Board which empowers the Board "to approve the operating and capital budgets of each institution and center and otherwise set policies for their fiscal affairs" and authorizes the Board to delegate to the presidents powers and duties necessary for the efficient administration of their institutions and programs. TBR Policies 1:03:02:00 Duties of the President and 1:04:01:00 Duties of the Chancellor further outline the shared responsibility of the presidents and the chancellor for the effective administration of all aspects of the institutions. The job description for the President of the College also outlines these responsibilities, including the development and execution of an annual budget.

TBR has established a number of policies governing fiscal operations of the institutions beginning with Policy 4:01:00:00 Budget Control which provides specific responsibilities of the institutions for budget management and control. Currently the Board and the institutions in the system operate within the fiscal policies and guidelines in the table below.
<table>
<thead>
<tr>
<th>TBR Business &amp; Finance Policies</th>
<th>TBR Business &amp; Finance Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:01:00:00 Budget Control</td>
<td>B-010 Collection of Accounts Receivable</td>
</tr>
<tr>
<td>4:01:01:10 Deposit &amp; Investment of Funds</td>
<td>B-020 Classification and Operation of Auxiliary Enterprises</td>
</tr>
<tr>
<td>4:01:02:03 Facilities Planning &amp; Design</td>
<td>B-021 Building Plaques Affixed to Building and Facilities</td>
</tr>
<tr>
<td>4:01:03:00 Payment of Student Fees &amp; Enrollment of Students</td>
<td>B-022 Campus Facility Master Plans</td>
</tr>
<tr>
<td>4:01:04:00 Solicitation and Acceptance of Gifts</td>
<td>B-025 Acquisition &amp; Disposal of Real Property</td>
</tr>
<tr>
<td>4:01:05:00 Internal Audit</td>
<td>B-026 Lease Procedures and Guidelines</td>
</tr>
<tr>
<td>4:01:05:50 Preventing and Reporting Fraud, Waste or Abuse</td>
<td>B-041 Community College Athletics</td>
</tr>
<tr>
<td>4:01:04:50 Identity Theft Prevention</td>
<td>B-042 Allocation of Maintenance Fees for University Athletics</td>
</tr>
<tr>
<td>4:01:07:02 Foundations</td>
<td>B-043 University Athletic Tickets</td>
</tr>
<tr>
<td>4:02:05:01 Naming Buildings and Facilities &amp; Building Plaques</td>
<td>B-060 Fees, Charges and Refunds</td>
</tr>
<tr>
<td>4:02:09:00 Property Acquisition</td>
<td>B-061 Educational Assistance (State Employees &amp; Dependents of State Employees &amp; Teachers)</td>
</tr>
<tr>
<td>4:02:10:00 Purchasing Policies and Procedures</td>
<td>B-062 Other Educational Assistance Programs</td>
</tr>
<tr>
<td>4:02:20:00 Disposal of Surplus Personal Property</td>
<td>B-065 Sustainable Campus Fee Program</td>
</tr>
<tr>
<td>4:03:02:00 Motor Vehicles</td>
<td>B-070 Deferred Payment Plan</td>
</tr>
<tr>
<td>4:03:03:00 General Travel</td>
<td>B-080 Reporting and Resolution of Institutional Losses</td>
</tr>
<tr>
<td>4:03:03:50 Athletic and Other Group Travel</td>
<td>B-090 Safeguarding Nonpublic Financial Information</td>
</tr>
<tr>
<td>4:04:01:50 Revenues from Campus Concessions</td>
<td>B-095 Use of Electronic Signatures &amp; Records</td>
</tr>
<tr>
<td>4:05:01:01 Inventory Method for TBR Libraries</td>
<td>B-100 Institutional Emergency Preparedness Plan</td>
</tr>
<tr>
<td>4:06:00:00 Expenditures of State Funds for Paid Advertising</td>
<td></td>
</tr>
</tbody>
</table>
In compliance with **TBR Policy 4:01:00:00** (p. 1), the president annually submits three detailed budgets to the Board of Regents for approval: a final budget submitted in the spring for the current fiscal year operations, containing the control totals against which final year-end amounts are compared; a proposed budget submitted at the same time in the spring for the fiscal year beginning July 1; and a revision of the proposed budget prepared and submitted as of October 31 after actual fall enrollments and other estimated costs and closing balances are known. The proposed budgets are normally approved by the Board at its June quarterly meeting (**TBR Meeting Minutes, June 2009**, pg 1-3); the October Revised Budget at the December meeting (**TBR Minutes December 2009**, pg.6). The president is the final authority for all budgets for the College and for submitting to the Chancellor and the Board annual financial reports and supplemental schedules.

The fiscal stability of the College is externally monitored and validated through bi-annual audits by the State of Tennessee Comptroller of the Treasury, Division of State Audit as legislatively authorized in **T.C.A. § 4-3-304**.

### 3.2.2.3 Institutional Policy

TBR has legal authority to set policies and guidelines for Pellissippi State and the other institutions in the system. **T.C.A. § 49-8-203** defines the duties and responsibilities of the Board of Regents including empowerment to "establish policies and regulations" (a)(1) (D), p. 1). As described in the document **Policies and Guidelines** on TBR's website, the Board of Regents has "established policies and guidelines that are implemented on a system-wide basis," and "All TBR Institutions are required to follow system policies and guidelines and incorporate them into their campus policies and guidelines. As the need arises, policies and guidelines are updated and re-posted to the website." Policies and guidelines are reviewed by appropriate sub-council(s) before going to the president's council for approval. Guidelines are established with approval of the president's council but policies must go to the full board for consideration after being approved by the president's council. The minutes from the September 25, 2009 Board meeting document this practice (**TBR Minutes September 2009**, p. 1-5). Pellissippi State **Policy 00:00:03 Policies and Procedures Manual Additions/Modifications/Deletions** states that changes will be made to Pellissippi policies as "appropriate in conjunction with revisions in the Tennessee Board of Regents Policy Manual or Guideline Manual". This policy states that all
College policies and procedures are approved by the President following discussion at President's Staff Meeting. TBR policies and Pellissippi State policies are available on the Pellissippi State website and in the president's office.

TBR Guideline B-020 authorizes institutions to operate auxiliary enterprises as a means of carrying out key educational business activities. The guideline defines an auxiliary enterprise as furnishing services to students, faculty, or staff "that are essential elements in support of the education program" (p. 1). The Tennessee Higher Education Commission (THEC), the State Comptroller, and the State Department of Finance and Administration have approved the definition in this guideline. This Guideline (p. 3) also includes the requirement that purchases for auxiliaries are subject to the provision of TBR Policy 4:02:10:00. Pellissippi State Policy 05:16:00 Auxiliary Enterprises provides a link to TBR Guideline B-020. TBR Guideline G-030 General Instructions on Form and Execution of Contracts gives the president of the institution authority to enter into contracts, including those for auxiliary services, consistent with the provisions of the guideline. Currently, Pellissippi State's auxiliary enterprises include the College bookstore (bookstore contract) and cafeteria food services (cafeteria contract). Pellissippi State does not have any affiliated corporate entities other than the Pellissippi State Foundation which is covered in the next section.

3.2.2.4 Related Foundations

Under T.C.A. § 49-7-107, the state university and community college system is legislatively authorized to enter into agreements for the establishment of foundations in support of the system's colleges and universities. Policies and procedures governing the relationship between foundations and institutions as well as foundation operations are outlined in TBR Policy 4:01:07:02 Foundations and Policy 4:01:04:00 Solicitation & Acceptance of Gifts. Consistent with these provisions, Pellissippi State has established policies to delineate the relationship between the College and the foundation and all operational procedures of the foundation: Policy 08:14:00 Foundation and Policy 08:14:01 Solicitation & Acceptance of Gifts.

The Pellissippi State Foundation's Mission Statement, as documented on the College website, states that it "exists to develop friends and funds for support of the educational, cultural and service goals of Pellissippi State Technical Community College." The Mission Statement also says that the Foundation was chartered in the State of Tennessee in 1982 as a not-for-profit organization and gained tax-exempt status as a 501(c)(3) corporation in March 1983. The Foundation is governed by a board of volunteers (PSCC Foundation 2010-11 Board Members), including representatives of business, education, and industry; community leaders; and donors. The Agreement between the College and the Foundation and the PSCC
Foundation IRS Letter showing the Foundation's 501(c)(3) tax exempt status are provided for review.

Sources

- Agreement Between PSCC and the Foundation
- Board of Trustees 2010-2011
- Bookstore Contract 7-1-08
- Cafeteria Contract 7-1-08
- Charting the Course: TBR 2010-2015 Strategic Plan
- College-Wide SWOT Analysis, Fall 2010
- Departmental Review of College Mission, Fall 2009
- Job Description - President of the College
- Pellissippi State Foundation IRS Letter
- Pellissippi State Policy 00:00:03 Policies and Procedures Manual Additions/Modifications/Deletions
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 01:01:01 System of Governance
- Pellissippi State Policy 01:02:00 Tennessee Board of Regents
- Pellissippi State Policy 05:16:00 Auxiliary Enterprises
- Pellissippi State Policy 08:14:00 Foundation
- Pellissippi State Policy 08:14:01 Solicitation and Acceptance of Gifts
- Pellissippi State Web Document - Foundation Mission Statement
- Policies and Guidelines - TBR Website Document
- President's Staff Minutes 9.20.10
- President's Staff Minutes 1.24.11
- President's Staff Minutes 10.18.10
- President's Staff Minutes 11.22.10
- Setting New Directions: TBR 2005-2010 Strategic Plan
- TBR Appendix 6:06:00:00 Tennessee Board of Regents Bylaws
- TBR Approval of Mission Statement
- TBR Board Meeting Minutes 12/2004
- TBR Business and Finance Policies and Guidelines
- TBR Guideline B:010 Collection of Accounts Receivable
- TBR Guideline B:020 Classification and Operation of Auxiliary Enterprises
- TBR Guideline B:021 Building Plaques Affixed to Buildings and Facilities

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• TBR Guideline B:022 Campus Facility Master Plans
• TBR Guideline B:025 Acquisition & Disposal of Real Property
• TBR Guideline B:026 Lease Procedures and Guidelines
• TBR Guideline B:041 Community College Athletics
• TBR Guideline B:042 Allocation of Maintenance Fees for University Athletics
• TBR Guideline B:043 University Athletic Tickets
• TBR Guideline B:060 Fees, Charges, and Refunds
• TBR Guideline B:061 Educational Assistance (State Employees & Dependents of State Employees and Teachers)
• TBR Guideline B:062 Other Educational Assistance Programs
• TBR Guideline B:065 Sustainable Campus Fee Program
• TBR Guideline B:070 Deferred Payment Plan
• TBR Guideline B:080 Reporting and Resolution of Institutional Losses
• TBR Guideline B:090 Safeguarding Nonpublic Financial Information
• TBR Guideline B:095 Use of Electronic Signatures & Records
• TBR Guideline B:100 Institutional Emergency Preparedness Plan
• TBR Guideline G-030 General Instructions on Form and Execution of Contracts
• TBR Minutes 12.3.09
• TBR Minutes 6.19.09
• TBR Minutes 9.25.09
• TBR Policy 1:01:00:00 System of Governance
• TBR Policy 1:02:02:00 Duties of the Board
• TBR Policy 1:03:01:00 Institutions and Schools of the System
• TBR Policy 1:03:02:00 Duties of the Presidents and Technology Center Directors
• TBR Policy 1:04:01:00 Duties of the Chancellor
• TBR Policy 4:01:00:00 Budget Control
• TBR Policy 4:01:01:10 Deposit & Investment of Funds
• TBR Policy 4:01:02:30 Facilities Planning & Design
• TBR Policy 4:01:03:00 Payment of Student Fees & Enrollment of Students
• TBR Policy 4:01:04:00 Solicitation and Acceptance of Gifts
• TBR Policy 4:01:05:00 Internal Audit
• TBR Policy 4:01:05:50 Preventing and Reporting Fraud, Waste or Abuse
• TBR Policy 4:01:05:60 Identity Theft Prevention
• TBR Policy 4:01:07:02 Foundations
• TBR Policy 4:02:05:01 Naming Buildings and Facilities & Building Plaques
• TBR Policy 4:02:09:00 Property Acquisition

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- TBR Policy 4:02:10:00 Purchasing Policy and Procedures
- TBR Policy 4:02:20:00 Disposal of Surplus Personal Property
- TBR Policy 4:03:02:00 Motor Vehicles
- TBR Policy 4:03:03:00 General Travel
- TBR Policy 4:03:03:50 Athletic and Other Group Travel
- TBR Policy 4:04:01:50 Revenues From Campus Concession
- TBR Policy 4:05:01:01 Inventory Method for TBR Libraries
- TBR Policy 4:06:00:00 Expenditure of State Funds for Paid Advertising
- TBR Policy 4:07:00:00 Business Meals and Recognition Events
- TBR Policy 4:07:10:00 Charges for Producing Copies of Public Records
- TCA 4-3-304 Dept of Audit-Powers and Duties
- TCA 49-7-107 Establishment of Foundations
- TCA 49-8-101 Tennessee Community College System Established
- TCA 49-8-107 Fiscal Procedures
- TCA 49-8-203 Board of Regents-Powers and Duties
Governance and Administration: Board conflict of interest

The board has a policy addressing conflict of interest for its members.

Judgment
☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The Tennessee Board of Regents (TBR) Policy 1:02:03:10 states that all members of the TBR and all employees of the TBR and its constituent institutions serve the interests of the State of Tennessee and its citizens and have a duty to avoid activities and situations which, either actually or potentially, put personal interests before the professional obligations which they owe to the State and its citizens. The policy defines the general principles that guide the actions of Board members and employees, offers examples of activities which could constitute a conflict of interest, makes Board members and employees aware of disclosure requirements, describes the process for evaluating disclosures and rendering decisions, and describes the appeals process regarding decisions. TBR Policy 1:02:03:10 Attachment B is the Board's Disclosure Form that must be filed annually in January with the Secretary of the Board.

The following TBR policies deal with issues which implicate conflict of interest situations:

4:02:10:00 Purchasing Policy and Procedures (pp. 1, 29 & 31)
4:02:20:00 Disposal of Surplus Personal Property (p. 1)

Section 11 of Policy 1:02:03:10 (p. 7) states that disclosures made under Section 8 of the policy by a member of the Board of Regents, the Chancellor, or a President or Director shall be evaluated by the Board or a duly appointed committee thereof. A member of the Board making a disclosure shall not be entitled to vote regarding disposition of the disclosure.

Sources

- TBR Policy 1:02:03:10 Conflicts of Interest
- TBR Policy 1:02:03:10 Conflicts of Interest Attachment B
- TBR Policy 4:02:10:00 Purchasing Policy and Procedures
- TBR Policy 4:02:20:00 Disposal of Surplus Personal Property
3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment

☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College is governed by the Tennessee Board of Regents (TBR). The Board was established by the state legislature as documented in Tennessee Code Annotated (T.C.A) § 49-8-101 to establish, govern, manage, and control the state university and community college system. The Board adheres to legislation and policies that ensure freedom from undue influence.

The Board abides by TBR Policy 1:02:03:10 Conflicts of Interest, TBR Policy 1:02:03:20 Code of Ethics for Members of TBR, and the Tennessee statutes listed below:

1. Disclosure statements of conflict of interests by certain public officials
2. Purchase by officer unlawful – penalty for violation
3. State surplus property disposition regulation
4. Violation of § 12-2-415
5. State employee violation - punishment
6. Conflict of interest - Rebates, gifts, etc., from contractors
7. Personal interest of officers prohibited
8. Penalty for unlawful interest
9. Bidding by state employees prohibited
10. Penalty for unlawful transactions
11. Powers and duties (of the Board of Regents)

Appointment of Board and Election of Officers

T.C.A. § 49-8-201 and TBR Policy 1:02:04:00 define the composition of the TBR and the appointment process. Board members are appointed by the Governor of the State of Tennessee; membership is composed of eighteen members, including four ex-officio members who are the Governor, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission. Twelve public members are appointed by the Governor, subject to confirmation by the Tennessee Senate, for six-year terms. One member of the Board is a student who is appointed annually by the Governor for a term of one
year; one member of the Board is a faculty member at a college or technology center of the Board of Regents who is appointed annually by the Governor for a term of one year. The most recent appointments were made in September 2010 (Current TBR Board Members).

The above referenced statute and policy place additional requirements on appointment of board members in order to ensure a diverse membership: geographical areas of representation, political party representation, alumni relationships with institutions governed by the Board of Regents, age, race, and gender. No employee of any public institution of higher education, nor any elected or appointed official or employee of the State of Tennessee, nor any member of a governing body for any institution of higher education may serve as a public member of the Board while so employed.

Appointment of Board Committees

T.C.A. § 49-8-201 specifies that the board will elect from its members a chair and other officers that it deems appropriate, determine their terms of office, and adopt rules for the organization and conduct of business. TBR Policy 1:02:06:00, Committees of the Board, states that the Board may organize standing and special committees as necessary to carry out its governance, control, and management functions. Each standing committee shall consist of not less than three and not more than seven members. TBR Policy Appendix 6:01:01:00 Standing Committee Assignments names the standing committees and the members of each committee. For the academic year 2010-2011, there are six standing committees: Academic Policies and Programs and Student Life, Public Affairs, Finance & Business Operations, Personnel & Compensation, Tennessee Technology Centers, and Audit. There are two ad hoc committees: Capital Outlay and Strategic Planning.

Institutions within the TBR system are protected from undue influence in a number of ways. While the Board of Regents has general responsibility for the operation of the institutions, TBR Policy 1:02:02:00 Duties of the Board states that the chief executive officers of the respective institutions are delegated the powers and duties necessary and appropriate for the efficient administration of their institutions and programs (#7). An overview of Board Operations on TBR's website describes a decentralized decision-making process with a strong committee structure and a commitment to the concept of strong institutional presidencies. The Board and institutions within the System are additionally protected from undue influence by the public nature of Board meetings. TBR Policy 1:02:07:00 Meetings of the Board states that public notice of all meetings shall be furnished to the news media. All Board meetings are open to the press and the public as observers.

Sources

- Board Operations - TBR Website Document
- Current TBR Board Members - TBR Website Document
- TBR Appendix 6.01.01.00 TBR Standing Committee Assignments 2010-11
- TBR Policy 1:02:02:00 Duties of the Board
- TBR Policy 1:02:03:10 Conflicts of Interest
- TBR Policy 1:02:03:20 Code of Ethics for Members of TBR
- TBR Policy 1:02:04:00 Selection and Terms of Board Members
- TBR Policy 1:02:06:00 Committees of the Board
- TBR Policy 1:02:07:00 Meetings of the Board
- TCA 12.2.208 Purchase by Officer Unlawful - Penalty for Violation
- TCA 12.2.415 State Surplus Property Disposition Regulation
- TCA 12.2.416 Violation of 12.2.415
- TCA 12.2.417 State Employee Violation-Punishment
- TCA 12.3.106 Conflict of Interest - Rebates, gifts, etc.
- TCA 12.4.101 Personal Interest of Officer Prohibited
- TCA 12.4.102 Penalty for Unlawful Interest
- TCA 12.4.103 Bidding by State Employees Prohibited
- TCA 12.4.104 Penalty for Unlawful Transactions
- TCA 49.8.201 Board of Regents - Composition
- TCA 49.8.203(d) Board of Regents - Powers & Duties
- TCA 8.50.501 Disclosure Statements of Conflict of Interests by Certain Public Officials
Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State's governing body, the Tennessee Board of Regents (TBR), complies with legislation and policy citing appropriate reasons and a fair process for dismissal of board members.

Tennessee Code Annotated (T.C.A.) § 49-8-203(d) (p. 1-2) states that "it is unlawful for any member of the board to be financially interested in any contract or transaction affecting the interests of any institution governed by the board, to procure, or be a party in any way to procuring, the appointment of any relative to any position of financial trust or profit connected with the universities and colleges governed. A violation of this subsection (d) shall subject the member so offending to removal by the governor or the board." TBR Policy 1:02:03:10

Conflicts of Interest outlines the issue of conflicts of interest, requirements for disclosure, and sanctions for failure of compliance. The policy specifically states in Section 12 (p. 8) that "Failure to observe restrictions imposed as a result of review of a conflict of interest disclosure or a knowing failure to disclose a conflict of interest may result in disciplinary proceedings under TBR and Institutional policy."

T.C.A. § 49-8-204 describes the process for removal of Board members for violation of the Code of Ethics. Section (b) states that "the board may remove any appointed member of the board for a material violation of the code of ethics" by a two-thirds (2/3) vote of its membership. A vote to remove a board member "shall only be taken after the accused member has been afforded a due process contested case hearing in accordance with the Uniform Administrative Procedures Act . . . and a finding has been made that the member did violate the board’s code of ethics" (c). The Code is described in TBR Policy 1:02:03:20 Code of Ethics for Members of Tennessee Board of Regents. Article 3, Section IV (p. 3) specifically deals with removal of an appointed Board member who has violated the Code of Ethics. This policy states that "upon a finding in a contested case hearing that an appointed Board member materially violated the Code of Ethics, the appointed Board member may be removed from the Board by a two-thirds (2/3) vote of the Board membership."
In addition T.C.A. § 49-14-105 Removal of Governing Board Members for Neglect of Duty states that members "shall be subject to removal from the board for neglect of duty. The governor may petition for a board member's removal and the removal shall be effective upon a majority vote of the voting board members."

Sources

- TBR Policy 1:02:03:10 Conflicts of Interest
- TBR Policy 1:02:03:10 Conflicts of Interest (Page 8)
- TBR Policy 1:02:03:20 Code of Ethics for Members of TBR
- TBR Policy 1:02:03:20 Code of Ethics for Members of TBR (Page 3)
- TCA 49.8.203 Board of Regents - Powers & Duties
- TCA 49.8.204 Code of Ethics - Material Violation - Hearing - Vacancy
3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

☑ Compliant   □ Non-Compliant   □ Not Applicable

Narrative

Pellissippi State Community College's governing board is the Tennessee Board of Regents (TBR). The Board draws distinctions between the Board's policy-making functions and those of the administration and faculty of the member institutions. These distinctions are formalized in policy and made operational through Board practice. **TBR Policy 1:02:01:00** defines the purpose of the Board; the duties of the Board are described in **TBR Policy 1:02:02:00** including the establishment of policies and regulations. Section 7 of this policy specifically delegates powers and duties as "necessary and appropriate for the efficient administration of their respective institutions and centers and their programs" to the presidents and technology center directors.

TBR document **"How We Work"** further defines the decentralized decision and policy making process of the Board. It states that "Standardized policies are established to ensure institutional accountability while maintaining campus prerogatives." A strong committee structure that includes representatives from the Board, in addition to student and faculty representatives from the institutions, provides for wide-spread deliberation of all policies and other significant considerations. Major committees include Academic Policies and Programs, Finance and Business Operations, Personnel, Student Life and Compensation.

Tennessee Board of Regents document **"Policy Making Groups"** describes the various campus groups involved in system-wide policy-making and demonstrates the involvement of students, faculty, and administration in the development of system-wide policies. Policies are initiated at the level of these groups and work their way up through appropriate subcouncil(s) to the Directors and Presidents Councils. Changes approved at that level then go to the Board for consideration and final action. The policy making groups are listed in the table below with links provided to descriptions of each council on TBR's website:
In addition to the policy making groups listed above, TBR has several Advisory and Information-Sharing Groups that meet periodically to share information or to provide advice to TBR staff and to the policy-making subcouncils and councils.

The President of Pellissippi State, Dr. Allen Edwards, is empowered and obligated through TBR Policy 1:03:02:00 to administer the efficient operation of the College and to execute the policies of the Board. These responsibilities are further detailed in the president’s job description. All employees of Pellissippi State, including administrators, faculty members and support staff, are considered key figures in the educational and student services processes of the College and are involved in discussion and implementation of those processes through committees (Pellissippi State Policy 08:01:00 Committee Structure and Membership), Faculty Senate (Pellissippi State Policy 06:01:01 Faculty; Faculty Senate Constitution), Administrative Council (Administrative Council Constitution), and Support Staff Council (Support Staff Council Constitution).

Pellissippi State policies and procedures are updated as appropriate in conjunction with revisions to TBR policies and guidelines (Pellissippi State Policy 00:00:03).

**Sources**

- Administrative Council Constitution
- Faculty Senate Constitution
- Job Description - President

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• Pellissippi State Policy 00:00:03 Policies and Procedures Manual
  Additions/Modifications/Deletions
• Pellissippi State Policy 06:01:01 Faculty
• Pellissippi State Policy 08:01:00 Committee Structure and Membership
• Support Staff Constitution
• TBR Policy 1:02:01:00 Purpose of the Board
• TBR Policy 1:02:02:00 Duties of the Board
• TBR Policy 1:03:02:00 Duties of the Presidents and Technology Center Directors
• TBR Website Document - Academic Officers Subcouncil
• TBR Website Document - Advisory and Information-Sharing Groups
• TBR Website Document - Business Affairs Subcouncil
• TBR Website Document - Directors Subcouncil
• TBR Website Document - Faculty Subcouncil
• TBR Website Document - How We Work
• TBR Website Document - Information Technology Subcouncil
• TBR Website Document - Policy Making Groups
• TBR Website Document - Presidents Council
• TBR Website Document - Student Affairs Subcouncil
Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College has a well-defined and published organizational structure which distinguishes between the policy-making role of the Tennessee Board of Regents (TBR) and the responsibility of the president and staff for administration of policy. Approved by TBR annually, the Pellissippi State Community College Organizational Chart (Policy 02:01:00) is available on the College's website.

Job descriptions for key personnel of the College are published on the college's website in the Human Resources section. The following job descriptions are currently available online:

- President of the College
- Vice President of Learning
- Vice President of Student Success and Enrollment Management
- Vice President of College Advancement
- Vice President of Business and Finance
- Vice President of Information Services
- Executive Director of Business and Community Services
- Director of Internal Audit
- Director of Institutional Effectiveness, Planning, Research & Grant Development
- Director of Tennessee Consortium for International Studies (TnCIS)
- Assistant to the President for International Affairs
- Administrative Assistant to the President

The President's Staff (President's Office Organizational Chart) develops and publishes policies and procedures for Pellissippi State consistent with those of the governing board, state and federal laws, and the needs of the College. As stated in Pellissippi State Policy 00:00:03, all policies and procedures "must be approved by the President." All college policies are reviewed every five years or sooner if required because of changes to TBR policies. Policies
pertaining to Information Services are reviewed annually but do not come before President's Staff unless changes are proposed.

Following discussion at President's Staff meetings and formal approval by the President, the administrative assistant to the President makes any necessary changes in the official Policies and Procedures Manual located in the President's Office and on the Pellissippi State web page. Faculty and staff are notified via e-mail from the President's Office of revisions to policies (Policy Update E-mails- 02/18/09, 07/23/09, 03/30/10, 09/07/10). The online availability of the policies allows everyone, including students and the community, access to all current policies.

**Sources**

- Policy Update E-Mails
  - Policy Transmittal - 02.18.09
  - Policy Transmittal - 03.30.10
  - Policy Transmittal - 07.23.09
  - Policy Transmittal - 09.07.10
- Job Description - Admin. Asst. to the President
- Job Description - Asst to President for International Affairs
- Job Description - Director Institutional Research
- Job Description - Director Internal Audit
- Job Description - Director TnCIS
- Job Description - Executive Director Business & Community Services
- Job Description - President
- Job Description - VP Business & Finance
- Job Description - VP College Advancement
- Job Description - VP Information Services
- Job Description - VP Learning
- Job Description - VP Student Success
- Pellissippi State Policy 00:00:03 Policies and Procedures Manual Additions/Modifications/Deletions
- Pellissippi State Policy 02:01:00 Organizational Chart
- President's Office Organizational Chart
Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College demonstrates its compliance with comprehensive standard 3.2.8 by providing evidence that its organizational chart is current (Pellissippi State Organizational Chart) and that the senior administrative and academic officers are well-qualified to hold their positions and have the experience, competence and capacity appropriate to their positions and to the achievement of the mission of the College.

Job descriptions for key personnel (President's Staff) of the College are available on the College's website in the Human Resources section. Job descriptions, resumes and vitae of senior administrative and academic deans are provided for review in the table below. Title/Responsibilities links to job description; Educational Qualifications links to transcript; and Professional Experience links to vita for each individual.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Responsibilities (links to job description)</th>
<th>Educational Qualifications (links to transcript)</th>
<th>Professional Experience (links to vita)</th>
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<tbody>
<tr>
<td>Allen G. Edwards</td>
<td>President</td>
<td>Ph.D., University of Texas</td>
<td>Edwards Vita</td>
</tr>
<tr>
<td>Ronald L. Kesterson</td>
<td>Vice President of Business &amp; Finance</td>
<td>B.S., University of Kentucky</td>
<td>Kesterson Vita</td>
</tr>
<tr>
<td>(member of President's Staff)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
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<td>Education</td>
<td>Vita</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
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</tbody>
</table>
| Peggy M. Wilson                           | Vice President of College Advancement              | M.S., Morehead State University  
B.S., Eastern Kentucky University | Wilson Vita |
| Robert G. Bryan                            | Vice President of Information Services             | M.S., University of Tennessee  
B.S., University of Tennessee | Bryan Vita |
| L. Anthony Wise, Jr.                      | Vice President of Learning                        | Ph.D., University of Tennessee  
M.A., Wake Forest University  
B.A., Wofford College | Wise Vita |
| Rebecca L. Ashford                        | Vice President of Student Success & Enrollment Management | Ed.D., University of Central Florida  
M.A., University of Central Florida  
B.S., University of Central Florida | Ashford Vita |
| Teri T. Brahams                           | Executive Director of Business & Community Services | M.B.A., University of Tennessee  
B.A., Maryville College | Brahams Vita |
| Sharon L. Yarbrough                       | Director of Institutional Effectiveness, Research, Planning and Grant Development | Ed.D., University of Tennessee  
M.S., University of Tennessee  
B.S., Carson-Newman College | Yarbroug h Vita |
<p>| Suzanne L. Walker                         | Director of Internal Audit                         | B.S., University of Tennessee | Walker Vita |
| Tracey C. Bradley                         | Director of Tennessee Consortium                   | M.A., Marshall University | Bradley Vita |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Vita</th>
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</table>
| Milton Grimes               | Assistant to the President, International Affairs | Ph.D., Vanderbilt University  
M.A., Murray State University  
B.A., University of Hawaii | Grimes Vita |
| Linnette Legg               | Administrative Assistant to President         | B.M.E., George Peabody College                                            | Legg Vita |
| Renee R. Moore              | Assistant VP of Business Services             | B.S., University of Tennessee                                             | Moore Vita |
| Leigh Anne Touzeau          | Assistant VP of Enrollment Services           | Ed.S., University of Tennessee  
M.S., University of Tennessee  
B.S., University of Tennessee | Touzeau Vita |
| Lois G. Reynolds            | Assistant VP of Learning                      | M.S., University of Tennessee  
M.A.C.T., University of Tennessee  
B.A., Belmont University | Reynolds Vita |
| Mary C. Bledsoe             | Assistant VP of Student Success               | M.A., University of Northern Colorado  
A.B., University of Northern Colorado | Bledsoe Vita |
| Holly L. Burkett            | Assistant Dean, Blount County Campus          | B.S., University of Tennessee                                             | Burkett Vita |
| Mike North                  | Assistant Dean, Division Street Campus        | Ed.D., University of Tennessee  
M.S., University of Tennessee  
B.A., University of Iowa      | North Vita |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree, University</th>
<th>Vita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosalyn P. Tillman</td>
<td>Assistant Dean, Magnolia Avenue Campus</td>
<td>M.S., University of Tennessee</td>
<td>Tillman Vita</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B.S., Southern Illinois University</td>
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<tr>
<td>Cynthia R. Dempster</td>
<td>Department Dean / Professor Business &amp; Computer Technology</td>
<td>M.A.C.T., University of Tennessee</td>
<td>Dempster Vita</td>
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<td>Margaret Ann Jeffries</td>
<td>Department Dean / Professor Engineering &amp; Media Technology</td>
<td>Ph.D., University of Tennessee</td>
<td>Jeffries Vita</td>
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<td>Kathryn A. Byrd</td>
<td>Department Dean / Professor English</td>
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<td>Byrd Vita</td>
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<tr>
<td>Dennis R. Adams</td>
<td>Department Dean / Professor Instructional Services</td>
<td>Ph.D., University of Alabama</td>
<td>Adams Vita</td>
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<tr>
<td></td>
<td></td>
<td>M.A., University of Alabama</td>
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<td>B.S., Bowling Green State University</td>
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<tr>
<td>Jonathan A. Fowler</td>
<td>Department Dean / Associate Professor Liberal Arts</td>
<td>Ph.D., University of Tennessee</td>
<td>Fowler Vita</td>
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<td>M.A., Clemson University</td>
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<td>Catherine W. Williams</td>
<td>Department Dean / Professor Mathematics</td>
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<td>Williams Vita</td>
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<td>M.A., Georgetown University</td>
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<td>B.S., Tennessee State University</td>
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<tr>
<td>James M. Kelley</td>
<td>Department Dean / Professor Natural &amp; Behavioral</td>
<td>Ph.D., Clemson University</td>
<td>Kelley Vita</td>
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<td>M.S., East Tennessee</td>
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</table>
A process of annual performance evaluation ensures that these individuals provide the ongoing competence required for effective leadership within their areas of supervision. The College has a well documented process for performance review that is described in Pellissippi State Policy 06:22:00 and in the Performance Review and Development Plan Handbook available on the Human Resources webpage. Completed performance evaluations of Pellissippi State senior administrators are provided for review in Section 3.2.10.

Sources

- Adams, Dennis, Department Dean/Professor - Instructional Services
  - Adams, Dennis R., Transcript
  - Adams, Dennis, Vitae
  - Job Description - Dean of Instructional Services
- Ashford, Rebecca L., Vice President of Student Success & Enrollment Management
  - Ashford, Rebecca L., Transcript
  - Ashford, Rebecca, Vitae
  - Job Description - VP Student Success
- Bledsoe, Mary C., Assistant Vice President of Student Success
  - Bledsoe, Mary C., Transcript
  - Bledsoe, Mary C., Vitae
  - Job Description - Assistant VP for Student Success
• Bradley, Tracey, Director of Tennessee Consortium for International Studies
  o Bradley, Tracey C., Transcript
  o Bradley, Tracey, Vitae
  o Job Description - Director of Tennessee Consortium for International Studies
• Brahams, Teri L., Executive Director of Business & Community Services
  o Brahams, Teri T., Transcript
  o Brahams, Teri T., Vitae
  o Job Description - Executive Director Business & Community Services
• Bryan, Jerry, Vice President of Information Services
  o Bryan, Robert G., Transcripts
  o Bryan, Robert G., Vitae
  o Job Description - VP Information Services
• Burkett, Holly L., Assistant Dean, Blount County Programs
  o Burkett, Holly L., Transcript
  o Burkett, Holly, Vitae
  o Job Description - Assistant Dean, Blount County Campus
• Byrd, Kathryn, Department Dean/Professor - English
  o Byrd, Kathryn A., Transcript
  o Byrd, Kathryn A., Vitae
  o Job Description - Dean, English Department
• Dempster, Cynthia, Department Dean/Associate Professor-Business & Computer Technology
  o Dempster, Cynthia R., Transcript
  o Dempster, Cynthia R., Vitae
  o Job Description - Dean of Business & Computer Technology
• Edwards, Allen G., President
  o Edwards, Allen E., Transcripts
  o Edwards, Allen G., Vitae
  o Job Description - President
• Fowler, Jonathan, Department Dean/Associate Professor - Liberal Arts
  o Fowler, Jonathan A., Transcripts
  o Fowler, Jonathan A., Vitae
  o Job Description - Dean of Liberal Arts
• Goins, Larry W., Department Dean/Professor - Nursing
  o Goins, Larry W., Transcripts
  o Goins, Larry W., Vitae
- Job Description - Dean of Nursing

- Grimes, J. Milton
  - Grimes Vita
  - Grimes, J. Milton, Transcripts
  - Job Description - Asst to President-Intl Affairs

- Jeffries, Margaret Ann, Department Dean/Professor - Engineering & Media Technology
  - Jeffries, Margaret Ann, Transcript
  - Jeffries, Margaret Ann, Vitae
  - Job Description - Dean, Engineering & Media Technologies

- Kelley, James, Department Dean/Professor - Natural & Behavioral Sciences
  - Job Description - Dean of Natural and Behavioral Sciences
  - Kelley, James M., Transcript
  - Kelley, James, Vitae

- Kesterson, Ron, Vice President of Business & Finance
  - Job Description - VP Business & Finance
  - Kesterson, Ronald L., Transcript
  - Kesterson, Ronald L., Vitae

- Legg, Linnette, Administrative Assistant to President
  - Job Description - Admin. Asst. to President
  - Legg, Linnette, Transcript
  - Legg, Linnette, Vitae

- Monroe-Ellis, Mary, Department Dean/Professor - Transitional Studies
  - Job Description - Dean of Transitional Studies
  - Monroe-Ellis, Mary, Transcript
  - Monroe-Ellis, Mary, Vitae

- Moore, Renee, Assistant Vice President of Business Services
  - Job Description - Asst VP Business Services
  - Moore, Renee R., Transcript
  - Moore, Renee, Vitae

- North, Mike, Assistant Dean, Division Street Programs
  - Job Description - Assistant Dean, Division Street Campus
  - North, Michael
  - North, Michael, Transcripts

- Reynolds, Lois G., Assistant Vice President of Learning
  - Job Description - Assistant VP of Learning
- Reynolds, Lois G., Transcripts
- Reynolds, Lois G., Vitae

- Tillman, Rosalyn, Assistant Dean, Magnolia Avenue Programs
  - Job Description - Assistant Dean, Magnolia Avenue Campus
  - Tillman, Rosalyn, Transcripts
  - Tillman, Rosalyn, Vitae

- Touzeau, Leigh Anne, Assistant Vice President of Enrollment Management
  - Job Description - Assistant VP for Enrollment Services
  - Touzeau, Leigh Anne, Transcript
  - Touzeau, Leigh Anne, Vitae

- Walker, Suzanne, Director of Internal Audit
  - Job Description - Director Internal Audit
  - Walker, Suzanne L., Transcript
  - Walker, Suzanne L., Vitae

- Williams, Catherine, Department Dean/Professor - Mathematics
  - Job Description - Dean of Mathematics
  - Williams, Catherine, Transcripts
  - Williams, Catherine, Vitae

- Wilson, Peggy, Vice President of College Advancement
  - Job Description - VP College Advancement
  - Wilson, Peggy M., Transcripts
  - Wilson, Peggy, Vitae

- Wise, Anthony L., Vice President of Learning
  - Job Description - VP Learning
  - Wise, Anthony, Transcripts
  - Wise, Anthony, Vitae

- Yarbrough, Sharon L., Director of Institutional Effectiveness, Research & Planning
  - Job Description - Director of Institutional Research
  - Yarbrough, Sharon L., Transcripts
  - Yarbrough, Sharon L., Vitae

- Pellissippi State Policy 02:01:00 Organizational Chart
- Pellissippi State Policy 06:22:00 Performance review and Development Plan for Staff Evaluation
- Pellissippi State Web Document - Performance Review and Development Plan Handbook
3.2.9

Governance and Administration: Faculty/staff appointment

The institution defines and publishes policies regarding appointment and employment of faculty and staff.

Judgment

☑ Compliant □ Non-Compliant □ Not Applicable

Narrative

Pellissippi State Community College has implemented policies regarding the appointment and employment of faculty and staff that are consistent with the policies established by the Tennessee Board of Regents (TBR). Pellissippi State publishes these policies on the College website.

Pellissippi Policy 06:01:00 General Personnel links to TBR Policy 5:01:00:00 and to the Full-Time Employment Procedures and Part-Time Employment Procedures on the Human Resources webpage. These procedures have been implemented to "assure the success of the affirmative action program at the College and the appointment of qualified personnel" (Full-Time Procedures, I. p. 1). They explain the duties of the Search Advisory Committee and the seven steps in the employment process. Additional processes are explained in the Pellissippi State Recruitment Handbook. TBR Policy 05:01:00:00 defines the various employment categories that are used by the College, and states that qualifications for personnel other than faculty are determined by the president based upon the duties and responsibilities of the position (B5, p. 2). TBR Guideline P-010 supplements TBR Policy 05:01:00:00 and provides additional information and procedures that the College follows.

Pellissippi State's office of Human Resources is responsible for advertisement of open positions, coordination of the appointment process, and making the official offer of employment to recommended candidates. The Director of Human Resources and Affirmative Action also serves as the College's EEO Officer and Coordinator for ADA, 504, Title VI and Title IX. The director is responsible for compiling and submitting the College's annual Affirmative Action Plan that is published on the College's website and available for inspection in the Human Resources offices. Compliance with federal law regarding equal employment and affirmative action is addressed in TBR Policy 5:01:02:00. Pellissippi State faculty are hired based upon qualifications outlined in Policy 06:01:01 Faculty and Policy 06:02:02 Faculty Appointments. Policy 06:01:01 provides a definition of faculty and describes the various roles of the faculty and the nature of appointments. Policy 06:02:02 further defines the types of appointments: temporary, term,
tenure-track, and tenure. Policy 06:01:02 Adjunct Faculty states that adjunct faculty "will have the same academic qualification as full-time faculty" (II. Selection, p. 1) and documents the responsibilities of adjunct faculty as well as the selection process, personnel requirements, evaluation, and professional development program that the College has implemented. College guidelines for faculty promotion and tenure have been developed in compliance with TBR Policy 5:02:02:30 Guidelines for Faculty Promotion at TBR Community Colleges and TBR Policy 5:02:03:70 Academic Tenure for TBR Community Colleges. Corresponding Pellissippi State policies are Policy 06:03:00 Faculty Promotion and Policy 06:02:00 Academic Tenure.

Pellissippi State full-time administrators and support staff are hired based on the qualifications set out in the job descriptions for each position that have been developed by the relevant supervisor and approved by the president. The policies and guidelines mentioned above define the processes and procedures. Examples of recent recruitment/hiring packages for a faculty member (Employment Packet - Faculty) and a staff member (Employment Packet - Staff) are included as examples.

Sources

- Employment Packet - Faculty
- Employment Packet - Staff
- Full-Time Employment Procedures
- Part-Time Employment Procedures
- Pellissippi State Affirmative Action Plan 2010
- Pellissippi State Policy 06:01:00 General Personnel
- Pellissippi State Policy 06:01:01 Faculty
- Pellissippi State Policy 06:01:02 Adjunct Faculty
- Pellissippi State Policy 06:02:00 Academic Tenure
- Pellissippi State Policy 06:02:02 Faculty Appointments
- Pellissippi State Policy 06:03:00 Faculty Promotion
- Recruitment Handbook
- TBR Guideline P-010 Personnel Transactions and Recommended Forms
- TBR Policy 5:01:00:00 General Personnel Policy
- TBR Policy 5:01:01:00 Employment Classification
- TBR Policy 5:01:02:00 Equal Employment and Affirmative Action
- TBR Policy 5:02:02:30 Faculty Promotion at Community Colleges
- TBR Policy 5:02:03:70 Academic Tenure for the Tennessee Board of Regents Community Colleges
3.2.10

Governance and Administration: Administrative staff evaluations

The institution evaluates the effectiveness of its administrators on a periodic basis.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College evaluates the effectiveness of its administrators on an annual basis as part of its employee performance plan process. As stated in Pellissippi State Policy 06:22:00 Performance Review and Development Plan for Staff Evaluation, each staff member (including administrators) is "evaluated on an on-going basis by his/her supervisor on how well he/she performs in terms of his/her position description, departmental objectives, and institutional goals." These evaluations are conducted each year in conjunction with the College's planning calendar following the procedures described in the Performance Review and Development Plan Handbook and utilizing the Performance Review and Development Plan form. Each employee also has the opportunity to complete a self-evaluation (Self Evaluation Worksheet) as well as to evaluate his/her supervisor (Supervisor Evaluation Form).

The major goals of Pellissippi State's performance plan are to improve individual and institutional performance by providing appropriate direction and feedback to employees; enhance the institution's performance planning process by establishing accountability for results at the individual level; provide the data needed to make and defend human resource decisions, e.g., promotion, retention, or termination; and maximize employee job satisfaction and performance by creating a positive work environment built on trust, support and open communication between the employee and the supervisor.

As illustrated by the President's Office organizational chart, the following positions report directly to the President and their annual evaluations are conducted by the President: Vice President of Business & Finance, Vice President of Information Services, Vice President of Learning, Vice President of College Advancement, Vice President of Student Success & Enrollment Management, Executive Director of Business & Community Services, Director of TnCIS, Director of Human Resources, Director of Institutional Effectiveness, Director of Internal Audit, Assistant to the President for International Affairs, and Administrative Assistant to the President. All other administrators (assistant vice-presidents, managers, directors, etc.) are evaluated by their direct supervisors and by the vice-president of the division they are assigned.
to. Performance evaluations for the 2008/09 and 2009/10 academic years are included in the table at the end of this section for administrators (through the director's level) at Pellissippi State.

As described in Comprehensive Standard 3.2.1, the President of Pellissippi State is evaluated annually by the chancellor of the Tennessee Board of Regents (TBR). TBR Policy 1:03:03:00 specifies the process for evaluating the President and considers the accomplishment of annual objectives at the institution, the ability to serve as the leader of a campus community, and the commitment of the president to the College and the System. The most recent evaluation report submitted to the Chancellor by President Edwards and the Chancellor's instructions for that report are provided for review (President's 2008-09 Evaluation Report, Chancellor's 2008-09 Evaluation Instructions).

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<tr>
<th>Name</th>
<th>Position / Title</th>
<th>Performance Evaluations</th>
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<tr>
<td>Ronald L. Kesterson</td>
<td>Vice President of Business &amp; Finance</td>
<td>2008/09 2009/10</td>
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<tr>
<td>Peggy M. Wilson</td>
<td>Vice President of College Advancement</td>
<td>2008/09 2009/10</td>
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<tr>
<td>Robert G. Bryan</td>
<td>Vice President of Information Services</td>
<td>2008/09 2009/10</td>
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<td>L. Anthony Wise, Jr.</td>
<td>Vice President of Learning</td>
<td>2008/09 2009/10</td>
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<td>Rebecca L. Ashford</td>
<td>Vice President of Student Success &amp; Enrollment Management</td>
<td>2008/09 2009/10</td>
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<td>Teri T. Brahams</td>
<td>Vice President of Business &amp; Community Services</td>
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<td>Sharon L. Yarbrough</td>
<td>Director of Institutional Effectiveness, Research &amp; Planning</td>
<td>2008/09 2009/10</td>
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<td>Suzanne L. Walker</td>
<td>Director of Internal Audit</td>
<td>2008/09 2009/10</td>
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<tr>
<td>Tracey C. Bradley</td>
<td>Director of Tennessee Consortium for International Studies (effective July 1, 2010)</td>
<td>N/A N.A</td>
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<td>Linnette Legg</td>
<td>Administrative Assistant to President</td>
<td>2008/09 2009/10</td>
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<td>Renee R. Moore</td>
<td>Assistant Vice President of Business Services</td>
<td>2008/09 2009/10</td>
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<tr>
<td>Name</td>
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<tr>
<td>Leigh Anne Touzeau</td>
<td>Assistant Vice President of Enrollment Management</td>
<td>2008/09</td>
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<td>Lois G. Reynolds</td>
<td>Assistant Vice President of Learning</td>
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<td>Mary C. Bledsoe</td>
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<td>Holly L. Burkett</td>
<td>Assistant Dean, Blount County Campus</td>
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<td>Mike North</td>
<td>Assistant Dean, Division Street Campus</td>
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<tr>
<td>Rosalyn P. Tillman</td>
<td>Assistant Dean, Magnolia Avenue Campus</td>
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<td>Cynthia R. Dempster</td>
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<td>Margaret Ann Jeffries</td>
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<td>Jonathan A. Fowler</td>
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<td>Catherine W. Williams</td>
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<tr>
<td>James M. Kelley</td>
<td>Department Dean - Natural &amp; Behavioral Sciences</td>
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<td>Larry W. Goins</td>
<td>Department Dean - Nursing</td>
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<tr>
<td>Mary Monroe-Ellis</td>
<td>Department Dean - Transitional Studies</td>
<td>2008/09</td>
</tr>
<tr>
<td>Gayle Wood</td>
<td>Director of Access &amp; Diversity</td>
<td>2008/09</td>
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<tr>
<td>Heather R. Hatfield</td>
<td>Director of Admissions &amp; Communications Center</td>
<td>N/A</td>
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<tr>
<td>Patricia Myers</td>
<td>Director of Alumni Relations</td>
<td>2008/09</td>
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<tr>
<td>James &quot;Dean&quot; Copple</td>
<td>Director of Applications Programming Support</td>
<td>2008/09</td>
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<tr>
<td>Nancy Donahue</td>
<td>Director of Budget &amp; Payroll</td>
<td>2008/09</td>
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<td>Michael Hudson</td>
<td>Director of Business &amp; Certificate Programs</td>
<td>2008/09</td>
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<tr>
<td>Cynthia Manning</td>
<td>Director of Career &amp; Resource Center</td>
<td>2008/09</td>
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<tr>
<td>Phyllis Pace</td>
<td>Director of Counseling</td>
<td>2008/09</td>
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<td>Judy A. Gosch</td>
<td>Director of Curriculum &amp; New Program Development</td>
<td>2008/09</td>
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<tr>
<td>Joanne Thomasson</td>
<td>Director of Developmental Studies Program</td>
<td>2008/09</td>
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<tr>
<td>Audrey Williams</td>
<td>Director of Educational Technology Services</td>
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<tr>
<td>David Walton</td>
<td>Director of Facilities, Safety &amp; Security</td>
<td>2008/09</td>
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<tr>
<td>Paul McKinney</td>
<td>Director of Financial Aide</td>
<td>2008/09</td>
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<tr>
<td>Les Fout</td>
<td>Director of Foundation</td>
<td>2008/09</td>
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<tr>
<td>Karen Queener</td>
<td>Director of Human Resources &amp; Affirmative Action</td>
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<tr>
<td>Brad Coburn</td>
<td>Director of Industrial &amp; Contract Training</td>
<td>2008/09</td>
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<tr>
<td>Joan Newman</td>
<td>Director of Learning &amp; Testing Center</td>
<td>2008/09</td>
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<tr>
<td>Peter Nerzak</td>
<td>Director of Library Services</td>
<td>2008/09</td>
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<tr>
<td>Julia Wood</td>
<td>Director of Marketing &amp; Communications</td>
<td>2008/09</td>
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<tr>
<td>Linda Peterson</td>
<td>Director of Network &amp; Technical Services</td>
<td>2008/09</td>
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<tr>
<td>Rebecca Milam</td>
<td>Director of New Student Orientation Programs</td>
<td>2008/09</td>
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<tr>
<td>Carolyn Carson</td>
<td>Director of Placement</td>
<td>2008/09</td>
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<tr>
<td>John S. Clark</td>
<td>Director of Purchasing</td>
<td>2008/09</td>
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<tr>
<td>Rachael Cragle</td>
<td>Director of Advising</td>
<td>2008/09</td>
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<tr>
<td>Kim Thomas</td>
<td>Director of Student Life &amp; Recreation</td>
<td>2008/09</td>
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<tr>
<td>Ann Satkowiak</td>
<td>Director of Services for Students with Disabilities</td>
<td>2008/09</td>
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<tr>
<td>Dutchess Jones</td>
<td>Director of Special Credit Programs</td>
<td>N/A</td>
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<tr>
<td>Mark Cotter</td>
<td>Director of Trio Student Support Services</td>
<td>2008/09</td>
</tr>
<tr>
<td>Larry Rossini</td>
<td>Senior Director of Small Business Development Center</td>
<td>2008/09</td>
</tr>
</tbody>
</table>
Sources

- Performance Evaluations 2008/09
  - Adams, Dennis, 2008-09 Performance Review
  - Ashford, Rebecca L., 2008-09 Performance Review
  - Bledsoe, Mary, 2008-09 Performance Review
  - Brahams, Teri T., 2008-09 Performance Review
  - Bryan, Robert G., 2008-09 Performance Review
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  - Cotter, Mark, 2008-09 Performance Review
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  - Donahue, Nancy, 2008-09 Performance Review
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- Wood, Gayle, 2008-09 Performance Review
- Wood, Julia, 2008-09 Performance Review
- Yarbrough, Sharon L., 2008-09 Performance Review

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  - Adams, Dennis, 2009-10 Performance Review
  - Ashford, Rebecca L., Performance Review 2009-10
  - Bledsoe, Mary, 2009-10 Performance Review
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  - Cragle, Rachael, 2009-10 Performance Review
  - Cragle, Rachael, 2009-10 Performance Review
  - Dempster, Cynthia R., 2009-10 Performance Review
o Donahue, Nancy, 2009-10 Performance Review
o Fout, Les, 2008-09 Performance Review
o Fout, Les, 2009-10 Performance Review
o Fowler, Jonathan, 2009-10 Performance Review
o Goins, Dr. Larry W., 2010 Performance Review
o Gosch, Judith A., 2009-10 Performance Review
o Grimes, J. Milton, Performance Review 2009-10
o Hatfield, Heather, 2009 Performance Review
o Hudson, Mike, 2009-10 Performance Review
o Jeffries, Margaret A., 2009-10 Performance Review
o Jones, Dutchess, 2010 Initial Performance Review
o Jones, Dutchess, 2010 Initial Performance Review
o Kelley, Jim, 2009 Performance Review
o Kesterson, Ronald L., Performance Review 2009-10
o Legg, Linnette, Performance Review 2009-10
o Manning, Cynthia Y., 2009-10 Performance Review
o McKinney, K. Paul, 2009-10 Performance Review
o Milam, Becky, 2009-10 Performance Review
o Milam, Becky, 2009-10 Performance Review
o Monroe-Ellis, Mary, 2009-10 Performance Review
o Moore, Renee, 2009-10 Performance Review
o Myers, Pat, 2009-10 Performance Review
o Nerzak, Peter, 2009-10 Performance Review
o Newman, Joan, 2009-10 Performance Review
o North, Mike, 2009-10 Performance Review
o Pace, Phyllis, 2009-10 Performance Review
o Peterson, Linda, 2009-10 Performance Review
o Queener, Karen, 2009-10 Performance Review
o Reynolds, Lois G., 2009-10 Performance Review
o Rossini, Larry, 2009-10 Performance Review
o Satkowiak, Ann, 2009-10 Performance Review
o Thomas, Kim, 2009-10 Performance Review
o Thomasson, Sharon JoAnne, 2009-10 Performance Review
o Tillman, Rosalyn, 2009-10 Performance Review
o Touzeau, Leigh Anne, 2009-10 Performance Review
o Walker, Suzanne L., Performance Review 2009-10
- Walton, David, 2009-10 Performance Review
- Williams, Audrey, 2009-10 Performance Review
- Williams, Catherine, 2009-10 Performance Review
- Wilson, Peggy M., Performance Review 2009-10
- Wise, L. Anthony, Performance Review 2009-10
- Wood, Gayle, 2009-10 Performance Review
- Wood, Julia, 2009-10 Performance Review
- Yarbrough, Sharon L., Performance Review 2009-10

- Chancellor's 2008-09 Evaluation Instructions
- Pellissippi State Organizational Charts (Page 1)
- Pellissippi State Policy 06:22:00 Performance review and Development Plan for Staff Evaluation
- Pellissippi State Web Document - Performance Review & Development Plan
- Pellissippi State Web Document - Self Evaluation Worksheet
- Pellissippi State Web Document - Supervisor Evaluation
- President's 2008-09 Evaluation Report
- TBR Policy 1:03:03:00 Selection and Retention of Presidents
3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment
☐ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
Pellissippi State does not have an intercollegiate athletics program; therefore, this standard does not apply to the College.
3.2.12

Governance and Administration: Fund-raising activities

The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College's fund-raising activities are controlled by the college president. The President has assigned the fund-raising responsibility to the College Advancement office which works with the Pellissippi State Community College Foundation. The position of vice president of College Advancement and executive director of the Foundation reports directly to the college’s president.

The College's Organizational Chart shows the reporting relationship between the President of the College, the Vice President of College Advancement and other college leadership. Roles and responsibilities are defined in the job descriptions for the President and for the Vice President of College Advancement and Executive Director of the Foundation.

All student fundraising activities are to be in compliance with Pellissippi State Policy 04:01:00 Student Organizations (Section VIII.C, p. 4), which states that all fund-raising activities are to benefit the organization and not any individual. Procedures and an application for fund-raising activities by students groups are found on the Student Life and Recreation Web Site. In addition, a sample letter and email to donors are located on the Student Life and Recreation Web Site. Included in Student Fund Raising folder below is a completed student fundraising application.

Sources

- Student Fund Raising
  - Completed Student Fundraising Application
  - Student Fund Raising Application
- Student Fund Raising Procedure
- Student Fundraising Email
- Student Fundraising Letter
- Student Life & Recreation Website

- Job Description - President
- Job Description - VP College Advancement
- Organizational Chart, President's Office
- Pellissippi State Policy 04:01:00 Student Organizations (Page 4)
3.2.13

Governance and Administration: Institution-related foundations

Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation, and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission.

Judgment
☑ Compliant □ Non-Compliant □ Not Applicable

Narrative

The Pellissippi State Community College Foundation is a separate entity operating under the Internal Revenue guidelines and exists as a 501(c)(3) organization as described in the Internal Revenue Services letter of tax exemption, the Foundation By-Laws, and the Foundation’s Charter. The charter was revised in 2009 to remove the word "technical" from the college name. The Foundation assists Pellissippi State Community College to attract the support of individuals, corporations, foundations, and organizations who desire to advance the vision, mission and goals of Pellissippi State through voluntary efforts and philanthropic financial support. Activities of the Pellissippi State Foundation are detailed in the minutes from the quarterly meeting of the Board of Trustees as well as the Pellissippi State Foundation Board of Trustees Policies and Procedures. The job description for a Foundation Board Member describes the board members' responsibilities in regard to these activities. The mission of the Pellissippi State Foundation is consistent with the college's mission.

The Pellissippi State Community College Foundation has a contractual agreement with Pellissippi State that describes the relationship between the College and the Foundation and describes any liability associated with that relationship. The College ensures that its relationship with the Pellissippi State Foundation is consistent with the college’s mission.

The Pellissippi State Foundation complies with Pellissippi State Policies 08:14:00 Foundation, and 08:14:01 Solicitation and Acceptance of Gifts, as well as Tennessee Board of Regents Policies 4:01:07:02 Foundations and 4:01:04:00 Solicitation and Acceptance of Gifts.
Sources

- Agreement Between PSCC and the Foundation
- Foundation Board Member Job Description
- Foundation Board Minutes, March 16, 2010
- Foundation Bylaws
- Foundation Charter
- Foundation Charter Revised
- Foundation Mission Statement 2010
- Foundation Policies and Procedures
- IRS Letter of Tax Exemption for the Foundation
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 08:14:00 Foundation
- Pellissippi State Policy 08:14:01 Solicitation and Acceptance of Gifts
- TBR Policy 4:01:04:00 Solicitation and Acceptance of Gifts
- TBR Policy 4:01:07:02 Foundations
3.2.14

Governance and Administration: Intellectual property rights

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment
☑ Compliant □ Non-Compliant □ Not Applicable

Narrative

Pellissippi State Community College policies concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of intellectual property are clear and are governed by Tennessee Board of Regents (TBR) Policy 05:01:06:00 Intellectual Property. The provisions of this policy apply to all employees of the Board of Regents and its member institutions, students enrolled at TBR institutions, and other persons using TBR institution facilities and resources. According to Section V (p. 2) of TBR Policy 05:01:06:00, intellectual property developed within the developer's scope of employment with the institution, in the course of an institution-sponsored project, and/or with significant use of institutional resources, is the property of the institution.

TBR Guideline A-075 Distance Education and Intellectual Property "describes the legal rights and responsibilities of creators, and distributors of distance education/telecourse materials" within the TBR system, including "ownership of copyright on distance education materials created by TBR faculty and employees" (p. 1). This guideline provides additional information on the ownership of copyrightable materials including scholarly works, student work, works for hire, joint ownership, revision rights, and royalties. Pellissippi State Policy 03:16:02 links to TBR Guideline A-075.

Pellissippi State Policy 03:16:01 Use of Copyrighted Materials further defines the College's position on reproducing, altering, or performing works that are protected by copyright.
Sources

- Pellissippi State Policy 03:16:01 Use of Copyrighted Material
- Pellissippi State Policy 03:16:02 Distance Education and Intellectual Property
- TBR Guideline A-075 Distance Education and Intellectual Property
- TBR Policy 5:01:06:00 Intellectual Property
3.3.1

Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

Judgment

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes; administrative support services, educational support services, and community service. (Research is not within its educational mission.) Pellissippi State’s mission statement serves as the guiding element for institutional effectiveness (IE) measures.

At Pellissippi State, the institutional effectiveness process involves the following steps: 1) setting goals that tie to the college’s mission, 2) determining assessment criteria for measuring outcomes (which may involve benchmarks), 3) measuring and analyzing outcomes, and 4) using the results to improve the area or program targeted by the goal.

3.3.1.1 Educational Programs, Including Student Learning Outcomes

Pellissippi State engages in a systematic, cyclical, assessment-based process of integrating institutional planning, evaluation, and improvement activities in order to demonstrate institutional effectiveness. The College develops and implements institutional level, program
level, and student level goals. Goals and objectives are operationalized, and opportunities for ongoing improvement are identified and made actionable.

Program Level Assessment

Each associate degree program completes an academic audit or program review on a five-year cycle. Program reviews include the University Parallel Program Review and program reviews prepared by academic departments (Mathematics Department, Liberal Arts Department, Natural and Behavioral Sciences Department, and English Department). Career programs evaluate programs through academic audits, program reviews, or accreditation studies (Early Childhood Education, General Technology, Interior Design Technology, Media Technologies, Professional Studies, and Paralegal Studies).

Accreditation organizations prescribe qualities and characteristics that programs must meet in order to achieve initial accreditation or to be re-accredited. Findings by visiting committees must be resolved, usually within some specified time period. Accreditation standards generally require a self-assessment that identifies program strengths and weaknesses, as well as an improvement plan. Follow-up reports that show adequate progress toward improvement plans are submitted to the accrediting organization at regular intervals. Three Pellissippi State career programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP): computer science and information technology, business administration, and administrative professional technology. A fourth career program, paralegal studies, is approved by the American Bar Association (ABA). In fall 2009, Pellissippi State began offering an Associate of Applied Science in Nursing (A.A.S.N.). The nursing program prepares students for careers as registered nurses. Graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program has initial approval from the Tennessee Board of Nursing. Full approval by the Tennessee Board of Nursing is contingent upon graduation and successful passing of the NCLEX-RN by the first nursing class.

The review of programs may be conducted through the use of the Academic Audit process. The comprehensive program review requires a self-study and is evaluated by an external reviewer using THEC’s program review checklist. The Academic Audit process, which also requires a self-study and a team of external reviewers, examines program quality with respect to the guidelines published in TBR’s Academic Audit Handbook. The Academic Audit is a faculty-driven process that examines the quality of program processes in five focal areas; (1) Learning Objectives, (2) Curriculum and Co-Curriculum, (3) Teaching and Learning Methods, (4) Student Learning Assessment, and (5) Quality Assurance.
Within the Learning Objectives local area of program review, program learning outcomes are specifically addressed. Questions directly relating to the assessment of program/student learning outcomes are found on the program review checklist:

1.1 Intended program and learning outcomes are clearly identified.
1.2 The program uses appropriate indicators to evaluate appropriate and sufficient achievement of program outcomes.
1.3 The unit makes use of information from its evaluation of program outcomes attainment: student, alumni, and employer surveys; and university research to strengthen the program's effectiveness.

2.7 Students have opportunities to apply what they have learned to situations outside the classroom.

An example of a specific program review that assesses the extent to which the program achieves the expected learning outcomes is Media Technologies (MDT) (2008-2009). MDT consists of four concentrations: Communications Graphics Technology (CGT), Photography (PHO), Video Production Technology (VPT), and Web Technology (WEB). Media Technologies program goals/educational objectives are listed on the 2010-2012 Career Programs Goals.

Not all career technology programs are scheduled to conduct a program review according to the Performance Funding schedule. A calendar is established at the beginning of each five-year Performance Funding cycle that lists each academic program, the year of the review, and the type of review that will be conducted (see 2008-2009 Performance Funding Report, page 13). The academic program review schedule assures that units are reviewed internally and by an external reviewer on a regular basis. External reviewers complete a narrative report that includes standardized checklists (Assessment of Certificate and Associate Programs, page 20-21 of 2009-2010 Performance Funding) that assess relevant components, such as program outcomes, curriculum, teaching and learning environment, faculty, economic development and support. Program-level reviews are submitted to THEC as part of performance funding evaluation.

Other program-level assessments that include student learning outcomes are reported in Performance Funding standards. Major Field Assessment, including tests results, is reported in Performance Standard 1B. Like the program review/accreditation process, the Major Field Assessment schedule is documented in the Performance Funding calendar included in the college's annual performance funding report. This process, explained in the THEC guidelines, enables departments to select the best mode of assessment through standardized or locally developed tests and is conducted at the end of the student's program.
Other program-level assessments include those reported also as institutional initiatives. These include assessments of student success (completion rates) in math, English, and developmental studies, as shown in Performance Funding Report-Standard 3B.

General Education Assessment is another major initiative that the institution uses to assess student outcomes. The College assesses general education goals in three main ways: 1) through the College Basic Academic Subjects Examination (CBASE), 2) through annual general education assessment reports in core areas, and 3) through course completion rates and grade distributions. Each of these assessment measures is discussed below.

The College Basic Academic Subjects Examination (CBASE) is a criterion-referenced achievement exam that evaluates knowledge and skills in English, mathematics, science, and social studies. In addition, the CBASE tests proficiency in three cross-disciplinary competencies: interpretive, strategic, and adaptive reasoning. The purpose of the exam is to help the College evaluate its academic programs. The College requires all graduating students in every educational program to take the CBASE during their last semester. The exam is made a condition for graduation because of its importance to the College for assessing its educational program. Administrators use aggregate scores from CBASE to evaluate the overall strengths and weaknesses of various academic programs. During the 2005-2010 planning and evaluation cycle, Pellissippi State students scored a composite mean score that was above the national average for four out of the five years. In 2007-08, the Pellissippi State composite score was 2 points lower than the national mean. In all other years it was from 2 to 6 points higher. Pellissippi State is awarded performance funding points from the Tennessee Higher Education Commission for its students’ performance on this examination (under Standard 1.A: Student Learning – General Education). The test scores of Pellissippi State students, including subject, skill, and cluster scores, are shown for the 2005-2010 planning cycle in College Base Extract Summary Report.

Although students’ outcomes on CBASE have historically been satisfactory, in 2008-2009 the College implemented a pilot for focusing on general education core competencies in writing, mathematics, oral communication, and critical thinking through TBR’s plan for assessing these competencies across the system. Beginning in spring 2009, each TBR institution developed and piloted assessment of these core competencies. Pellissippi State’s assessment results for the spring 2009 pilot and for the 2009-2010 academic year are reported in the General Education Assessment folder and discussed in more detail in Comprehensive Standard 3.5.1.

Student Level

As part of the college’s institutional effectiveness process, annual planning is used to assess targeted student learning outcomes. Academic departments assign faculty members to serve as program coordinators for academic programs. Every March in the planning cycle, program
coordinators are responsible for submitting a Planning Goal Outcomes and Uses template to the director of Institutional Effectiveness, Research and Planning. Program coordinators document goals, objectives, and action plans for the upcoming academic year. In the current cycle, they document the following fields for goals set the previous spring: outcomes achieved, with evidence; source of the assessment (what was used to determine the outcome); use of outcomes toward improvement; and evidence. Included in this assessment are results of assessment for the student learning outcomes. During the next phase of the review, the IR director meets with the Academic Assessment Committee to review plans for assessing student learning outcomes. The review is conducted using the Academic Assessment Rubric. The Academic Assessment Committee evaluates the use of outcomes to insure that improvements were used in the achievement of the program goals. The process and results are illustrated in Table 3.3.1.1, seen below.

Use of Master Syllabi

Pellissippi State degree and certificate programs and courses have student learning outcomes. The master syllabus template requires course goals to be stated. These goals support and are directly related either to Tennessee Board of Regents general education goals (for transfer programs) or to Pellissippi State Career Program Goals (for career programs). Expected student learning outcomes are referenced to course goals and are written in measurable terms. Each course syllabus also describes the methods of evaluation used to assess student learning. The College posts the master syllabi for credit courses on its website. The following master syllabi for four courses in the core curriculum, one in each of the career technical departments, and one from a certificate program illustrate application of the master syllabus template: College Algebra, English Composition, Introduction to Philosophy, Concepts of Biology, Medical Terminology II, Web Design I: Introduction to Web Technology, and Engineering Technologies Technical Communication.

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Annual Assessment Cycle</th>
<th>Link to Planning Goal Outcomes and Uses forms for the appropriate annual cycle:</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>2009-2010</td>
</tr>
</tbody>
</table>

117
<table>
<thead>
<tr>
<th>Program</th>
<th>Goals by March 2011</th>
<th>Most Recently Completed</th>
<th>Planning Completed: Implementation In Progress</th>
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<tr>
<td>Learning</td>
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<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
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<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
<td>Professional Technology</td>
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<td>Business Administration</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
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<td>Paralegal Studies</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
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<td>Engineering and Media Technologies</td>
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<td>2011-2012</td>
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<td>Civil Engineering Technology</td>
<td>2009-2010</td>
<td>2010-2011</td>
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<td>Electrical Engineering Technology</td>
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<td>Mechanical Engineering Technology</td>
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<td>Interior Design Technology</td>
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<td>2011-2012</td>
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<td>Communications</td>
<td>2009-2010</td>
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<td>2011-2012</td>
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<tr>
<td>Graphics Technology</td>
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<tr>
<td>Photography</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
<td>Video Production Technology</td>
<td>2009-2010</td>
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<td>2011-2012</td>
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<td>Web Technology</td>
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<td>English Department</td>
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<td>Liberal Arts Department</td>
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<td>Foreign Languages</td>
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<tr>
<td>Speech</td>
<td>2009-2010</td>
<td>2010-2011</td>
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</tr>
</tbody>
</table>
Faculty use technology to deliver educational programs in nontraditional formats. Course competencies for course sections delivered via distance learning are the same as for sections taught through traditional methods, and students in distance learning sections are held to the same standards as students in traditional sections. Pellissippi State evaluates courses offered via distance learning using the same methodologies as it does for traditional sections. Distance education courses are subject to evaluation by department deans and students as traditional classes are. Although the **student perception form for distance learning** is adapted to the distance format and thus differs in some respects from the **form used for traditional classes**, distance sections are expected to meet the same academic standards as traditional classes.

Analysis of success rates of students in courses delivered in non-traditional formats during academic audits and program reviews (Mathematics Department Program Review 2008-09, pg 40; Liberal Arts Program Review 2008-09, pg 7; Natural and Behavioral Sciences Program Review 2003-08, pg 11; English Department Program Review 2003-2008, pg 14; Early Childhood Education Program Review 2008-09, pg 18; and Media Technologies Program Review 2008-09, pg 32) and each

<table>
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<tr>
<th>Mathematics Department</th>
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<th>2011-2012</th>
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<tr>
<td>Natural &amp; Behavioral Sciences</td>
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<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
<td>Biology</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
<td>Chemistry/Geology</td>
<td>2009-2010</td>
<td>2010-2011</td>
<td>2011-2012</td>
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<td>College1500</td>
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<td>2010-2011</td>
<td>2011-2012</td>
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<td>Pre-Nursing</td>
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<td>2010-2011</td>
<td>2011-2012</td>
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<tr>
<td>Transitional Studies Dept.</td>
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<td>Developmental Studies Program: Math</td>
<td>2009-2010</td>
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<td>Developmental Studies: Reading</td>
<td>2009-2010</td>
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<td>Developmental Studies Program: Writing</td>
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<td>English as Second Language (ESL)</td>
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<td>FLAG Center</td>
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<tr>
<td>Nursing Department</td>
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<td>2011-2012</td>
</tr>
</tbody>
</table>
semester through grade distributions (2009 fall, 2010 spring, 2010 summer, 2010 fall), which have been discussed above.

3.3.1.2 Administrative Support Services

The Administrative Support offices and departments at Pellissippi State fall under the Office of the President, the Vice President for Student Success and Enrollment Management, the Vice President for College Advancement, the Vice President for Business and Finance, and the Vice President for Information Services. These divisions are shown in the college’s organizational charts. The College’s strategic plan and the mission statements of the College and each division serve to guide planning and decision-making activities. The plan is routinely reviewed and includes accomplishments and improvements to the program and services provided to students, faculty, and staff at the College (Pellissippi State 2005-2010 Institutional Strategic Plan).

To assess administrative support services goals, administrators at the director’s level and above develop objectives in support of the strategic plan and consistent with needs and priorities of the programs they manage. The College’s planning and assessment process includes access to reporting instruments (Planning Goal Outcomes and Uses Form), which is available to users through the Institutional Research planning website. Through this planning process, the administrators record the program’s annual goals, objectives to accomplish the goals, assessment measures to use for evaluating results, and use of results toward improvement. The process is designed to enhance the sharing of goals, objectives, and results across units and to enhance public accountability of improvement efforts. This process is also tied to each program’s budget. The Administrative Assessment Committee uses the Administrative Assessment Rubric to review plans and to assess whether or not the College is accomplishing its goals for administrative support services. Administrators assess the progress towards accomplishing these goals by June 30 of each year and can carry over action plans for the next planning year to assure continued progress.

Performance Funding reports also include standards tied to institutional strategic planning goals that assess administrative support services. Standard 4.A assesses the college’s progress on achieving its private giving goals. Results of assessment, showing accomplishment of the goal, are shown in Performance Funding Standard 4.A: Private Giving. The college’s goal to increase private giving to the Pellissippi State Foundation by 10 percent of the base year giving by the end of its five-year planning cycle is objective 4.1.3 of the college’s goal that ties to TBR’s Resourcefulness Goal: The College will manage, support, develop, and foster accountability for financial, human, physical, and information resources to respond to the interest and needs of the community and students. Performance Funding Standard 4.B assesses the college’s progress to increase the number of non-traditional students enrolled and to increase
enrollment in dual enrollment programs. Another goal reported in Standard 4.B is to increase the number of need-based awards made to students by 25 percent. All of these goals were achieved.

The Information Services Division maintains an Information Technology Plan. The plan includes a report of major accomplishments.

The Student Success and Enrollment Management Division hosts and assesses outcomes for the annual Pellissippi State/Project GRAD summer institute aimed at increasing enrollment and retention of underrepresented and at-risk students. Outcomes are reported on the Planning Goal Outcomes and Uses Form submitted by the dean of the Magnolia Avenue Campus.

The planning documents used by administrative support services, with evidence of use of results to improve outcomes, are compiled and provided in Table 3.3.1.2.

Table 3.3.1.2: Administrative Support Services Planning Goal Outcomes and Uses Forms

<table>
<thead>
<tr>
<th>Administrative Department/Office</th>
<th>Link to Planning Goal Outcomes and Uses forms for the appropriate annual cycle:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
</tr>
<tr>
<td>President's Office</td>
<td>2010-2011 (Goals by March 2011; Most Recently Completed)</td>
</tr>
<tr>
<td>Internal Audit</td>
<td>2010-2011</td>
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<td>Year</td>
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<td>2009-2010</td>
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<td>2009-2010</td>
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<tr>
<td>Magnolia Avenue Campus</td>
<td>2009-2010</td>
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</tbody>
</table>

3.3.1.3: Educational Support Services

Most of the departments and offices providing educational support services at Pellissippi State report to the Vice President for Student Success and Enrollment Management. Two departments, Library Services and Educational Technology Services, are in the Information Services division. The "First-Year Experience," an initiative to improve student retention by improving interaction with students, is directed by a professor in the Liberal Arts Department in the Learning Division. The mission of the Student Success and Enrollment Management Division is to facilitate successful transitions to support student learning and goal attainment. The departments and programs in this division are shown on the organization chart.

To assess educational support services goals, administrators at the level of director and above develop objectives in support of the mission and strategic plan that are consistent with needs and priorities of the programs they manage. The College’s planning and assessment process includes...
access to reporting instruments through the Institutional Research website. Through this process, the administrators record the program’s annual goals, objectives to accomplish the goals, assessment measures to use for evaluating results and use of results to improve programs. They also submit evidence to support the assessment. The process is designed to enhance the sharing of goals, objectives and results across units and to enhance public accountability of improvement efforts. This process is also tied to each program’s budget. The Administrative Assessment Committee, reporting to the director of Institutional Effectiveness, Research, and Planning, is responsible for reviewing goals submitted by departments delivering educational support services. The committee uses the Administrative Assessment Rubric to review plans and to assess whether or not the College is accomplishing its goals for educational support services. Administrators assess the progress towards accomplishing these goals by June 30 of each year and can carry over action plans to the next planning year to assure continued progress.

The directors and managers of educational support services use the Planning Goal Outcomes and Uses Form to plan, document, and assess goals. The planning documents, with evidence of use of results to improve outcomes, are compiled and provided in Table 3.3.1.3.

Educational support services are also assessed through Performance Funding initiatives, which include surveys of currently enrolled students (see Community College Survey of Student Engagement 2005 Cohort, 2006 Cohort, and 2009 Cohort), alumni survey results (2007 Alumni Survey; 2010 Alumni Survey), and analysis of employer surveys. Assessment of goals for the college’s student learning initiative to increase retention of first-year students is reported under Standard 5B (the results of five years of assessment is summarized in First-Year Experience at Pellissippi State: Standard 5B). More evidence of how the College is improving educational support for students through this initiative is shown in the reports submitted by faculty who serve as Student Success Coordinators (Business and Computer Technology, and Media Technology; Blount County Report; Liberal Arts Report; Etheridge log 9/2010 and 8/2010; Magnolia Avenue Campus log 8/2010 and 9/2010; Penzkofer 9/2010; Thomas 9/2010 and Scarbro 9/2010).

Library Services provides educational support services to students and faculty. Library Services periodically surveys students and faculty members to gauge its effectiveness in carrying out its mission of service. An annual report provides not only statistics on collections and usage, but also includes a section on how Library Services has used the results of assessment to improve services.

Table 3.3.1.3: Educational Support Services Planning Goal Outcomes and Uses Forms

123
<table>
<thead>
<tr>
<th>Educational Support Office/Department/Program</th>
<th>Annual Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Link to Planning Goal Outcomes and Uses forms for the appropriate annual cycle:</td>
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<td></td>
<td>2009-2010</td>
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<td><strong>First-Year Experience Initiative</strong></td>
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<td><strong>Student Success Coordinator (SSC) Forms:</strong></td>
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<tr>
<td>Blount County SSC</td>
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<tr>
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<tr>
<td>Division Street SSC</td>
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</tr>
<tr>
<td>English SSC</td>
<td>2009-2010</td>
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<tr>
<td>Liberal Arts SSC</td>
<td>2009-2010</td>
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<tr>
<td>Magnolia SSC</td>
<td>2009-2010</td>
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<tr>
<td>Math SSC</td>
<td>2009-2010</td>
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<tr>
<td>NBS SSC</td>
<td>2009-2010</td>
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<tr>
<td>Online SSC</td>
<td>2009-2010</td>
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<tr>
<td>Transitional SSC</td>
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<tr>
<td>Student Success &amp; Enrollment Management</td>
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<td>Student Success</td>
<td>2009-2010</td>
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<td>Counseling</td>
<td>2009-2010</td>
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<td>Learning &amp; Testing Center</td>
<td>2009-2010</td>
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<td>New Student Orientation Programs</td>
<td>2009-2010</td>
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<td>Placement</td>
<td>2009-2010</td>
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<td>Services for Students with Disabilities</td>
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<td>Student Life &amp; Recreation</td>
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<td>Educational Technology Services</td>
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<tr>
<td>Library Services</td>
<td>2009-2010</td>
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</tbody>
</table>
3.3.1.4: Research

Research is not within the educational mission of Pellissippi State.

3.3.1.5 Community/Public Service

The institution identifies expected outcomes, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of the results in community and public service.

Pellissippi State identifies expected outcomes for its community service programs, assesses whether it achieves these outcomes, and provides evidence of improvement based on an analysis of these outcomes. Community service programs tie to the mission of Pellissippi State by serving the needs of the community through training and workforce development and through opportunities for life, civic, and cultural enrichment.

The division of the College whose mission focuses on community service is Business and Community Services (BCS), shown on the college's organization chart. The mission of BCS is to support economic and community development by providing a range of services, training programs, and cultural activities in response to the needs of the community. BCS provides a broad range of programs and services in support of the College and division mission including advanced technology and industry-specific training, personal and professional development, business support, specialized technology centers, workforce development, services for special community groups, cultural enrichment, summer camps, and industrial and economic development. These diverse programs and services are carried out through five program areas: the Small Business Development Center, Industrial and Contract Training, Business and Certificate Programs, the Computer Training Institute, and Community Services Programs.

To assess business and community services goals, the Executive Director and Directors/Coordinator of each program area develop objectives in support of the mission and strategic plan that are consistent with the needs and priorities of the programs they manage. The college’s planning and assessment process includes access to reporting instruments available to users through the Institutional Research website. Through this process, the Directors/Coordinator record the program’s annual goals, objectives to accomplish the goals, and an action plan. The process also includes recording of outcomes achieved with evidence and use of resulting outcomes to improve programs. They also submit evidence to support the assessment. The Administrative Assessment Committee, reporting to the director of Institutional Effectiveness.
Research, and Planning, is responsible for reviewing goals submitted by Business and Community Services. The committee uses the Administrative Assessment Rubric to review plans and to assess whether or not the College is accomplishing its goals for Community/Public services. In addition, individual non-credit courses are evaluated through course evaluation.

These diverse programs and services are unified by a set of outcomes which drive their activities, assessments, and efforts towards continuous improvement.

Table 3.3.1.5 provides all the planning and assessment forms used in this division to drive forward improvement initiatives that are linked to the College’s strategic plan and to their core mission of advancing Pellissippi State’s service to its community.

**Table 3.3.1.5: Community Service Planning Goal Outcomes and Uses Forms**

<table>
<thead>
<tr>
<th>Community Services Departments</th>
<th>Annual Assessment Cycle (Link to the related Planning Goal Outcome and Uses Forms)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2009-2010</td>
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<td>Business and Community Services</td>
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<td>Community Service Programs</td>
<td>2009-2010</td>
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<td>Computer Training Institute</td>
<td>2009-2010</td>
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<tr>
<td>Industrial and Contract Training</td>
<td>2009-2010</td>
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</tbody>
</table>

Community service outcomes are also assessed by the College through strategic planning initiatives, and are reported in annual Strategic Planning Reports, annual Performance Funding.
Reports, and through participation in the National Community College Benchmark Project (NCCBP). Other departments at the College, such as the Mathematics Department, also have goals related to community service. The Math Department has organized a Middle School Mathematics Competition for ten years. The program is assessed on a Planning Goal Outcomes and Uses Form by the Mathematics Department Dean and also on the Strategic Plan, under the college’s Leadership goal:

1.1: Leadership: The College will promote and communicate to constituents the value of the institution’s educational program and related services in order to further economic development and quality of life. (Ties to TBR Leadership Goal)

- The College will continue involvement in the community by faculty, staff, and students in volunteer programs such as American reads, College of Promise, and Project Grad (Objective 1.1.4)
- The College will provide academic enrichment activities such as the Tennessee Science Bowl for high school students and the Math Bowl for middle school students and high school students (Objective 1.1.6)

Community service data are reported on Forms 14A, 14B, and 15 in the National Community College Benchmark Project. Pellissippi State is meeting its mission of providing support to its community as shown in NCCBP: Non-Credit Programs.

As shown in the documentation above, continuing education and community service units of the College develop objectives based upon stated outcomes that link to the college’s mission or strategic plan, establish indicators of success appropriate to their function, assess their accomplishment of those success measures, and develop action strategies to promote continuous improvement based upon the results of that assessment.

Sources

- General Education Assessment
  - CBASE Cluster Scores 2005-2010 Cycle
  - Critical Thinking General Education Assessment 2009-10
  - Critical Thinking Outcomes, Spring 2009
  - gen_ed_CBASE_table
  - Mathematics General Education Assessment 2009-10
  - Mathematics Outcomes, Spring 2009
- Oral Communication General Education Assessment 2009-10
- Oral Communication Outcomes, Spring 2009
- pscc_nccbp_form11_CORE_tableREVISED
- pscc_nccbp_form8_DSP_tableRevised
- pscc_nccbp_success_rates_tableForm7Revised
- Report on Developments in General Education 2009-10
- Writing General Education Assessment 2009-10
- Writing Outcomes, Spring 2009

- **Grade Distribution and Course Completion Rates**
  - 2009F_GradeDistribution
  - 2010F_GradeDistribution
  - 2010S_GradeDistribution
  - 2010U_GradeDistribution

- **Master Syllabi**
  - ADMN2921 - Medical Terminology II
  - Concepts of Biology
  - Engineering Technologies Technical Communication
  - ENGL1010 - English Composition I
  - Introduction to Philosophy
  - MATH1130 - College Algebra
  - Web Design I: Introduction to Web Technology

- **National Community College Benchmark Project**
  - NCCBP 2005
  - NCCBP 2006
  - NCCBP 2007
  - NCCBP 2008
  - NCCBP 2009
  - NCCBP 2010
  - NCCBP: College-Level Course Retention and Success Rates (Form 7)
  - NCCBP: DSP Retention and Success (Form 8)
  - NCCBP: Retention and Success in Core Academic Skill Areas (Form 11)
  - Standard 2A: CCSSE Benchmarks

- **Program Reviews and Academic Audits**
  - Early Childhood Education Program Review 2008-09
  - English Department Program Review 2003-2008
General Technology Academic Audit 2006-2007
Interior Design Program Review 2005
Liberal Arts Program Review 2008-09
Mathematics Department Program Review 2008-09
Media Technologies Program Review 2008-09
Natural & Behavioral Sciences Program Review 2003-08
Professional Studies Academic Audit 2008-2009
University Parallel Program Review 2009-2010

Student Success Coordinator Reports
BCT and Engineering MediaTech 9/2010
Blount County Report 9/2010
Lib Arts Aug and Sep 10
Log of Student Contact (Etheridge) 8/2010
Log of Student Contact (Etheridge) 9/2010
Magnolia Log_of_Student_Contact_Aug 2010
Magnolia Log_of_Student_Contact_Rick_Sep2010
Magnolia Log_of_Student_Contact_SSMs_Sep 2010
Penzkofer 9-10 SSC Update
S Thomas Report Sep 2010
Scarbro SSC Update Sep 2010

1-31-2011 President's Staff Meeting Minutes
Academic Assessment Rubric
ACBSP
Administrative Assessment Rubric
Alumni Survey 2007 Results
Alumni Survey 2010 Results
Annual Planning - Access & Diversity (2009-2010)
Annual Planning - Access & Diversity (2010-2011)
Annual Planning - Access & Diversity (2011-2012)
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• Annual Planning - Speech (2009-2010)
• Annual Planning - Speech (2010-2011)
• Annual Planning - Student Life & Recreation (2009-2010)
• Annual Planning - Student Life & Recreation (2010-2011)
• Annual Planning - Student Life & Recreation (2011-2012)
• Annual Planning - Student Success & Enrollment Management (2010-2011)
• Annual Planning - Student Success & Enrollment Management (2011-2012)
• Annual Planning - Student Success (2009-2010)
• Annual Planning - Student Success (2010-2011)
• Annual Planning - Student Success (2011-2012)
• Annual Planning - TN Consortium for International Studies (2010-2011)
• Annual Planning - TN Consortium for International Studies (2011-2012)
• Annual Planning - Transitional Studies (2009-2010)
• Annual Planning - Transitional Studies (2010-2011)
• Annual Planning - Transitional Studies (2011-2012)
• Annual Planning - TRiO (2009-2010)
• Annual Planning - TRiO (2010-2011)
• Annual Planning - TRiO (2011-2012)
• Annual Planning - Video Production Technology (2009-2010)
• Annual Planning - Video Production Technology (2010-2011)
• Annual Planning - Video Production Technology (2011-2012)
• Annual Planning - Web Technology (2009-2010)
• Annual Planning - Web Technology (2010-2011)
• Annual Planning - Web Technology (2011-2012)
• BCS Course Evaluation
• Career Program Goals 2010-2012
• cBASE Interpretive Guide
• College-Wide Planning and Performance Review and Development Plan Calendar: 2010-2011
• Community College Survey of Student Engagement 2005 Cohort
• Community College Survey of Student Engagement 2006 Cohort
• Community College Survey of Student Engagement 2009 Cohort
• Data Study: Retention and Graduation 1999-2005
• Data Study: Retention Cohort Study Spring 2007
• Early Childhood Educ. Program Review 2008-09 (Page 18)
• English Department Program Review 2003-08 (Page 14)
• ENGT 1010, Engineering Technologies Technical Communication (master syllabus)
• First-Year Experience at Pellissippi State: 5B Assessment

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• First-Year Experience: Comparing SENSE and FOE Goals
• First-Year Experience: Goals and Achievements by Division
• General Education Goals (2008-2010)
• Information Technology Plan 2009-2010
• Institutional Research Planning Website
• Job Placement Percentages - AAS Degrees
• Kansas Cost Study Results 2005-2010
• Liberal Arts Program Review 2008-2009 (Page 7)
• Library Annual Report: 2008-09
• Major Field Assessment- Performance Funding Standard 1B
• Master Syllabi 2010-2010 (listing on webpage)
• Master Syllabus Template and Instructions
• Master Syllabus: College Algebra
• Master Syllabus: English Composition I
• Master Syllabus: General Biology I
• Master Syllabus: Medical Terminology II
• Math Assessment - 5-column model
• Math Program Review 2008-2009 (Page 40)
• Media Technologies Program Review 2008-2009 (Page 32)
• MGT 2240, Business Capstone (master syllabus)
• Natural & Behavioral Science Program Review 2003-2008 (Page 11)
• NCCBP: Non-Credit Programs
• Paralegal Program Accreditation
• Pellissippi State 2005-2010 Institutional Strategic Plan
• Pellissippi State Employer Survey (2008)
• Pellissippi State Organizational Charts
• Pellissippi State Organizational Charts (Page 28)
• Pellissippi State Performance Funding Report: 2005-06
• Pellissippi State Performance Funding Report: 2006-07
• Pellissippi State Performance Funding Report: 2007-08
• Pellissippi State Performance Funding Report: 2008-09
• Pellissippi State Performance Funding Report: 2008-09 (Page 13)
• Pellissippi State Performance Funding Report: 2008-09 (Page 14)
• Pellissippi State Performance Funding Report: 2008-09 (Page 34)
• Pellissippi State Performance Funding Report: 2008-09 (Page 5)
• Pellissippi State Performance Funding Report: 2008-09 (Page 76)
• Pellissippi State Performance Funding Report: 2009-10
• Pellissippi State Performance Funding Report: 2009-10 (Page 20)
• Pellissippi State Performance Funding Report: 2009-10 (Page 46)
• Pellissippi State Performance Funding Report: 2009-10 (Page 7)
• Pellissippi State Performance Funding Report: 2009-10 (Page 71)
• Pellissippi State Policy 00:00:01 Table of Contents
• Pellissippi State Policy 00:01:00 Statement of Mission
• Pellissippi State Policy 03:03:01 Syllabi
• Pellissippi State Policy 03:05:00 Distance Learning
• Performance Funding Standard 4A
• Planning Calendar Graphic
• Planning Goal Outcomes and Uses 2009-2010 Form
• Planning Goal Outcomes and Uses 2010-2011 Form
• Presentation: Assessing Outcomes
• Presentation: CCSSE 2009 (Part I)
• Presentation: CCSSE 2009 (Part II)
• Presentation: Using SENSE To Engage Students
• Report on Pellissippi State Strategic Plan Initiatives: 2005-2010
• Standard 1.A: Student Learning - General Education
• Student Perception Form for Distance Learning
• Student Perception Form for Traditional Classes
• TBR A-100 Guideline
• TBR Academic Audit Handbook
• TBR: About the System
• THEC Mission
• THEC Performance Funding Reporting Requirements 2005-10 Cycle
3.3.2

Quality Enhancement Plan
The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

Judgment
☐ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative
3.4.1

Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

The faculty and the administration of Pellissippi State Community College approve all educational programs for which academic credit is awarded.

Pellissippi State offers Associate of Applied Science (AAS) degrees and Certificates, Associate of Arts (AA), Associate of Science (AS), and Associate of Science in Teaching (AST) degrees. The AA and AS degrees are designed for transfer to most other baccalaureate institutions; the AST degree is designed for transfer to Tennessee Board of Regents (TBR) universities toward a Bachelor of Science in Education with K-6 licensure.

According to Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification, all curriculum modifications are proposed to the Curriculum Development Committee (CDC) (described in Pellissippi State Policy 03:02:01). The make-up, duties, and membership of the Committee are provided in the Curriculum Development Committee Guidelines & Members, 2010-2011 document. Faculty may access information about the curriculum modification process via the Curriculum website. The faculty member initiating the change develops or revises the course syllabus and, for a new program, the four-semester program plan, in collaboration with other faculty members in the discipline. These documents are attached to a curriculum change form signed by the faculty member or program coordinator. Department deans review, sign, and submit the form(s) to the director of curriculum. If all necessary information is included, the director of curriculum distributes the proposed changes to the CDC for review and approval. If problems are identified by the CDC, the paperwork is returned to the department dean for further revision and subsequent reevaluation by the CDC. Proposals not approved by the CDC are returned to the department dean; approved proposals are forwarded to the vice president of Learning for final review. Curriculum changes approved by the vice president that do not require Tennessee Board of Regents (TBR) approval are submitted to the registrar for updating in Banner, the student information system. Approved changes are then entered in the revised Pellissippi State Catalog and Handbook.
TBR Policy 2:01:01:00 Approval of Academic Programs, Units, and Modifications, requires that all new programs, including concentrations or certificates, and all modifications that affect 18 or more credit hours be proposed to the TBR staff for approval after having been approved through the college's curriculum review process as described above. The first step in the securing approval at state level is to inform TBR of the development or modification of a program with a letter of intent (TBR Guideline A-010). If TBR staff approve the letter of intent, the institution prepares a proposal for the TBR that is also forwarded to the Tennessee Higher Education Commission (THEC). Actions approved by THEC are communicated through the biannual A-010 Report which is sent electronically to presidents and chief academic officers.

CDC Minutes for fall 2009 show discussions relating to approval of courses for Pellissippi State's concentration in Culinary Arts within the AAS in Business Administration, approved for fall 2010. The Culinary Arts Program folder below contains several documents relating to establishment of this concentration. The first document, Culinary Arts Concentration Proposal to CDC, was submitted to CDC by the faculty members and dean of Business and Computer Technology; the others were materials for TBR and THEC: Letter of Intent to Develop the Culinary Arts Program; Culinary Arts Proposal for TBR; Culinary Arts Program Financial Projections for THEC; TBR Letter of Approval for Culinary Arts Program; THEC Academic Program Inventory: Business Administration--Culinary Arts.

The approval process is also illustrated by these documents relating to the Videography Certificate approved by TBR and THEC to be offered beginning fall 2010: Videography New Program Form to CDC, Videography Certificate Proposal to TBR, Videography Certificate Financial Projections, TBR Approval of Videography Certificate, and THEC Academic Program Inventory--Videography Certificate.

Sources

- Culinary Arts Program
  - Culinary Arts Concentration Proposal to CDC
  - Culinary Arts Concentration Proposal to TBR
  - Culinary Arts Program Financial Projections
  - Letter of Intent to TBR to Develop the Culinary Arts Program
  - TBR Letter of Approval-Culinary Arts Program
  - THEC Academic Program Inventory-Business Administration--Culinary Arts

- Videography Certificate
  - TBR Approval for Videography Certificate
  - THEC Academic Program Inventory--Videography Certificate
- Videography Certificate Financial Projections
- Videography Certificate Proposal to TBR
- Videography New Program Form to CDC

- 2010-2012 Catalog & Handbook (Page 114)
- 2010-2012 Catalog & Handbook (Page 116)
- 2010-2012 Catalog & Handbook (Page 119)
- 2010-2012 Catalog & Handbook (Page 161)
- Curriculum Development Committee Guidelines & Members, 2010-2011
- Curriculum Development Committee Minutes-Fall 2009
- Curriculum Information - Pellissippi State Community College
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification
- TBR Guideline A:010 Submitting Proposals of New Academic Programs
- TBR Policy 2:01:01:00 Approval of Academic Programs, Units and Modifications
- THEC Academic Policy A1:0 Academic Proposals-General
- THEC Academic Policy A1:1 Academic Proposals-New Programs
3.4.2

Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Business and Community Services Division (BCS)

The continuing education, outreach and service programs offered by Pellissippi State are consistent with the institution's mission. Continuing education operates under the title of Business and Community Services (BCS). Programs offered by BCS help meet the portion of the College's mission which states the intent to serve the needs of the community by providing support for training, workforce development, and opportunities for life, civic and cultural enrichment.

Programs are offered both on and off campus, during the day, evenings, and weekends and in a variety of delivery modes, including web-based. These programs are structured to serve the various needs of a diverse clientele. BCS works with both individuals and companies to assist with managing the rapid changes and new realities of today's workplace and to provide opportunities for lifelong learning. In FY2009, BCS provided customized training under 42 contracts (Townsend Report - PSCC 2008-09) and trained more than 4000 individuals (Total Course Enrollment and Contact Hours, 2008-09).

Training and Workforce Development

The Tennessee Small Business Development Center in Knoxville (TSBDC Homepage) provides high quality counseling and training to small business owners/managers or those interested in starting a small business. In addition to individual business assistance, the Center offers live and online workshops, seminars, and classes on a variety of business and management topics. The Center also maintains business information resources and materials to aid in market research and other business topics. The Center operates in partnership with local chambers of commerce, the US Small Business Administration, and Roane State Community College to cover a 16-county area. In 2009, the Center provided training to 1,668 people and counseling to 823 clients. These clients created 225 new jobs, started 44 new businesses, and made capital investments of over $12MM (TSBDC 2009 Annual Report).

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The Industrial and Technical Training department provides highly specialized, advanced technology training programs which allow persons working in today’s rapidly changing technical fields to maintain up-to-date knowledge and skills. Additional subject matters range from basic skills and workplace literacy to fundamentals, green/renewable energy and quality and productivity (BCS Fall 2010 Courses, p. 20).

The Computer Training Institute serves the computer training needs of the community by providing a variety of regularly scheduled courses for individuals who need to upgrade their skills in computer operations or who need to develop new skills. Courses available range from introductory-level courses for the novice user to advanced courses for the experienced user. The short, intensive courses focus on computer applications and programming. Hands-on training is emphasized, with each student having access to a computer system (BCS Fall 2010 Courses, p. 18).

BCS conducts numerous non-credit courses, seminars, and workshops that focus on business/management development and professional continuing education requirements. These program areas include business and management, supervision, customer service and professional examination review, certification, and re-licensure. Many of the courses offered by BCS are also eligible for continuing professional education (CPE) credits, as well as credit through the American Institute of Architects/Continuing Education System (AIA/CES) (BCS Fall 2010 Courses, p. 25).

**Life Enrichment and Civic and Cultural Advancement**

Personal Development classes are a wide variety of courses offered to the community that provide opportunities for cultural enrichment, vocational pursuit, general interest, family and personal growth, fun and recreation, and enhancement of the ability to function effectively in society (BCS Fall 2010 Courses, p. 5).

Pellissippi State offers a wide variety of *summer camps* for children during the months of June and July.

BCS staff and other college personnel are active in the community participating in civic organizations, chambers of commerce, educational initiatives, leadership organizations, economic development groups and many others (Townsend Report -PSCC 2008-09).
Sources

- BCS FALL 2010 Courses (Page 18)
- BCS FALL 2010 Courses (Page 20)
- BCS FALL 2010 Courses (Page 25)
- BCS FALL 2010 Courses (Page 5)
- Business & Community Services Homepage
- Business and Community Services Summer Camps
- Pellissippi State Policy 00:01:00 Statement of Mission
- Tennessee Small Business Development Centers 2009 Annual Report
- Total Course Enrollment and Contact Hours for Courses Offered in Year 2008-2009-
- Townsend Report -PSCC 2008-09
- TSBDC Homepage
Educational Programs: All: Admission policies

The institution publishes admissions policies that are consistent with its mission.

Judgment

☒ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State admissions policies are published in the college Catalog and Handbook (p. 24) and on the Admissions website and are consistent with its mission. The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic, and cultural enrichment. All admissions requirements support this mission.

Pellissippi State Policy 03:11:00 Admissions and Registration is guided by Tennessee Board of Regents Policy 2:03:00:00. Admission to the College is available to any individual who is a high school graduate or equivalent, as well as to students who meet the criteria for dual enrollment or joint enrollment. Prospective students may apply to Pellissippi State either online or on paper.

As described in the College Catalog and Handbook, the two major types of admission are Degree Admission (p. 24) and Non-Degree Admission (p. 28). Each admissions category is designed to meet a specific student need. To support student success in both categories, Pellissippi State requires that students meet entry-level standards for courses in which they enroll, be able to complete assignments, and be able to read and write at the required level. These requirements may be waived only by the vice president of Learning.

Applicants for Degree Admission may apply to enter an Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Applied Science, Associate of Applied Science in Nursing, or certificate program. The Associate of Arts and Science degrees (Catalog & Handbook, p. 114) are designed to provide the first two years of a baccalaureate degree and to be transferred to a four-year college or university. The Associate of Applied Science degree (Catalog & Handbook, p. 119) and the certificate programs (Catalog & Handbook, p. 162)
are designed to lead directly to employment and typically do not transfer toward a baccalaureate degree in their entirety.

The Pellissippi State nursing program is the only degree program requiring a special admission process. Information is available in the Pre-Nursing Advising Center and on the Department of Nursing website for students interested in applying.

Sources

- 2010-2012 Catalog & Handbook (Page 114)
- 2010-2012 Catalog & Handbook (Page 119)
- 2010-2012 Catalog & Handbook (Page 162)
- 2010-2012 Catalog & Handbook (Page 24)
- 2010-2012 Catalog & Handbook (Page 28)
- Admissions Website
- Degree Admission
- Non-Degree Admission
- Nursing Admission
- Online Application Form
- Paper Application Form
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 03:11:00 Admissions and Registration
- Pellissippi State Policy 03:11:00 Admissions and Registration (Page 7)
- TBR Policy 2:03:00:00 Admissions
3.4.4

Educational Programs: All: Acceptance of academic credit

The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "The Transfer or Transcripting of Academic Credit.")

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State has published policies for evaluating and awarding academic credit for transfer courses, advanced placement, selected professional certificates, and experiential learning. The procedures for accepting credit for transfer courses, advanced placement, and the Certified Professional Secretary (CPS) exam are delineated in Pellissippi State Policy 03:11:00 Admissions and Registration.

According to this policy (p. 3-4), in order for transfer credit to be awarded, an official transcript from the student's previous institution must be on file, and the student must have a grade of C or better for all courses being considered for transfer. The courses must be equivalent to Pellissippi State course requirements for content, level of instruction, and preparation of faculty. To verify that the course meets these requirements, the student may be required to submit a course syllabus, which will be reviewed for the following criteria: course prefix, number, and title; lecture/lab contact hours and credit hours; course description; prerequisite/co-requisite courses; course objectives/course goals; grading scale; required textbook and other instructional materials; and methods of evaluation. If credit is denied, the student may appeal the decision and may then be required to submit additional documentation of course content, including graded assignments. At this point, the information will be reviewed by the relevant academic dean, who will make the final determination. The process is the same for regionally accredited and non-accredited institutions. Examples of transfer credit evaluation are included.

For CLEP (College-Level Exam Program), DANTES (Defense Activity for Nontraditional Education Support) and AP (Advanced Placement), the specific exams and numbers of credits
awarded are listed in the College Catalog and Handbook (p. 33-36), as are the criteria and number of credits awarded for the CPS exam. Pellissippi State also awards credit for military service, in accord with the American Council on Education (ACE) Guide to the Evaluation of Education Experience in the Armed Services. For this credit, veterans must provide Enrollment Services with supporting documents of previous training (College Catalog and Handbook, p. 35-36). Examples of transcripts showing CLEP and military credit are provided.

**Pellissippi State Policy 03:08:00** Articulation in Vocational/Technical Education adheres to Tennessee Board of Regents (TBR) Policy 2:01:00:03 and TBR Guideline A-031 for awarding credit for courses, certificates, and diplomas from Tennessee Technology Centers and for Tech Prep credit for high school students who plan to pursue an Associate of Applied Science degree. Procedures have been developed for awarding credit for other kinds of professional certification and experience, including apprenticeship programs; procedures for these types of credit are described in Comprehensive Standard 3.4.8 (Noncredit to Credit). Before awarding credit, Pellissippi State faculty assure that outcomes and contact hours are comparable to those of Pellissippi State courses.

The requirements for receiving Credit for Life Experience are delineated in **Pellissippi State Policy 04:05:01**, which requires the submission of a portfolio of work that is reviewed by a committee of faculty members from the relevant academic department, including the department dean. Students may also be awarded Credit by Exam per **Pellissippi State Policy 04:05:00**. For this credit, a student must register for the course for which he or she desires credit, have documented approval from the department dean and proof of payment for the course. The student must take an exam developed and evaluated by faculty in the academic department. These procedures are described in the College Catalog and Handbook (p. 36-37). Transcripts showing Credit for Life Experience and Credit by Exam are provided; in both cases, credit is indicated on the transcript by a grade of "P."

In all cases, Pellissippi State assumes responsibility for ensuring the quality and integrity of transfer credit.

**Sources**

- 2010-2012 Catalog & Handbook (Page 33)
- 2010-2012 Catalog & Handbook (Page 35)
- 2010-2012 Catalog & Handbook (Page 36)
- CLEP Credit Examples
- Credit by Exam Examples
- Credit for Life Experience Examples
• Credit for Military Experience Examples
• Pellissippi State Policy 03:08:00 Articulation in Vocational/Technical Education
• Pellissippi State Policy 03:11:00 Admissions and Registration
• Pellissippi State Policy 03:11:00 Admissions and Registration (Page 3)
• Pellissippi State Policy 04:05:00 Credit by Examination
• Pellissippi State Policy 04:05:01 Credit for Life Experience
• TBR Guideline A:031 Articulation Agreements Involving Vocational-Technical Education
• TBR Policy 2:01:00:03 Articulation in Vocational/Technical Education
• Transfer Credit Examples
Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State has developed academic policies that adhere to principles of good educational practice; these policies are published and are accessible to students, faculty, and other interested parties via the Pellissippi State website. All Pellissippi State policies are established in accordance with Tennessee Board of Regents policies and guidelines. Academic policies are reviewed every five years or as needed. Academic policies and revisions are recommended by Learning Council and by President's Staff, then approved by the president. When policies are revised, the president's assistant sends a policy update message via e-mail to all faculty and staff to inform them of the change.

New full-time and adjunct faculty are informed of relevant policies during orientation in their first semester at Pellissippi State (New Faculty In-Service Agenda, Fall 2010; Adjunct In-Service Agenda, Fall 2010). Adjuncts are also provided with the Adjunct Faculty Handbook, which includes various policies relating directly to their experience at Pellissippi State. Academic policies and other policies that directly affect students, such as those relating to admissions, academic standards, and student conduct, are published in the Pellissippi State Catalog and Handbook; see these sections for examples: Admissions and Registration, Costs and Financial Information, Student Information and Services, Academic Information and Services. The Catalog and Handbook is available through a link on the Pellissippi State homepage. The catalog is fully revised every second year, and a limited number of hard copy catalogs in an abbreviated version is published in years when it is revised. These copies are provided to all academic advisors and to staff, students, and prospective students who request them.

Sources

- 2010 Adjunct Faculty Handbook
- 2010-2012 Catalog & Handbook
• 2010-2012 Catalog & Handbook (Page 23)
• 2010-2012 Catalog & Handbook (Page 41)
• 2010-2012 Catalog & Handbook (Page 60)
• 2010-2012 Catalog & Handbook (Page 92)
• Adjunct In-Service Agenda, Fall 2010
• Learning Council Members, 2010-2011
• New Faculty In-Service Agenda, Fall 2010
• Pellissippi State Policies and Procedures
• Policy Update from President's Office
• President's Staff
• PSCC Academic Policies List
• TBR Academic Guidelines Index
• TBR Academic Policies Index
3.4.6

Educational Programs: All Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Pellissippi State Policy 03:02:00 Curriculum and Content and Sequence specifies that each program of study (career or transfer) leading to an associate's degree will establish curriculum content and course sequencing that contain the following elements: Program Goals, Course Goals, and Expected Student Learning Outcomes. According to Pellissippi State Policy 03:03:01, master syllabi, developed prior to the approval of each course offered at Pellissippi State, are posted online and contain the elements listed above, as described in the Master Syllabus Template. The syllabi are reviewed annually by the academic department and by the director of curriculum to ensure students have current information. Revisions are posted on the Curriculum website each semester. Master Syllabi for BIOL 2020 Human Anatomy & Physiology II, ENGL 1010 Composition I, ENGT 1010 Engineering Technology Technical Communication and MKT 2200 Principles of Marketing are provided as examples. Statements of course goals support and are directly related to the program's goals (for career/technical courses) or the TBR general education goals (for university parallel courses).

The amount of credit to be offered for each course is determined based on the IPEDS (Integrated Postsecondary Education Data System) definition of a credit hour as "unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term" (IPEDS Glossary). Tennessee Board of Regents (TBR) Guideline A-030 Articulation Among Community Colleges and Universities requires that all courses offered by a community college be level-one courses, defined by criteria spelled out in the Guideline.

Many Pellissippi State courses are offered in both traditional classroom and distance learning formats. Both TBR Policy 2:05:00:00 Distance Education and Pellissippi State Policy 03:05:00 Distance Learning define distance education courses as courses offered with "physical separation of the teacher and learner [in which] . . . communication and instruction take place..."
through, or are supported by, any technological means, such as computers, satellite delivery, interactive video, or any combination of present and future telecommunication technologies.” Pellissippi State offers distance education courses online, through Two-Way Audio Video (TWAV), and by videotape (or DVD). Both policies emphasize that distance education courses “must meet the same quality standards maintained in” courses offered in traditional format. The same Master Syllabus standards and requirements apply to a course in whichever format a student chooses to take it; i.e., the amount and type of credit granted are the same; the course goals and expected student learning outcomes are identical; the same number and type of assignments and examinations are required. Distance learning courses figure into a faculty member's teaching load exactly as traditional classroom courses do. Distance education courses are subject to evaluation by department deans and students as traditional classes are. Although the student perception form for distance learning is adapted to the distance format and thus differs in some respects from the form used for traditional classes, distance sections are expected to meet the same academic standards as traditional classes.

Sources

- Master Syllabus Samples
  - BIOL 2020
  - ENGL 1010
  - ENGT 1010
  - MKT 2200
- Student Perception Forms
  - Student Perception--Distance Learning
  - Student Perception--Traditional
- 2010 Fall Enrollment Summary
- Curriculum Homepage--Master Syllabus Information
- General Education Goals
- IPEDS Glossary
- Master Syllabus Template
- Pellissippi State Policy 03:02:00 Curriculum Content and Sequence
- Pellissippi State Policy 03:03:01 Syllabi
- Pellissippi State Policy 03:05:00 Distance Learning
- PSCC AAS Program Goals
- TBR Guideline A:030 Articulation Among Community Colleges and Universities
- TBR Policy 2:05:00:00 Distance Education

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3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the comprehensive requirements, and evaluates the consortial relationship and/or agreement against the purpose of the institution.

Judgment

☒ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi States ensures the quality of the educational courses and programs offered through its consortial and contractual arrangements and ensures that those programs are in accord with its mission. The College participates in two consortial arrangements through the Tennessee Board of Regents (TBR). The College also has agreements with area hospitals to provide clinical experiences for students in the AAS in Nursing program. In fall 2010 the College began participating in a contractual arrangement with the University of Tennessee, Knoxville (UTK) for a new concentration in the Associated of Applied Science in Business Management. These arrangements offer opportunities for enhancement of the educational experience of Pellissippi State students.

Consortia

As a TBR institution, Pellissippi State makes available to its students courses offered by the Regents Online Degree Program (RODP). RODP is a collaborative of the colleges and universities of TBR established in 2001 with the mission of improving access to high quality, affordable, student-centered learning opportunities for Tennesseans through use of technology. Students may choose their "home" institution from among TBR's 13 community colleges and 6 universities, all of which are accredited by SACSCOC. All courses offered through RODP are entirely online and are fully transferable among the TBR institutions. With representatives on the RODP Curriculum Committee, Pellissippi State participates in approval of new courses proposed for the collaborative, and the College determines which of the RODP degrees will be fully available to its students. Currently Pellissippi State students may choose among five RODP degrees (Catalog and Handbook, p. 117). RODP is accredited by SACSCOC (per substantive change, December 2003) and, with the assistance of member
institutions, regularly evaluates courses, faculty, and programs, as described on the RODP accreditation webpage.

The College is also a member of the Tennessee Consortium for International Studies (TnCIS), an organization of TBR colleges and universities that provides opportunities for students to study and travel abroad. The 13 community colleges and 6 universities of the TBR system are devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee, as established in the TBR strategic plan for 2005-2010, Setting New Directions (p. 6). All TBR institutions are accredited by SACSCOC. Faculty from member institutions may propose to offer courses that are in the College's curriculum in an appropriate foreign venue. If a proposal is approved, the TnCIS executive director works with the faculty member to make arrangements for instructional and living facilities in the foreign locale. TnCIS courses and programs are reviewed and approved for participation by Pellissippi State students on an annual basis through the office of the vice president of Learning (TnCIS-PSCC Approved Courses, 2010S). Each TnCIS course is evaluated by students.

Contracts and Agreements

In order to support the AAS in Nursing, Pellissippi State has established agreements with ten local hospitals and retirement/assisted living facilities to provide clinical experiences for its nursing students. Each contract delineates the responsibilities of the health care facility, the College, and the students for a specified period of time. Contracts with Blount Memorial Hospital, Covenant Health, and Summit View of Farragut are provided as examples. Staff members at each clinical facility fill out a survey rating the Pellissippi State students and faculty, while faculty and students rate the facilities and staff (Nursing Clinical Facility Survey, Nursing Faculty/Student Survey).

Beginning in fall 2010, Pellissippi State is participating in a collaboration with the University of Tennessee's Culinary Institute to provide the AAS in Business Administration with a concentration in Culinary Arts (Catalog & Handbook, p. 128); the arrangement is described in the Culinary Arts Agreement. Students attend the college's Division Street campus for general education and major field core requirements (24 hours) and hospitality management course work (15 hours). They take Culinary Arts concentration lab courses (21 hours; Catalog & Handbook, p. 195) at the UTK Culinary Institute. These courses were approved through the College's curriculum development process, as described in Policy 03:02:01 Curriculum Development Committee and Policy 03:04:00 Credit Course Addition, Deletion, Modification. Evaluation of these courses is conducted as described in Pellissippi State Policy 06:02:04 Faculty Evaluation. Evaluation of the program is accomplished through informal, ongoing discussion
among the program coordinator and students and formal meetings twice each semester of the
Pellissippi State program coordinator and the UT Culinary Institute staff (Culinary Arts Staff
Meeting Minutes, February, 17, 2011).

The College also has an informal agreement with the University of Tennessee (UTK) whereby
Pellissippi State students may take ROTC courses through the University. The agreement is in
accord with TBR Policy 2:02:00:01 ROTC Programs. These courses are taught by military
personnel at UTK, and only students approved by UTK may register for them. The agreement
ensures that students who are interested in ROTC will not fall behind in their military science
courses while completing their courses at Pellissippi State.

Sources

- Nursing Clinical Contracts
  - Blount Memorial Hospital
  - Covenant Health
  - Summit View of Farragut
- Regents Online Degree Program (RODP)
  - RODP Accreditation
  - RODP Curriculum Committee
  - RODP Homepage
  - RODP Mission
- Tennessee Consortium for International Studies (TnCIS)
  - Tennessee Consortium for International Studies_Home
  - TNCIS Courses approved for PSCC, Spring2010
  - TnCIS Faculty Information
  - TnCIS Homepage
- 2010-2012 Catalog & Handbook (Page 117)
- 2010-2012 Catalog & Handbook (Page 128)
- 2010-2012 Catalog & Handbook (Page 195)
- CDC Minutes, April 16, 2009
- Culinary Arts Agreement, PSCC & UTK
- Culinary Arts Staff Meeting, February, 17, 2011
• Nursing Clinical Facility Survey
• Nursing Student/Faculty Survey
• Pellissippi State Policy 00:01:00 Statement of Mission
• Pellissippi State Policy 03:02:01 Curriculum Development Committee
• Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification
• Pellissippi State Policy 06:02:04 Faculty Evaluation System
• ROTC Cross-Enrollment Agreement, PSCC & UT
• Setting New Directions: TBR 2005-2010 Strategic Plan (Page 6)
• TBR Policy 2:02:00:01 ROTC Programs
3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☑ Compliant    □ Non-Compliant    □ Not Applicable

Narrative

Pellissippi State awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. Pellissippi State has awarded credit for diploma programs at Tennessee Technology Centers (TTC) and for apprenticeship training through the International Brotherhood of Electrical Workers (IBEW). Before being accepted for credit, these courses are reviewed by Pellissippi State faculty in the relevant discipline to ensure that the learning outcomes and the rigor of the courses match those of college-level courses.

In accordance with Tennessee Board of Regents Policy 2:01:00:03 Articulation in Vocational/Technical Education, Pellissippi State evaluates diploma programs and specific courses from Tennessee Technology Centers (TTC). Students who receive a diploma from a TTC with at least 900 contact hours may receive up to 30 hours of college credit toward an AAS in General Technology at Pellissippi State after they have completed required general education and guided elective courses at the College. For articulation of specific courses from a TTC, faculty in the Pellissippi State career program will evaluate the syllabi from those courses to ensure that the learning outcomes specified in the courses satisfy learning outcomes in similar courses offered by Pellissippi State. Students may acquire up to 30 semester hours of college credit for documented comparable courses. Syllabi of the courses from the TTC are maintained in the college Records Office. Transcripts showing transfer credit for TTC courses and programs are provided.

A similar process has been used to grant credit for courses offered through IBEW. Pellissippi State engineering faculty evaluated competencies and contact hours of courses in the apprenticeship program and matched those competencies with college-level competencies for electrical engineering at Pellissippi State. College faculty created new course numbers and master syllabi and for the IBEW apprenticeship courses, according to the Pellissippi State Master Syllabus Policy 03:03:01. Semester credit hours for the courses were determined based on number of contact hours in both lecture and lab in the apprenticeship program. A student who completes 30 credit hours in the IBEW Inside Wireman Program (or any U.S. Department of
Labor Electrical Apprenticeship Program), along with the required hours of general education and guided electives, may then be granted an AAS in General Technology, Industry Articulation, or an AAS in Engineering Technology with an Electrical Construction Management concentration. Syllabi for the relevant PSCC courses are provided in the General Technology, Industry Articulation folder below; syllabi showing the IBEW competencies are in the IBEW Syllabi folder below.

The process of earning an AAS degree through credit for Tennessee Technology Center or apprenticeship programs is described in the Catalog & Handbook (p. 148).

Sources

- General Technology, Industry Articulation: IBEW/Electrical Construction; PSCC Syllabi
  - EET1061 Electrical Construction Blueprint Reading 1
  - EET1062 Electrical Construction Blueprint Reading 2
  - EET1063 Electrical Construction Blueprint Reading 3
  - EET1980 Industrial Electricity 1
  - EET1990 Industrial Electricity 2
  - EET1993 Industrial Electricity 3
  - EET1994 Industrial Electricity 4
  - EET2110 Industrial Safety
  - EET2480 Rotating Machines 1
  - EET2490 Rotating Machines 2
  - EET2640 Structured Cabling Systems
  - EET2645 Solar Power Systems
  - EET2650 Fuel Cell Systems
  - EET2921 Programmable Logic Control
- IBEW Syllabi, 5 Years
  - Apprenticeship, Year 1
  - Apprenticeship-Year 2 Syllabus
  - Apprenticeship-Year 3 Syllabus
  - Apprenticeship-Year 4 Syllabus
  - Apprenticeship-Year 5 Syllabus
- 2010-2012 Catalog & Handbook (Page 148)
• Pellissippi State Policy 03:03:01 Syllabi
• TBR Policy 2:01:00:03 Articulation in Vocational/Technical Education
• Tennessee Technology Centers Credit
Educational Programs: All: Academic support services

The institution provides appropriate academic support services.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State provides academic support services as needed to students throughout their careers at the College. Students are introduced to available services at New Student Orientation; additional information about available resources is provided through the college website.

After they are admitted, students whose ACT scores are below 19 in English, reading, or math take appropriate placement tests through the Testing Centers on all four campuses in order to ensure their placement in the courses that will allow them the greatest opportunity for success as they begin their academic careers. New students meet with academic advisors in the Student Assistance Center on the Pellissippi campus or at a site campus, who talk with them about their academic and career interests, help them to understand Pellissippi State's degree structure and requirements, and assist them to register for classes. During their first semester of enrollment, students are assigned to a specific faculty advisor who is knowledgeable about their field of interest or to open advising in the Advising Center, depending on their declared major. Pre-nursing students are advised through the Pre-Nursing Advising Center. After their second semester, students are encouraged but not required to visit an advisor before registering for classes. Advising is available online through the Advising Center and the Pre-Nursing Advising Center. Although the registration process for dual enrollment students is slightly different from that for those students who have completed high school or earned a G.E.D., dual enrollment students do have access to the same academic support services as degree-seeking students at the College.

Students who test at the developmental level are placed into carefully designed courses with intensive, computer-assisted instruction by faculty members who are trained to work with students who need extra help before entering college-level courses. Professional Development agendas for Transitional Studies faculty for fall 2009 and spring 2010 semesters show topics covered each semester for developmental studies faculty.
Tutoring in math, sciences, foreign languages, and various other subjects, as well as writing tutoring for courses across the curriculum, is provided through the **Learning Center** on each campus. Tutoring is also available online through **Smarthinking**, a program that provides the opportunity for individual assistance in a wide variety of subjects at any hour. Additionally, students may choose peer tutoring through the supplemental instruction program, which provides group and individual study sessions for students in particular sections of courses on all campuses. The federally-funded **TRiO** program provides academic and counseling services to students on the Pellissippi campus who meet the program's federal requirements. Students with documented disabilities may register with the **Services for Students with Disabilities Office** (SSWD), which will provide them with appropriate academic accommodations during their tenure at Pellissippi State. The SSWD office is housed at the Hardin Valley campus, but provides services to students at all campuses.

Students who are having academic or attendance problems may be referred by their instructors to Student Success Coordinators and Student Success Mentors who contact the students to offer encouragement and guidance in locating resources for assistance. Faculty members and students on each campus serve as Coordinators and Mentors, and one faculty member is assigned specifically to students taking online courses. Referrals may be made by e-mail or using an **online referral form**, accessible from the Student Success Coordinators' webpage. Students who have been placed on probation per **Pellissippi State Policy 03:11:01 Academic Standards** are contacted and provided with **academic support services** in the form of counseling and workshops; all academic support services are available online.

Online students have access to information about academic support services via the **Online Student Support** page, which is available from the College home page and in the college's learning management system, D2L. Resources include information for those students interested in enrolling in an online course, tutorials on tools commonly used in an online learning environment, and **helpful links** to the services available online to distance students: bookstore, financial aid, learning and testing center, placement office, records, safety and security, services for students with disabilities, student life and recreation, academic advising, library services, and tutoring. Technical support for online students is available through the college's **HelpDesk**.

These services are appropriate for community college students, as evidenced by their generally positive evaluations of workshops and other activities provided by the **Learning Center**, **Services for Students with Disabilities**, and **New Student Orientations**. Comparative evaluation of student services is accomplished through the Community College Survey of Student Engagement (**CCSSE**). The 2009 report indicates levels of student satisfaction comparable to those at other large colleges in regard to the overall level of support needed to succeed at the College (**CCSSE, p. M3**) and in the specific areas of academic advising and
planning, career counseling, tutoring, skill labs, transfer credit assistance, and service to students with disabilities (CCSSE, p. M7).

Sources

- Academic Support Services
- Advising Homepage
- CCSSE 2009 Means: All Students (Page 3)
- CCSSE 2009 Means: All Students (Page 7)
- Counseling Workshop Evaluations
- Dual Enrollment
- Early Alert Referral Form
- HelpDesk
- Learning Center Homepage
- Learning Center Survey Results
- NSO Agenda
- NSO Evaluations
- Online Student Support
- Pellissippi State Policy 03:11:01 Academic Standards (Page 4)
- Pre-Nursing Advising Homepage
- Probation Procedures
- Smarthinking Information Sheet
- SSWD Homepage
- SSWD Workshop Evaluations
- Student Resource Links
- Testing Center Homepage
- Transitional Studies Professional Development Agenda 09F
- Transitional Studies Professional Development Agenda 10S
- TRiO Homepage
3.4.10

Educational Programs: All: Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College places responsibility for the curriculum on the faculty through the requirements of the following policies:

Pellissippi State Policy 03:02:00 Curriculum Content and Sequencing stipulates the requirements of each program of study and directs the faculty to ensure that each program contains these elements: program goals, course goals, expected student learning outcomes, and an assessment plan to measure achievement of goals.

Pellissippi State Policy 03:02:01 Curriculum Development Committee (CDC) defines the responsibilities of the CDC, which are to review curriculum changes submitted by faculty and department deans and to make recommendations to the director of curriculum and the vice president of Learning. The committee is composed of two faculty members from each academic department (Business & Computer Technology, Engineering & Media Technology, English, Liberal Arts, Mathematics, Natural & Behavioral Sciences, Nursing, and Transitional Studies), a library representative, a Business & Community Services representative, a Student Affairs representative, and the Curriculum Director. CDC membership for 2010-2011 appears on the CDC Guidelines and Members, 2010-2011 document, accessible from the Curriculum web page. The Guidelines define the responsibilities of the committee for ensuring appropriate content and quality of the curriculum and working with faculty and academic department deans to revise curriculum proposals that do not meet institutional standards. CDC Minutes for fall 2009 show discussions that centered around the quality of curriculum changes and additions that were being considered; see highlighted sections in particular. The Committee returns proposals to academic departments as necessary for clarification and corrections.

Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification describes the process for curriculum change: origination with faculty member, submission to the department dean and approval of department faculty, submission to the CDC, recommendation by the
director of curriculum, and final approval by the vice president of Learning. This process is illustrated by the Flow Chart for Minor Curriculum Change and by sample curriculum change and new course form documents showing required signatures.

Academic departments regularly consider the quality of the courses and programs they offer and make changes to improve the effectiveness of those courses and programs. Discussions take place in department and program area meetings, through e-mail or discussion lists, and in impromptu groups, as well as during formal program reviews or academic audits conducted every five years. As examples, see attached minutes of the English Department retreat for spring 2010, minutes of the Math Department Committee on Web Courses, and Improvement Objectives from the English Department Program Review of 2008-2009.

Sources

- Curriculum Change Forms
- Curriculum Development Committee Guidelines & Members, 2010-2011
- Curriculum Development Committee Minutes--Fall 2009
- Curriculum Homepage
- English Department Improvement Objectives, Program Review 2008-2009
- English Department Retreat, April 8, 2010
- Flow Chart For Minor Curriculum Change Process
- Math Department Committee on Web Courses, November 3, 2009
- New Course Forms
- Pellissippi State Policy 03:02:00 Curriculum Content and Sequence
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification
3.4.11

Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

At Pellissippi State Community College, an academically qualified full-time faculty member coordinates each technical degree program and curricular area. Program Coordinators are responsible for the following: leadership in the program; communication within the program, department, division, and college; oversight of the program’s curriculum and assessment; fostering student learning; scheduling classes; and management of resources.

The role of the college faculty in the curriculum development and revision process is clearly defined by the College and the Tennessee Board of Regents (TBR). In accord with Pellissippi State Policies 03:04:00 Credit Course Addition/Deletion/Modification and 03:04:02 Program Modification, along with TBR Policy 2:01:01:00 Approval of Academic Programs, Units, and Modifications and TBR Guideline A-010 Submitting Proposals for New Academic Programs, the program coordinator and/or academic dean first consults with the program/department faculty about proposed revisions to the curriculum based on recommendations by the advisory committee and clearly defined community or industry needs. Any proposal must be accompanied by documentation of support for the change from the faculty within the discipline.

The academic dean sends the proposed curriculum change along with the required documentation to the director of curriculum who forwards the proposal to the Curriculum Development Committee (CDC), described in Policy 03:02:01. If necessary, the CDC seeks further input from the program/department requesting the change. If CDC does approve the revisions, the proposal is then forwarded by the director of curriculum to the vice president of the Learning Division. If the revisions require TBR approval, they are endorsed by the president of the College before being reviewed at the System level.
Pellissippi State’s Academic Program Coordinators are listed in the accompanying chart, along with their disciplines and credentials. Transcripts and other documentation may be found in the Faculty Roster.

Credentials
Faculty Credentials Table
Faculty Roster Form

Sources

- Academic Program Coordinators Chart
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- Pellissippi State Policy 03:04:00 Credit Course Addition/Deletion/Modification
- Pellissippi State Policy 03:04:02 Program Modification
- Program Coordinator Job Description
- TBR Guideline A:010 Submitting Proposals of New Academic Programs
- TBR Policy 2:01:01:00 Approval of Academic Programs, Units and Modifications
3.4.12

Educational Programs: All: Technology use

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College makes appropriate use of technology to enhance student learning and fulfill its mission. In addition, Pellissippi State provides its students and faculty access to and training in the use of technology that facilitates learning, enhances communication, and prepares students for diverse careers.

Use of Information Technology to Meet Program Objectives

The use of technology to enhance student learning is an integral part of Pellissippi State's mission (M-3) and strategic planning process. The Information Services Division at Pellissippi State integrates Library Services and Educational Technology Services along with traditional Information Technology functions such as network support (data, voice, and video), desktop support, server support, computer Helpdesk, and programming support (Pellissippi State Organizational Charts, p. 7). The annual IT plan is developed as a part of the college’s annual planning cycle and includes input from all college divisions (PSCC IT Plan 08-09, p. 27; PSCC IT Plan 09-10, p. 26; PSCC IT Plan 10-11, p. 31). The annual IT plan budgets for items purchased with the student Technology Access Fee (TAF) (PSCC IT Plan 08-09, p. 15; PSCC IT Plan 09-10, p. 13, PSCC IT Plan 10-11, p. 18; TAF Plan 10-11). In addition to new and innovative technology, the TAF plan focuses on refreshing technology on a scheduled basis. All computer labs are refreshed on at least a three-year cycle, and a few very high technology labs are refreshed on a two-year cycle (Lab Replacement Plan). Servers are refreshed on a five-year cycle, and microscopes are refreshed on an eight-year cycle. The TAF plan is reviewed by a committee that includes student and faculty membership and is recommended to the president for approval. (See TAF Committee folder below).

The College connects to the Internet via a high speed Metro-E connection (200 MB), and all four campuses have Internet access via Metro-E. The data network on all four campuses is based on a 1GB backbone with 100MB access to each desktop. A data network upgrade is in progress, which will increase the speeds to 10GB for the backbone and 1GB to each desktop. These
speeds are adequate to support streaming audio and video. The college’s administrative system is SunGard’s Banner, including Human Resources, Finance, Student, Financial Aid, Advancement, and BDMS (Banner’s document imaging solution). All faculty, staff, and students have self-service access to Banner, and both admissions and registration functions are 100 percent online (Apply Online, Spring/Summer 2011 Enrollment Guide, myPellissippi).

**Desire2Learn (D2L)** is the college’s Learning Management System, which is used for all online and hybrid courses and is also available to all traditional courses. Both Windows and Mac computers are supported (PC Support Plan). Some computers are dual boot Windows and Mac. Teaching labs are configured with respect to Windows and Mac according to the needs of the classes using the labs. Computer technicians are assigned on a full-time basis to each of the four campuses (Technical Support Personnel, TSG Techs). All faculty, staff, and students have e-mail accounts on the college’s exchange server. All desktop and laptop computers are provided with the Microsoft Office suite of productivity software. Over 200 distinct software packages are supported for student use, with the software loaded in the teaching labs and open labs, according to department requests provided in Software Loads folder below.

**Use of Technology To Enhance Student Learning**

**Instructional Technology.** Every traditional Pellissippi State classroom is a smart classroom and includes a multimedia instructor station equipped with computer, ceiling mounted projector, document camera, and Internet access (Classroom Equipment Configuration). In addition to a multimedia instructor station in every classroom, 71 classrooms are equipped with computer workstations for every student (59 with desktop machines and 12 with laptop carts) (Master Lab List). Classes for a wide variety of disciplines are conducted in these teaching labs where every student has a computer workstation, including 100 percent of developmental reading, writing, and math classes. Mobile multimedia carts with laptops and projectors are available for use in locations that require computer lab options on a part-time basis. One very advanced classroom, known as the NEXT classroom (New, Emerging, and eXperimental Technology), serves as a test bed for cutting edge instructional technology. The smart technology, described in What’s in Here? and in excerpts from the NEXT blog, is upgraded and refreshed on a five-year cycle. Instructional technology that proves effective in the NEXT classroom is evaluated for use in subsequent refresh cycles in other classrooms.

**Course content delivery.** Pellissippi State makes use of a variety of instructional technology resources in its delivery of both traditional and distance learning courses. The College uses the Desire2Learn (D2L) learning management system for delivery of course content for all online and hybrid course sections. In addition, a D2L course shell is provided for all traditional course sections, so that D2L is used as a supplemental learning resource in many of those traditional course sections. The College also offers several courses in telecourse format with delivery available via DVD video. Each campus includes a distance learning classroom supported by
Two-Way-Audio-Video technology (TWAV). The TWAV room at the Pellissippi campus serves as a studio, and a single course section can be taught via TWAV with students being on all four campuses. The instructor and all the students on all four campuses can see and hear each other in real time over the TWAV technology. The multimedia station in the TWAV studio allows the computer and the document camera to project to screens on all four campuses. A second set of TWAV rooms is available between two campuses to support the nursing program. The nursing classrooms at the Magnolia Avenue campus and the Blount County campus can both serve as studios for Nursing's TWAV network.

Access to Technology Resources

**General.** Each faculty member, staff member, and student has a single computer account with a single password that provides access to a wide variety of technology services (PC Support Plan). The services available to each account are role based, as described in Pellissippi State Policy 08:13:02 Computer Account Policy. For example, an employee who is enrolled in a course uses the same computer account name for coursework as for the job. The single account supports access to all administrative functions and academic functions. A student uses the same account for registration and grades, as well as to access computer work stations, D2L, the wireless network, and electronic databases. Computer accounts for students are issued upon admission to the College to facilitate electronic communications between the College and the students after admission and prior to enrollment in classes (Student E-mail Accounts FAQ).

**Site campus and off-campus access.** Comparable technology services are available at all four campuses, and to the maximum extent practicable the same technology services are available online. All four campuses include teaching labs with workstations for every student, open computer labs, and libraries, as described in Pellissippi State Policy 08:04:03 Information Technology Support Center Open Computer Lab Policy. Staff is available in the open computer labs and libraries during all hours of operation to answer questions and provide support (Open Lab Hours, Library Hours). In addition to the staff in the libraries and the open labs, a computer HelpDesk provides telephone, chat and text services assistance.

**Students.** At its four campuses, Pellissippi State has 59 teaching computer labs with a total of 1512 desktop computers plus 12 laptop carts with 295 laptops (Master Lab List). In addition to classroom access, the College provides students access to technology at its open computer labs and library workstations. The College maintains a total of 166 computer workstations in four open computer labs, one on each of the four campuses. These labs are open during normal classroom hours, including evening hours. The College provides a total of 64 computer workstations at its libraries. All buildings on all campuses are provisioned with a secure wireless network for student owned laptops and other mobile devices. College-owned laptops are available for short term checkout to use within the library or ERC on each campus.
(Laptops & Wireless). All students have college-provided e-mail service, and all computer accounts are provided with network disk space so that users can save and fetch files from any computer on campus (H Drive Configuration).

Faculty and Staff. All of Pellissippi State’s faculty and staff have a college-provided computer workstation (PC Support Plan, Policy 08:13:02 Computer Account Policy). All of Pellissippi State’s administrative and academic computers have high speed, broadband internet access. In addition to housing the college’s administrative servers, the college’s data center houses academic servers that run software applications for specific academic programs.

Training in the Use of Technology

Training for Students. Pellissippi State provides its students training in the use of technology and ensures that its graduates gain the technical skills necessary for their discipline of study.

- In the classroom. Library staff provide bibliographic instruction to students in ENGL1010 and COLL1500 classes. Since ENGL1010 is required in all degree programs, most students are included in this instruction. Bibliographic instruction is available in both face-to-face and online formats. (Additional information on library instruction is in CS 3.8.2.) Technology is embedded in all programs, and students are expected to use word processing, presentation software, and library and web resources for research and communication. These expectations are communicated via course syllabi; the master syllabus for ENGL 2950 Business and Technical Writing is provided as an example. In career programs, students are trained to use up-to-date technology in their chosen fields. For example, students seeking an AAS in any concentration of Engineering Technology, as described in the Catalog and Handbook (p. 138), are required to take ENGT 1010 Engineering Technology Technical Communication, which prepares them "to successfully communicate in the technical environment" (Catalog & Handbook, p. 203). Each concentration in the Engineering and Media Technologies programs has labs equipped with cutting edge technology.

- Outside the classroom. Pellissippi State provides many opportunities for students to access technology training outside the classroom. Workshops provide instruction in the use of student email during orientation sessions (New Student Orientation). The College provides students with guidance on the technology requirements for distance learning courses as well as tips for performing well in these courses. Information Technology Support Center (ITSC) provides remote assistance through the HelpDesk and in-person assistance at the Open Lab on each campus (HelpDesk Online Training). ITSC has online tutorials and instructions in commonly-used software and services including email, Microsoft products, and the wireless network. Student Services personnel provide training workshops on a variety of technology based applications and
completion of the online Free Application for Federal Student Aid (FAFSA) (SkillShops Schedule). Students have access to online video tutorials that cover how to use D2L and search library databases (Getting Started with myPellissippi, Desire2Learn How 2's, Student Tutorials, Library Tutorial). Student Success and Enrollment Management personnel provide computer skills training to new students through workshops titled "Tech Ready." These workshops cover topics such as MyPellissippi (college portal), Desire2Learn (course management system), Carnegie (developmental math software), and Microsoft Outlook web access (email) (Tech Ready Flier).

Training for Faculty and Staff. Pellissippi State provides online and face-to-face training programs for full- and part-time faculty through Educational Technology Services (ETS) and the ITSC. ETS delivers training on the D2L system and related learning tools, and its workshops are included in the regular schedule of professional development created by the Faculty Development Committee (Faculty Training Workshop Schedule). The ITSC provides training on the college e-mail system and Microsoft Office suite. ITSC also provides a trainer for one-on-one training and assistance for faculty. The Learning Division provides training on the SunGard Banner system for faculty advisors, as illustrated in Advisor Training agendas.

Additional Technology Resources that Enhance Student Learning. Pellissippi State offers a complete “Faculty Toolbelt” of instructional technology selected to support student learning. The toolbelt contains synchronous communication tools, such as Elluminate, and tools to create online lectures and presentations (Impatica). It also includes tools that integrate with the D2L course management system, such as Respondus and StudyMate for creating flash cards, learning games and activities and tests. The Respondus Lockdown browser provides a secure testing environment for distance students. Faculty use of the tools is supported with workshops, one-on-one consultation, quick start guides and tutorials. Pellissippi State also provides a blogging platform for faculty, students and staff. The blogs at the site support student and faculty writing, clubs, international programs, and departments. Training for students and faculty planning to use the blogs is offered as requested and supported by Frequently Asked Questions and video tutorials on the site (Blog Support). Two monthly series of brown bag seminars, called Technology Tuesday and Web Wednesday, are offered. Archives for all sessions are maintained on the Pellissippi State Blogs site.

Appropriateness of Technology

Pellissippi State's extensive technology resources are appropriate for meeting the objectives of its programs as may be seen in the following descriptions of use of technology to enhance students learning in various academic departments:
Business & Computer Technology. All programs in the Business & Computer Technology Department (BCT) require a computer literacy course in the first semester of the curriculum. Students continue to use computer skills throughout their major coursework. Examples include computer programming assignments, networking projects, accounting systems using general ledger software, Microsoft office applications, Westlaw, and Lexis Nexus, to name a few. These assignments require students to use software and prepare projects similar to what they will be expected to do in the workplace. There are dedicated computer labs for BCT programs which feature the latest technology in hardware and software and are used in all courses. Multimedia teacher stations in all BCT department classrooms and labs allow instructors to effectively use technology to facilitate student learning.

English Department. The English Department makes use of a wide variety of technologies to enhance student learning. Many sections of both composition and business and technical writing courses are scheduled in computer labs in order to enable students to practice the steps of the writing process—drafting, revising, editing, and proofreading—while the instructor is present and can provide timely feedback. Also, the online course management system D2L is available for all courses, providing students with quick access to course materials and the opportunity to engage with one another and the instructor via its discussion board feature. In addition, media stations in classrooms on every campus enable English students to watch video versions of literary works or see an essay projected on a screen for class discussion.

Math Department. Calculators are integrated throughout the mathematics curriculum to enhance computations, problem solving, concept development, pattern recognition, data analysis, and graphing. Matrix algebra and the two statistics courses have computer laboratory components to explore concepts and investigate and analyze real-world data in support of classroom lectures. Online homework and assessment systems are used to provide students with practice, immediate feedback and step-by-step tutorials.

Natural & Behavioral Sciences. In addition to current technology promoting and enhancing the use of up-to-date information and resources in the areas of natural and behavioral sciences, it is also used in the interpretation and evaluation of learning, teaching and research materials. While technology has always been incorporated into science laboratory work through a variety of instrumentation, Pellissippi Science courses are currently making significant use of laptops/netbooks in a number of courses, ranging from the teacher education science courses, to all geology classes, as well as sophomore level genetics and cell biology.

Nursing. The utilization of technology in the Associate of Applied Science in Nursing program enables the student to master essential skills and competence to care for patients in diverse circumstances that may occur throughout the lifespan. The Department of Nursing actively utilizes simulation technology in both didactic and clinical instruction. With simulation technology, AAS degree nursing students gain and improve skills in a safe, non-threatening, experiential environment that provides opportunities for decision making, critical thinking, and
team building. Interactive distance instruction is provided via TWAV technology to enhance student learning by allowing nursing students exposure to different teaching styles through team teaching by nursing faculty with diverse experiences and cultures.

Student responses to the Community College Survey of Student Engagement (CCSSE) also indicate the appropriateness and effectiveness of Pellissippi State's technology resources. Results from CCSSE questions relating to computer use in the 2009 report are provided below. Pellissippi State students rated the importance that the College places on using computers in academic work much higher than students at the other schools in their cohort (question 9g, p. M3). They also rated the frequency of their use of college computer labs, the importance of computer labs, and their satisfaction with those labs higher than students at the other schools in their cohort (question 13.1h, p. M6; 13.3.h, p. M8; and 13.2.h, p. M7).

Sources

- NEXT Classroom
  - NEXT Blog
  - NEXT Classroom Flyer
  - What's in here?
- Software Loads
  - Software Load BCS
  - Software Load CST
  - Software Load Division
  - Software Load DSP
  - Software Load ENGL
  - Software Load Engr
  - Software Load ETSMM
  - Software Load Graphics
  - Software Load Hist
  - Software Load Mac
  - Software Load Math
  - Software Load Multi
  - Software Load NBS
  - Software Load OpenLab
Software Load OST
Software Load PC
Software Load TRIO

- TAF Committee
  - Minutes of TAF Committee Meeting 2009
  - Minutes of TAF Committee Meeting 2010
  - TAF Committee Members
- 2010-2012 Catalog & Handbook (Page 138)
- 2010-2012 Catalog & Handbook (Page 203)
- Advisor Training Agendas
- Apply Online
- Banner
- Blog Support
- Blogs
- CCSSE 2009 Means: All Students (Page 3)
- CCSSE 2009 Means: All Students (Page 6)
- CCSSE 2009 Means: All Students (Page 7)
- CCSSE 2009 Means: All Students (Page 8)
- Classroom Equipment Configuration
- D2L course shell
- Desire2Learn
- Desire2Learn How 2's
- ENGL 2950 Business & Technical Writing Syllabus
- Faculty Toolbelt
- Faculty Training Workshop Schedule
- Getting Started with myPellissippi
- H Drive Configuration
- HelpDesk
- HelpDesk Online Training
- Internet Connection Speed
- Lab Replacement Plan
- Laptops & Wireless
- Library Hours
- Library Tutorial
- Master Lab List
- Microscopes
### 3.5.1

**Educational Programs: Undergraduate: College-level competencies**

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

#### Judgment

- ✔ Compliant
- □ Non-Compliant
- □ Not Applicable

#### Narrative

Pellissippi State has identified college-level competencies and measures the extent to which graduates have attained them:

Pellissippi State graduates should be able to write clearly, read proficiently, communicate orally, analyze and use quantitative information, solve problems, and use technology effectively.

Attainment of these competencies is assessed early in a student's career at the College in courses that focus on the particular competencies, throughout the curriculum in courses that demand use of the competencies, and at graduation from the College with results of the College Basic Academic Subjects Examination (CBASE). **CBASE** evaluates competence in English, including reading and writing; math; science; and social studies, as well as in interpretive, strategic, and adaptive reasoning. Its purpose is to help the College evaluate its academic programs, as well as the competencies of its graduates. Pellissippi State students typically score slightly above the national mean, as may be seen by examination of the Summary Reports for 2008-2009 and 2009-2010.

As a member institution of the Tennessee Board of Regents (TBR) system, Pellissippi State adheres to General Education requirements established by TBR in 2003 when the Board implemented a system-wide common general education core to allow for seamless transfer among the 13 community colleges and 6 universities. Through the efforts of a system-wide Ad Hoc General Education committee, the following General Education subject categories were established for the system: Communication, History, Humanities/Fine Arts, Mathematics, Natural Sciences, and Social/Behavioral Sciences. Pellissippi State included Technological Literacy (**Catalog & Handbook, p. 107**). In order to determine the effectiveness of general education, TBR requires that institutions evaluate competence of students in communication, both oral and written; mathematics; and critical thinking through assessing their skills at the
completion of ENGL1010 English Composition I, SPH 2100 Public Speaking, and MATH 1130 College Algebra (Assessing General Education in the TBR System).

Assessment of Writing and Oral Communication

Thus, communication, both written and oral, is assessed in courses that focus specifically on those competencies. Students in ENGL 1010 write a final paper in response to a prompt based on an essay all students have read and discussed in class. A sample of these final writing assignments is assessed by a committee of faculty according to a rubric based on these communication outcomes:

- Students are able to distill a primary purpose into a single, compelling statement.
- Students are able to order major points in a reasonable and convincing manner based on that purpose.
- Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).
- Students are able to employ correct diction, syntax, usage, grammar, and mechanics.
- Students are able to manage and coordinate basic information gathered from multiple sources.

The assessment reports on writing for the pilot reporting period of spring 2009 and for the academic year 2009-2010 are included in the TBR General Education folder below. The rubric used for scoring the essays is included in the reports. In 2009-2010, student essays were assessed separately on the five outcomes, rather than being given an overall score of satisfactory or unsatisfactory, as in the pilot. Across the outcomes, the combined percentage of satisfactory and superior essays ranged from 65 to 70, falling short of the target percentage of 75. As a result, English faculty have made adjustments in the course and the rubric. Competence in writing is also assessed at the completion of ENGL 1020 Composition II. Percentages of adequate and inadequate ENGL1020 essays are shown in the ENGL 1020 Assessment Reports for 2008 fall through 2010 spring provided here, along with the rubric used for scoring the essays.

Oral communication is assessed through a capstone speech to actuate, required of all students who complete SPH 2100 Public Speaking. Designated full-time faculty visit classes of other faculty to assess the effectiveness of these speeches. This assessment is based on the same communication outcomes listed above, with two additional outcomes added by Pellissippi State speech faculty:
- Students adapt the use of evidence, analysis, and persuasive strategies to the audience, purpose, and occasion of the speech, making basic distinctions among opinions, facts, and inferences.
- Students effectively utilize a variety of oral presentation skills in a conversational style that includes eye contact; variety in rate, pitch, and volume; appropriate pauses; distinct articulation; correct pronunciation; effective gestures and movement; appropriate language choices; and effective note, lectern, and presentation aid uses.

The oral communication assessment reports for the pilot period of spring 2009 and for the academic year 2009-2010 are included in the TBR General Education folder. The rubric used for scoring, which was revised in 2009-2010, is included in each report. Overall, results were quite good for the seven speech outcomes, with from 84 to 95 percent of students scoring at or above expectations on the first five outcomes, and an average of 75 percent on the last two, which pertain exclusively to oral communication. The results from 2009-2010 represent an extremely small sample due to technical difficulties, which are being addressed for the next round of assessment.

**Assessment of Math**

Students’ mathematics skills are assessed in the final exam for MATH 1130 College Algebra, according to these outcomes:

- Students are able to use mathematics to solve problems and determine if results are reasonable.
- Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.
- Students are able to make meaningful connections between mathematics and other disciplines.
- Students are able to use technology for mathematical reasoning and problem solving.
- Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.

Competence is assessed by performance on selected test items on the standard comprehensive final exam for the course. The course instructors evaluate the final exam for their respective students. Test items are graded correct or incorrect; no partial credit is awarded.

MATH 1130 results are provided in the TBR folder for the pilot period in 2009 spring and for the 2009-2010 academic year. The target level of “satisfactory” achievement for each outcome was 70 percent. The average rate for the combined five learning outcomes for spring 2010 was 72 percent. Math competence is also measured through CBASE: the 2009-2010 CBASE math
average of 289 is the highest score for Pellissippi State students and indicates that mathematics teaching and learning is a strength of the institution, according to the *CBASE Interpretive Guide*.

**Assessment of Other Competencies**

Learning outcomes for critical thinking/problem solving are

- the ability to solve problems;
- the ability to construct and present a cogent argument in support of one’s viewpoint;
- the ability to understand and evaluate arguments presented by others.

Assessment of these skills is accomplished through review and interpretation of data from the other three TBR assessments and from sections of CBASE, as explained in the critical thinking assessment reports for **2009 spring** and for **2009-2010**, included in the TBR General Education assessment folder.

Reading competence is judged through CBASE, which provides assessment of graduates’ skills in English, including writing and reading. The College does not rely on the writing score, since Pellissippi State students do not complete a writing sample on CBASE, but the reading score indicates reasonable competence in students’ ability to read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas. The *Reading and Literature* average of 276 is approximately the same as the institutional mean of 277.

Assessment of technological literacy is accomplished through review of Community College Survey of Student Engagement (CCSSE) results and within program areas. Results from CCSSE questions relating to computer use in the 2009 report are provided below (*question 9g, p M3; question 12g, p. M5; question 13.1h, p. M6; question 13.2h, p. M7; question 13.3h, p. M8*). They show Pellissippi State students to be at least as proficient and comfortable using technology as their peers and more so in some regards. The *CCSSE Special Focus Questions* dealt with students’ use of social networking; these results show that many Pellissippi State students rely on social networking for communication with the College, as well as with other contacts, thus demonstrating again their proficiency with technology. All students with majors in Business and Computer Technology are required to take a computer literacy course, and almost every program in the curriculum requires students to have the ability to use computers for word processing, research, or specific applications within the major, so this competency is continually under assessment throughout the curriculum.
Sources

- CBASE Information
  o CBASE General Information
  o CBASE Interpretive Guide
  o CBASE Scores by Program 2008-2009
  o CBASE Scores by Program 2009-2010
  o CBASE Summary Report 2009-2010
  o CBASE Summary Report 2008-2009
- TBR General Education Assessment 2009-2010
  o Critical Thinking Assessment 2009-2010
  o Math Assessment 2009-2010
  o Oral Communication 2009-2010
  o Writing Assessment 2009-2010
- TBR General Education Assessment 2009S
  o Assessing General Education in the TBR System
  o Critical Thinking Assessment S09
  o Math Assessment S09
  o Oral Communication Assessment S09
  o Writing Assessment S09
- 2010-2012 Catalog & Handbook (Page 107)
- CCSSE 2009 Means: All Students (Page 3)
- CCSSE 2009 Means: All Students (Page 5)
- CCSSE 2009 Means: All Students (Page 6)
- CCSSE 2009 Means: All Students (Page 7)
- CCSSE 2009 Means: All Students (Page 8)
- CCSSE 2009 Special Focus Questions Results
- ENGL 1020 Assessment Reports, 2008F-2010S
- ENGL 1020 Rubric
- Learning Council Members
- TBR Ad Hoc Committee Proposal for Establishing a General Education Core
3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. In the case of undergraduate degree programs offered through joint, cooperative, or consortia arrangements, the student earns 25 percent of the credits required for the degree through instruction offered by the participating institutions. (See Commission policy "The Transfer or Transcripting of Academic Credit."

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

A minimum of 25 percent of approved curriculum credits must be completed at Pellissippi State in order to earn a degree or certificate, as specified in Pellissippi State Policy 03:11:01 Academic Standards. Courses taken through the two Tennessee Board of Regents consortia of which Pellissippi State is a member, the Regents Online Degree Program and the Tennessee Consortium for International Studies, are not distinguished from Pellissippi State courses on student transcripts.

To apply for graduation, students complete an Intent to Graduate Form with the assistance of a faculty/staff advisor. Each form is reviewed by the appropriate academic dean before submission to the Records Office where final verification includes review of curriculum requirements, residency, and Grade Point average.

Sources

- Completed Intent to Graduate Examples
- Pellissippi State Policy 03:11:01 Academic Standards (Page 1)
- RODP Homepage
- TnCIS Homepage
3.5.3

Educational Programs: Undergraduate: Undergraduate requirements

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Requirements for undergraduate programs at Pellissippi State are defined by Tennessee Board of Regents policy and published in the college Catalog and Handbook, available online or in print (print version of Catalog and Handbook discontinued with 2010-2012 edition). The Catalog and Handbook explains the requirements for the College's transfer programs (p. 110) and defines the paths towards articulation and the general associate's degree, as well as the requirements for career programs (p. 118) and certificates (p. 161). The Catalog also contains information about the general education requirements of the College and explains the different general education requirements for transfer and career programs.

These requirements are consistent with the Tennessee Board of Regents (TBR) Policy 2:01:00:00 on General Education Requirements and Degree Requirements and subject to the approval of the College’s Curriculum Development Committee, described in Pellissippi State Policy 03:02:01. University Parallel programs require the completion of a minimum of 60 credit hours: 41 hours of general education and 19 hours of pre-major coursework (Catalog & Handbook, p. 113). Career Programs require the completion of a minimum of 60 credit hours: 15 hours of general education and 45 hours of program requirements (Catalog & Handbook, p. 121). These requirements are consistent with commonly accepted standards for associate degree programs.

The Catalog outlines the curriculum for each degree program offered at Pellissippi State, and the college website provides a link to the advising plan for each career program, as well as for general associate of arts and associate of science degrees.
Sources

- 2010-2012 Catalog & Handbook (Page 106)
- 2010-2012 Catalog & Handbook (Page 110)
- 2010-2012 Catalog & Handbook (Page 113)
- 2010-2012 Catalog & Handbook (Page 118)
- 2010-2012 Catalog & Handbook (Page 121)
- 2010-2012 Catalog & Handbook (Page 161)
- AA-AS Checklist
- Career Program Checklists
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- TBR Policy 2:01:00:00 General Education Requirements and Undergraduate Degree Requirements
Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the discipline course hours in each major at the baccalaureate level are taught by faculty members holding the terminal degree "usually the earned doctorate" in the discipline, or the equivalent of the terminal degree.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
3.6.1
Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program rigor
The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment
☐ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative

3.6.2
Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum
The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment
☐ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative

3.6.3
Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a degree
The majority of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. In the case of graduate and post-baccalaureate professional degree programs offered through joint, cooperative, or consortia arrangements, the student earns a majority of credits through instruction offered by the participating institutions. (See Commission policy "The Transfer or Transcripting of Academic Credit.")

Judgment
☐ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative

3.6.4
Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate requirements
The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment
☐ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative
3.7.1

**Faculty: Faculty competence**

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See Commission guidelines "Faculty Credentials.")

**Judgment**

☐ Compliant  □ Non-Compliant  □ Not Applicable

**Narrative**

Pellissippi State uses the credential guidelines of the SACS Commission on Colleges as the primary basis for hiring faculty members to teach college-level courses. Faculty qualifications and justification for hiring all faculty members who taught during spring semester 2010 and fall semester 2010 are included in the faculty roster. As specified in Pellissippi State Policy 06:01:01 (I.F.Minimum Faculty Qualifications, p. 2), faculty members teaching General Education core courses are expected to have at least a master’s degree with a minimum of 18 graduate hours in the teaching discipline. In the college-level Arts and Sciences areas, there are few justifications other than the academic credentials.

The historical mission of the College does, however, have significant impact on the qualifications of faculty members teaching in career/technical programs. The primary goal of these programs is to prepare students for employment in a field related to their training, rather than for transfer to baccalaureate institutions. Pellissippi State considers industry experience, special certifications, and employment history to be as important as academic credentials for faculty members teaching in career programs. Qualifications of faculty members who teach courses in the AAS and certificate programs may include justification based on work/professional experience in addition to academic credentials.
The Human Resources Department maintains personnel files for all adjunct and full-time faculty members. Each paper file contains a Faculty Qualifications Analysis form, which summarizes the qualifications of that individual. The College has developed campus-based qualification guidelines for its faculty, as delineated in Policy 06:01:01 (I. F. Minimum Faculty Qualifications, p. 2).

**Credentials**
Faculty Credentials Table
Faculty Roster Form

**Sources**

- Pellissippi State Policy 06:01:01 Faculty (Page 2)
3.7.2

Faculty: Faculty evaluation
The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College regularly evaluates the effectiveness of each faculty member in accord with Pellissippi State Policy 06:02:04 Faculty Evaluation System.

The annual evaluation of full-time faculty has two components: 1) self-evaluation and 2) supervisor evaluation. The self-evaluation is an opportunity for faculty to examine their unique abilities in light of the institution’s goals. Each faculty member is asked to reflect on teaching (including the Student Perception of Instructor survey results), service, and scholarship. Each is also expected to prepare a list of individual goals for the upcoming year. These documents are submitted to the appropriate supervisor, who completes the department head evaluation. For teaching faculty, the annual classroom observation is included in this process. Following the completion of the supervisor evaluation, the academic dean schedules an evaluation conference with each faculty member. Faculty evaluation packets from the following departments are provided as examples: Business and Computer Technology, Engineering and Media Technologies, and Transitional Studies. Packets include the faculty member’s self-evaluation, a summary of student perception results, and classroom observation form.

Student Perceptions of Faculty are administered according to the following guidelines, as illustrated in the Student Perception Memo of 2009 fall from the vice president of Learning:

- Adjunct Faculty: all classes all semesters--After adjunct faculty members have taught two semesters within a discipline or a department, the Academic Department Dean may elect to reduce the number of required student evaluations for those whose performance is deemed satisfactory. All classes one semester per academic year is the minimum requirement.
- Non-tenured faculty after two years: all classes one semester a year in the fall.
- Full-time faculty with less than two years of service: all departments, all sections for four semesters.
- Tenured Faculty: all classes one semester every two years in the fall.
Additionally, adjunct faculty participate in a mentoring/partnering relationship with a full-time faculty member that includes regular classroom observation (Adjunct Faculty Handbook, p. 8). Three examples of adjunct classroom observation/student perception packets are provided (Adjunct Evaluation 1, Adjunct Evaluation 2, Adjunct Evaluation 3).

**Sources**

- **Adjunct Evaluations**
  - Adjunct Evaluation 1
  - Adjunct Evaluation 2
  - Adjunct Evaluation 3
- **Full-time Faculty Evaluations**
  - Faculty Evaluation BCT 2009
  - Faculty Evaluation EMT 2009
  - Faculty Evaluation Transitional Studies 2009
- **2010 Adjunct Faculty Handbook (Page 8)**
- **Pellissippi State Policy 06:02:04 Faculty Evaluation System**
- **Student Perception Memo 09F**
3.7.3

Faculty: Faculty development
The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Tennessee Board of Regents (TBR) Policy 5:02:01:05 Faculty Development recognizes the importance of continuous professional development for faculty members and directs campuses to provide structured opportunities for professional development for their faculty. Pellissippi State Policy 06:02:04 Faculty Evaluation System (p. 3) affirms the importance of ongoing professional improvement and development by requiring a reflection on professional development as part of the annual evaluation process. Examples of Professional Development activities from faculty self-evaluations are provided. All faculty are encouraged to participate in a variety of scholarly and academic activities which enhance their instructional effectiveness.

Pellissippi State Community College provides opportunities for professional development through a variety of programs, including the following:

(1) Prior to the start of each academic year, faculty members are involved in division meetings, class preparation, and in-service opportunities on a variety of topics. The centerpiece of preparation is the annual Conference on Student Success. The conference agenda is prepared by members of Learning Council and Faculty Senate.

(2) The College offers on-campus in-service and training throughout the academic year. These sessions include information sessions and webinars sponsored by a number of college departments. Advisor training sessions are required of faculty each academic year. Educational Technology Services schedules regular workshops and seminars to support faculty teaching with technology. The Faculty Senate's Faculty Development Committee sponsors a series of faculty lectures during the academic year to highlight the teaching and scholarship of the college's faculty. The Faculty Development Committee has also developed two seminars on classroom strategies particularly for new full-time and adjunct faculty that are offered at the beginning of the semester: Teaching 1010 and Teaching 1020.
(3) Pellissippi State provides funds to support professional development opportunities for faculty to participate in off-campus travel activities and/or to bring experts to the campus to provide professional development. The College expended more than $210,000 on travel for professional development in 2009-2010.

(4) All Pellissippi State faculty members can use a fee waiver to take one credit course each semester at any Tennessee Board of Regents or University of Tennessee institution. These and other educational benefits are described in TBR Guideline P-130 Educational Assistance for TBR System Employees.

(5) Professional development opportunities are available through the Regents Online Degree Program (RODP) for faculty members who develop and deliver online courses. Several Pellissippi State faculty members participate in these sessions each year.

(6) Pellissippi State also provides resources for adjunct faculty members. An adjunct faculty inservice is held at the beginning of each semester, and adjuncts are invited to all other campus inservice activities as well. Adjunct faculty who complete a professional development portfolio, as described in the Adjunct Faculty Handbook (p. 12) are eligible for a 15 percent increase in pay. These portfolios must include descriptions of professional development/teacher training sessions attended.

Sources

- 2010 Adjunct Faculty Handbook (Page 12)
- Adjunct Inservice Agenda, 2010 Fall
- Adjunct Inservice Agenda, 2010 Spring
- Advisor Training Agenda, 2010 Fall
- Conference on Student Success, 2010 Fall
- ETS Workshops, 2010 Fall
- Faculty Lecture Series 2010 Fall
- Is This Accommodation Reasonable_Email_March 23, 2010
- Pellissippi State Policy 06:01:02 Adjunct Faculty
- Pellissippi State Policy 06:02:04 Faculty Evaluation System (Page 3)
- Professional Development Activities, 2008-2009
- TBR Guideline P:130 Educational Assistance for TBR System Employees
- TBR Policy 5:02:01:05 Faculty Development
- Teaching 1010_Fall 2010 Seminar Agenda
- Teaching 1020_Fall 2010 Seminar Agenda
3.7.4

Faculty: Academic freedom
The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment
☒ Compliant  ☐ Non-Compliant  ☑ Not Applicable

Narrative

Pellissippi State Community College Policy 06:02:03 Academic Freedom and Responsibility specifically acknowledges compliance with the Tennessee Board of Regents' (TBR) Policy 5:02:03:30 on Academic Freedom. The college's Employee and Grievance/Complaint Procedures as described in Policy 06:23:00 provide a means for faculty and other employees to grieve any action by the College which violates college or TBR policy. In such cases, the President, in consultation with the affirmative action officer and in consideration of peer representation, will establish a committee to hear individual grievances. There have been no academic freedom policy grievances filed at the College.

Sources

- Pellissippi State Policy 06:02:03 Academic Freedom and Responsibility
- Pellissippi State Policy 06:23:00 Employee Grievance/Complaint Procedures
- TBR Policy 5:02:03:30 Academic Freedom
3.7.5

Faculty: Faculty role in governance
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State makes provision for faculty participation in the development of campus policies and programs through membership on standing and ad hoc committees and Faculty Senate; involvement in review of campus policies through representation on the College's Learning Council; and input through various surveys, faculty meetings and other means of college communication. The college's committee structure can be found in Pellissippi State Policy 08:01:01 Committee Structure and Memberships. Faculty participation on committees is demonstrated by the list of committee memberships.

Pellissippi State Policy 06:01:01 asserts that "responsibility for implementation of the instructional program rests with the teaching faculty" (p.1). The policy also affirms the college's commitment to the full participation of the faculty in the governance and improvement of the educational process. Additional evidence of the responsibility and authority of faculty in academic affairs can be found in these policies: 03:02:01 Curriculum Development Committee, 03:04:02 Program Modification, and 03:04:03 Program Evaluation.

The preamble to the Faculty Senate Constitution describes the role of faculty as central to the "governance, development, and improvement of Pellissippi State Community College." The entire document is available on the college's website.
Sources

- Committee Membership, 2010-2011
- Faculty Senate Constitution
- Pellissippi State Policy 01:03:01 Student and Faculty Participation in Development of Campus Policies and Programs
- Pellissippi State Policy 03:02:01 Curriculum Development Committee
- Pellissippi State Policy 03:04:02 Program Modification
- Pellissippi State Policy 03:04:03 Program Evaluation
- Pellissippi State Policy 06:01:01 Faculty
- Pellissippi State Policy 08:01:00 Committee Structure and Membership
3.8.1
Library and Other Learning Resources: Learning/information resources
The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative
Pellissippi State Community College provides facilities, services and resources that are appropriate to support its teaching mission.

Library Facilities
Pellissippi State provides facilities on all its teaching sites for library and other learning resources. The Pellissippi Campus library is located in the Educational Resources Center (ERC) building, occupying most of the first and second floors. The library floor plan shows the facility has approximately 22,000 square feet. The building was constructed in 1995 and is well maintained. Circulation and reserve activities, cataloging, materials processing, and reference services are located on the first floor. Office and workroom space is adequate for library functions. A computer lab used for library instruction classes is also located on the first floor. The lab has 26 computers and is equipped with a computer projection system.

The reference desk and reference collection are located on the first floor. Sixteen computers, five printers, and two document scanners are located in the reference area. Although the computers are primarily used for library research, students can also access their email accounts and conduct other Internet based activities. Accessible computers equipped with assistive hardware and software provided by the Services for Students with Disabilities Office are available in the reference area on the Pellissippi campus and are located in the ERCs on the site campuses. The print periodicals collection is located in a section of the reference area.

The circulating collection and a majority of seating and study areas are located on the second floor. The library can seat 340 users, which is 7 percent of Fall 2009 FTE. A variety of seating is available. Six group study rooms are available for student use; two of the rooms are equipped with 46" LCD monitors and connections for laptops. Wifi is available throughout the library and site campus ERCs.
Shelving space is adequate to handle the current collection. The building is adaptable to handle collection growth and the addition of more computers.

At each site campus the ERC houses a representative library collection and provides library services, including circulation and reference assistance. Space floor plans at each site are different but adequate for the size of the student population (ERC Space).

**Services**

The library provides appropriate academic library services. The Faculty Services libguide describes library services, resources, and tools available to assist faculty with their teaching responsibilities. Other libguides are designed for distance learning students, although all are available to all of the college's constituencies. Comparable services are available at all of the college's site campus ERCs.

The hours of operation for the Pellissippi library and the ERCs are basically the same, the exceptions being that only the Pellissippi library is open until 6:00 pm on Fridays and from 10 am to 4 pm on Saturdays. The Division Street Campus is closed during the summer terms. Circulation and reference assistance are available during all hours the facilities are open.

Reference services are available during all open hours in a variety of formats, including face-to-face, telephone, chat, text, and the Ask a Reference Question service. The AskRef form is available to users at all hours.

**Circulation** and reserve services are available at all sites. Books are circulated to faculty, staff, students and community borrowers. Intercampus loan services are available to provide access to the complete library collection. A courier service delivers requests to all campuses on a daily basis. Reserve services are available for all faculty at all sites. Faculty can also request that specific materials be re-located to a specific campus. In 2008-09, 42 volumes were requested to be re-located. Books can be mailed to distance learning students on request.

Interlibrary loan services are available to students, faculty, and staff in order to provide access to materials not owned by the College. Interlibrary loan requests may be submitted in person at the library, at the ERCs, or via the Library's website.

The library’s Faculty Services website details services designed for faculty. A link on that site provides faculty an electronic avenue to request library instruction for a class, along with information on how to place material on reserve and how to recommend the purchase of library materials. Each academic program has a library liaison. The library liaisons assist
faculty with collection development requests. Comprehensive Standard 3.8.3 provides additional information about the library liaisons.

**Resources**

Pellissippi library and learning resource collections are consistent with the college mission. The library collections are available in a variety of formats, physical and electronic. Because of the many electronic resources provided, students and faculty have access to research materials anywhere, anytime. Remote access to the electronic resources is available to students, faculty, and staff with their college computer account. A library statistics chart details a five year comparison of size of collections and use of collections and services.

The library’s database collection enables research in general and specific subject areas and provides materials in a variety of formats, including multimedia content, streaming video, images, streaming audiobooks, and streaming music. The library’s website organizes databases in alphabetical order and by subject. A journal finder application enables searching and retrieving the full text of 25,027 journal titles. A federated search application enables students to search many of the Library’s disparate databases at once, serving as a database discovery and research tool. The Library’s 80+ Subject Guides provide additional information in support of classroom and research activities.

Faculty use many of these online resources as part of their in-class teaching activities and also in their hybrid or web courses, creating direct links to full text and embedding video, music and images to be shown in class or within the college’s course management system.

**Off-Site and Distance Learning**

Library resources and services are available to students who take distance learning classes and high school dual credit classes. These students have access to the library’s electronic databases, electronic periodicals, and electronic books. Online tutorials on the library web site provide instruction on how to access these resources. In addition, a library link is located in all online courses. For reference questions, students can contact a reference librarian by phone, chat, text, or the AskRef form. Librarians travel to high schools to provide bibliographic instruction to dual credit classes upon request of faculty.
Adequacy of Services and Resources

The LibQual+® survey results have shown consistent user satisfaction with treatment of users by library staff; with the support for learning, research and or teaching needs; and with the overall quality of service provided by the Library.

Sources

- Alphabetical Order for Databases
- AskRef
- Circulation Services
- Distance Learning Services
- ERC Space
- Faculty Services
- Intercampus loan
- Interlibrary loan
- Library floor plan
- Library hours
- Library liaisons
- Library statistics
- Library website
- Pellissippi State Policy 00:01:00 Statement of Mission
- Subject Guides
- Subject Order for Databases
- Survey results
3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Part of the library's mission statement reads “In support of the College's diverse curriculum, Library Services is committed to teaching information literacy skills in individual and group settings, thereby empowering our users to be successful, lifelong learners and informed citizens of their community.” The library uses a variety of techniques to fulfill this part of the mission statement, including group instruction, one-on-one instruction, and electronic instruction. Librarians participate in library instruction at the site campuses at faculty request. The ERC Coordinators at site campuses provide instruction for English 1010 and College Success 1500 classes.

The library on the Pellissippi campus has a dedicated computer lab that is used for library instruction. ERC Coordinators at site campuses reserve time in a computer lab for classroom instruction when possible.

Instruction for Students

Group instruction is provided for students. A form to request library instruction for classes is available on the Faculty Services libguide. Classes are designed to include instruction for the use of specific library resources requested by faculty or use of resources of a more general nature, such as use of the online catalog and databases. Examples of courses for which faculty have requested discipline specific library resources are English 1020, Speech 2100, Business Functions 2010, and Engineering Technology Applications & Communications 1000, as illustrated in the Library Instruction Statistics chart. The primary requestors of the general sessions are English 1010 and College Success 1500 classes.

Librarians use the opportunity presented in typical reference interactions with students to provide one-on-one instruction. When asked a reference question, librarians walk the student through the
process of using different resources to locate the information the student needs so that the student will become self-sufficient in conducting library research. Librarians incorporate instruction while students are inquiring at the reference desk, on the phone, via the chat service or the Text-A-Librarian service, or submitting a question via the AskRef web form.

Librarians have incorporated several web based applications in providing library instruction. These applications provide on-demand instruction for students. A Library Orientation for English 1010 has been developed as a course within the Desire2Learn (D2L) course management system; the tutorial and quiz provide basic library orientation for the English 1010 courses. D2L has also enabled the embedding of librarians into some courses. Tutorials have been developed and are available in several places on the library’s websites. Some of the tutorials are videos developed using Camtasia software. An application called NoodleTools is available as a widget on the library’s homepage. This is a comprehensive MLA, APA, and Chicago/Turabian bibliography composer with fully-integrated note-taking tools. It walks the student through the process of developing bibliographic citations. Access and a list of all tutorials is available on the Research Guides LibGuide.

The library uses Libguides as a gateway for library research and thus a foundation for teaching information literacy skills. LibGuides, a content management and knowledge sharing system, is a flexible web-based product enabling librarians to create Web 2.0 content. Because of this Content Management System's (CMS) flexibility, LibGuides can be used to create discipline or course specific guides, as a research tool for a particular assignment, as a guide to using library resources, or as a replacement for traditional handouts. They can also be used in the D2L course management system. The organization of a LibGuide makes it easy for students to use. Libguides can be designed with tabs for books, databases, websites, reference tools, and other resources that enable students to go directly to relevant information, rather than looking for any possible source and relying on the internet. Videos can be embedded and social websites can be integrated into a LibGuide. Librarians have created 80 LibGuides for specific course assignments and for subject guides for academic programs.

Instruction for Faculty and Staff

Librarians have done presentations on diverse topics at faculty and adjunct faculty inservice programs. Some presentations have been demonstrations of new databases and other new tools, such as NoodleTools. Sessions were held demonstrating use of the new online catalog and the library’s new web site when those tools were implemented. Other topics have been use of persistent URLs for class and web-based instructional applications, incorporating the NoodleTools application for on-ground and web class instruction to encourage academic integrity, selecting ebooks to create class related reading lists and use as supplemental textbooks, thereby lowering student textbook costs. Often faculty and staff will ask for one-on-one sessions with reference librarians for demonstrations of library resources, such as the
Business Decision database for staff in the Small Business Development Center and faculty in the Marketing program.

**Off-Site and Distance Learning**

Library instruction is provided to students who take distance learning classes and to high school dual credit classes. These students have access to the interactive tutorials and the LibGuides to help them learn how to do research and use library resources. Students enrolled in telecourses or web courses have access to tutorials, LibGuides, and research assistance in all of its formats. A libguide developed for Distance Learner Services provides tutorials to assist students with the use of the online catalog and databases.

**Sources**

- Academic Integrity
- Ask Ref
- Distance Learner Services
- Ebooks
- Examples of courses
- LibGuides
- Library Mission
- Library Orientation for English 1010
- Persistent URLs
- Presentations by Librarians
- Request for Library Instruction
- Tutorials
3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College provides a sufficient number of qualified staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Pellissippi State provides professional and paraprofessional staff at the library at the Pellissippi Campus and the Educational Resources Centers (ERC) at the Blount County Campus, the Division Street Campus, and the Magnolia Avenue Campus. The Pellissippi Campus library is staffed with six full-time professional librarians, two part-time professional librarians, four full-time paraprofessionals, and one part-time paraprofessional. The number of student workers varies from semester to semester. The organizational chart for the library and ERCs shows that each ERC is staffed with a full-time coordinator, a full-time assistant, and a part-time assistant. Job descriptions are provided for all library positions in the ERC Job Descriptions folder.

All of the college’s librarians are required to have a master’s degree in library or information science from an American Library Association accredited program. Full-time librarians have faculty rank and are in tenure track positions. As faculty, they participate in the faculty governance organization, serve on a variety of college committees, and participate in inservice activities. Evaluation forms for librarians closely mirror faculty evaluation forms; an evaluation form for one of the librarians is provided as an example. Funds for professional development activities for librarians are included in the library's annual budget. Job descriptions for paraprofessional and other support personnel identify training and/or work experience appropriate to their job duties.

Job descriptions for librarians on the Pellissippi Campus indicate assigned responsibilities for specific library tasks, such as circulation or cataloging. They all perform reference work and teach library instruction classes, as shown in the job descriptions in the ERC Job Descriptions folder. Each librarian is also assigned to serve as a library liaison for an academic program or programs; this assignment includes responsibility for library collection development and
development of subject guides. The paraprofessional staff at the Pellissippi Campus work the circulation desk in addition to other library related activities, as their job descriptions show.

The site campus ERC coordinators are required to have a bachelor’s degree as a minimal acceptable qualification. Job descriptions for site campus ERC coordinators indicate that each has different job responsibilities designed to support the learning needs of the site campus but all of them are responsible for coordinating library services at their site campuses. The Library Director provides functional supervision regarding activities that are library related. The site campus ERC coordinators are responsible for circulation and reserve services, reference services, and the teaching of introductory library instruction classes. Pellissippi campus librarians travel to site campuses to provide instruction for advanced classes. The site campus ERC coordinators attend regularly scheduled meetings with the Pellissippi campus librarians and participate in library inservice activities.

The Educational Technology Services (ETS) department provides professional and paraprofessional staff in the ETS area, which includes the Media Center, where the media collection is maintained and multimedia and computer equipment is checked out and returned; the Master Control Room, where two-way audio/video distance courses are controlled among all four campuses and other campus-wide media productions are coordinated; the Electronics Workshop, where equipment is configured and maintained; and the Faculty Multimedia Studio, where training occurs and support for the D2L. course management system and other instructional technology is provided. ETS also provides a staff member in the Distance Learning Classroom at each campus when classes are in session to assist faculty members with taking roll, distributing materials and proctoring exams.

The Director of Educational Technology Services is required to have a master’s degree in education, instructional technology or other related field. The Instructional Technology Specialist is required to have a bachelor’s degree in education, instructional technology or other related field. Current staff names, positions, and job descriptions are included in the ETS Job Descriptions folder.

**Sources**

- ERC Job Descriptions
  - Acquisition / Collection Development - Reference Librarian
  - Acquisitions Assistant
  - Cataloger - Reference Librarian
  - Cataloging Assistant
  - Circulation - Reference Librarian
  - Circulation Asst FT
- Circulation Asst PT
- Director Library Services
- ERC Assistant Blount County
- ERC Assistant Division Street
- ERC Assistant Magnolia
- ERC Coordinator Blount County
- ERC Coordinator Division Street
- ERC Coordinator Magnolia
- Instructor - Reference Librarian
- Media Cataloger - Reference Librarian

- **ETS Job Descriptions**
  - Director-ETS_Job Description
  - Electronic Technician-Hinshaw
  - Electronic Technician-Sayles
  - Instructional Technology Specialist-Educational Technology Services-2008
  - Maintenance Scheduler-Educational Technology Services-2008
  - Manager of Technical Operations, Sound & Lighting-Educational Technology Services-2008
  - Media Specialist-Educational Technology Services-2009

- Evaluation form
- Organizational Chart
- Pellissippi State Policy 00:01:00 Statement of Mission
3.9.1

Student Affairs and Services: Student rights
The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment
☑ Compliant □ Non-Compliant □ Not Applicable

Narrative

Pellissippi State publishes a clear and appropriate statement of student rights and responsibilities and disseminates this statement to the campus community. Pellissippi State's Rights, Freedoms and Responsibilities of Students policy, is distributed to students at New Student Orientation. (Policy 04:02:02) It is also included in the Student Handbook and Planner. Further, this statement is sent via email to all students at the beginning of each major semester. Students who feel their rights have been violated may file a written complaint using the online Student Complaint Form.

Pellissippi State's Academic Classroom Conduct and Disciplinary Sanctions policy addresses student conduct violations and sanctions for behavior that takes place in and out of the classroom. Further, this policy addresses the due process procedures in place at the College. (Policy 04:02:00) The Waiver-Election of Hearing Procedures form is used to facilitate the due process procedures. Examples of disciplinary cases are provided in the Student Disciplinary Cases folder below.

Pellissippi State's Grade Appeal procedures are outline in the College Catalog and Handbook (p.98). Sample grade appeals are provided in the Grade Appeals folder below.
Sources

- Grade Appeals
  - Sample Grade Appeal 1
- Student Disciplinary Cases
  - Student Discipline Example 1
  - Student Discipline Example 2
- 2010-2012 Catalog & Handbook (Page 98)
- Email to Students, Student Rights and Responsibilities (fall 2010, spring 2011)
- Online Student Complaint Form
- Pellissippi State Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions
- Pellissippi State Policy 04:02:02 Rights, Freedoms, and Responsibilities of Students
- Rights, Freedoms and Responsibilities of Students in Student Handbook and Planner
- Waiver-Election of Hearing Procedures Form
3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State protects the security, confidentiality, and integrity of student records consistent with the guidelines in Pellissippi State Policy 04:03:00 Student Records Confidentiality and in accordance with the Federal Education Right to Privacy Act (FERPA).

The registrar is responsible for the maintenance, security, and integrity of student records. The Records Office provides FERPA training to other offices on campus. The FERPA Training Document folder below provides a schedule of FERPA training and information distributed at training sessions (handout 1, handout 2).

Pellissippi State maintains electronic and physical student records. As records are received in the Admissions and Records Office, physical access to the records is protected through limited access to files and offices. Also, student files are stored in a fire proof vault which has a combination lock and is secured every evening when the last employee leaves. The office is also locked from the outside with a combination lock for which only Admissions and Records staff have the code.

Student records from Fall 1985 to present are maintained in the Banner student data management system. There is a full backup of the Banner database each evening; a full copy of the database is moved weekly to offsite storage (off-site storage contract with Smith & Hammaker). Records prior to fall of 1985 up to the present have been scanned into the Opti-Doc imaging system and are stored at a secure off-campus site.

The primary means for access to student records is via the student information system (Banner). Access to this system is controlled through security levels assigned in accordance with the needs of an employee's position. The Registrar is responsible for managing access to student records in Banner based on job responsibilities.

Any documentation that comes to the Admissions and Records Office with social security numbers or other personally identifying information is promptly scanned and then placed into a shredding bin, which is locked. Pellissippi State has a contract with a shredding company
(Cintas Document Management) that handles all destruction of sensitive information for the Admissions and Records Office.

**Sources**

- FERPA Training Documents
  - FERPA Training Schedule
  - What is FERPA?
  - Who, What, Why of FERPA
- Off-site Records Storage Contract
- Pellissippi State Policy 04:03:00 Student Records Confidentiality
- Registrar Job Description
3.9.3

Student Affairs and Services: Qualified staff

The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs.

Judgment

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. All staff are listed in Qualified Staff Chart: Student Affairs and Services. The Sources section below contains a PDF for each staff member which includes the job description, resume, transcript, performance review, and any relevant certifications.

Staff members in student services must meet established criteria as outlined in their job descriptions. When positions at the College become vacant, the respective supervisor reviews the job description and Position Analysis Questionnaire (PAQ) for accuracy and updates it, if necessary. PAQ forms for administrative and support staff positions are provided, along with sample completed PAQs (PAQ1, PAQ2). After this review, the position is advertised in a number of publications, online and in-print. As prospective candidates apply for positions, they are screened by Human Resources personnel to determine if they meet the criteria for the position in question. If applicants meet the established criteria, their application packages are forwarded to the hiring supervisor for review.

Once staff members are in place, they participate in an annual review process as described in Pellissippi State Policy 06:22:00 Performance Review and Development Plan for Staff Evaluation (Employee Performance Review and Development Plan form).

Staff members also participate in professional development activities. This professional development is provided through webinars, audio conferences, state-level meetings, professional organizations, and regional and national conferences, as shown in the Professional Development Activities chart.
Sources

- Completed PAQs
  - Completed PAQ #1
  - Completed PAQ #2
- Agresta, Jared, Functional Support Tech
- Amos, Donald - Coord, SSWD
- Arnold, Alta, Financial Aid Coordinator
- Ashford, Rebecca, VP SSEM
- Atchley, Cynthia, Coordinator, Enrollment Services
- Bailes, Barbara, Graduation Analyst, Lead Worker
- Bays, Kimberly, Counselor
- Benedict, Debra, Information Processing Specialist
- Blank Form: Employee Performance Review and Development Plan
- Bledsoe, Mary, AVP, Student Success
- Boring, Alberta, Secretary III
- Boyd, Elizabeth, Counselor
- Brown, Aneshia, Financial Aid Coordinator
- Burkett, Holly, Assistant Dean, Blount County
- Cantrell, LaQuesha, ERC Assistant
- Carson, Carolyn, Director, Placement
- Cochrane, John, Secretary III
- Coleman, Marcia, Secretary III
- Cooley, Tracy, Financial Aid Assistant
- Cotter, Mark, Director, TRiO
- Cragle, Rachael, Director, Advising
- Day, Sally, Test Administrator
- DeFelice, Michele, Coordinator, SSWD
- Douthat, Kathleen B., Counselor
- Edmonds, Nancy J., Testing Technician II
- Floyd, Cerrie, Financial Aid Assistant
- Floyd, Wendy, Financial Aid Assistant
Fondren, Lisa, ERC Assistant III
Ford, Donna K., Functional Support Technician
Fray, Cheri, Administrative Secretary
Gitschlag, Priscilla, Coordinator, Enrollment Services
Greenlee, Tiffany, Transcript Analyst
Hagwood, Terri, Technical Clerk
Hatfield, Heather, Director, Admissions & Communication Center
Horner, Rick, Information Processing Specialist
Hydusik, James, Functional Support Technician
Jackson, Lois, Technical Clerk
Kimber, Selena, Technical Clerk
List of Professional Development Activities
Loftis, Garry, Counselor
Manning-Dirl, Cynthia, Director, HOKCRC
Masson, Anna, Technical Clerk
Mattingly, Rhonda, Secretary III
McCammon, Melanie, Financial Aid Coordinator
McInnis, Robert, Financial Aid Coordinator
McKinney, Paul, Financial Aid Director
McMurray, Sarah, Coordinator, SSWD
Meyer, Anna, Technical Clerk
Milam, Rebecca M., Director of New Student Orientation Programs
Miller, Connie, Technical Clerk
Miller, Gwendolyn, Office Supervisor - Student Life
Morin, Patrick, Testing Technician 2
Myers, Doug, Transcript Analyst
Nance, Karen, Lead Information Processing Specialist
Newcomb, Arlene D., Financial Aid Supervisor
Newman, Joan, Director, Learning and Testing Center
North, Mike, Assistant Dean, Division Street Campus
Pace, Phyllis, Director of Counseling Services
Pantanizopoulos, Jo Ann, ERC Coordinator, Division St.
Paradise, Melanie, Registrar
Pellissippi State Policy 06:22:00 Performance review and Development Plan for Staff Evaluation
Pointer, Connie, Technical Clerk

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• Position Analysis Questionnaire-Administrative Staff
• Position Analysis Questionnaire-Support Staff
• Powell, Bonnie, Executive Assistant to VP, SSEM
• Qualified Staff Chart: Student Affairs and Services
• Ramsey, Delores, Technical Clerk
• Robinson, Lisa Young, ERC Coordinator
• Rogers, Patricia, Secretary III
• Rutledge, Doris, Technical Clerk
• Satkowiak, Ann, Director, SSWD
• Shaffer, Courtney, International Student Coordinator
• Shastid, Sharon, Financial Aid Coordinator
• Shaw, Katherine, Testing Technician I
• Smitherman, James E., Adult Ed. Teacher
• Sneed, Jennifer, Secretary III
• Starr, Stuart, Computer Operations Specialist
• Stone, Rhoda, Counselor
• Strader, Terri, Records Manager
• Sugg, Ben, Coordinator of Academic Student Support
• Tate, Brenda, Career Specialist
• Thomas, Kim, Director, Student Life and Recreation
• Tillman, Rosalyn, Assistant Dean, Magnolia Campus
• Touzeau, Leigh Anne, AVP, Enrollment Services
• Varga, Patricia, Secretary II, Learning & Testing
• Walker, Mary, Secretary III, TRiO
• Walker, Thomas, Test Administrator
• Wheeler, Joan, Technical Clerk
• Williams, Chris, Transcript Analyst
• Williams, Naomi, Coordinator, ERC, Magnolia Ave.
• Wilson, Barbara, Financial Aid Coordinator
• Wood, Gayle, Director of Access & Diversity
Financial Resources: Financial stability

The institution's recent financial history demonstrates financial stability.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College's recent financial history demonstrates its financial stability through the audit reports included in the Financial Stability folder below. The College has experienced a stable financial environment over the past five years. **Unrestricted net assets** have increased each year for the past five years with the exception of 07-08 fiscal year. The decline for the 07-08 fiscal year was the result of new reporting requirements. For the first time, the College was required to record an expense and liability to recognize Other Post-Employment Benefits as required by GASB Statement 45. Additionally, for the first time, the Tennessee Board of Regents required all institutions to show debt related to expenditures made during a major energy performance improvement initiative as a reduction of unrestricted fund balance as opposed to a reduction of plant assets. Due to the nature of the improvements, the expenditures did not have to be capitalized, thus the debt was to be shown as a reduction of unrestricted net assets as opposed to a reduction of plant assets. Otherwise, the College had an increase in unrestricted net assets in 07-08 as reflected on the **adjusted comparable schedule of net assets**.

The increase in unrestricted net assets has been made possible by a growth each year for the past five years of the college's two primary sources of unrestricted revenue - tuition and fees and state appropriations. Revenue from tuition and fees has grown as a result of annual tuition increases and enrollment growth. The only decline in any of the above referenced factors was in the 2005-06 fiscal year when FTE enrollment declined by approximately 6 percent. Although enrollment declined, through appropriate financial/budget management, the College was still able to sustain a growth in unrestricted net assets for the 2005-06 fiscal year. After the 2005-06 fiscal year, enrollment has steadily increased each year.

In order to achieve the growth in unrestricted net assets, expenditures of unrestricted funds were also held in line with that of revenue growth. It should be noted that the proper balance of revenue to expenditures has been maintained during a period when the institution has also been implementing and financing TBR system-required migration to the Banner Software System.
The College does not depend directly on endowment income to support its operating budget. All endowments are held by the Pellissippi State Community College Foundation. Most of the endowments are designated to fund scholarships. As of June 30, 2010 the Foundation's endowment corpus balances amounted to $3,303,007.38.

Depreciation of college assets is managed from three sources of revenue. Funding for new capital outlay and repair and maintenance of buildings and grounds comes from three basic sources: the college's unrestricted operating budget, capital state appropriations designated for new capital construction or capital maintenance, and private donations through the Pellissippi State Community College Foundation. In the TBR system, colleges and universities are not required to budget for depreciation primarily because the State will generally appropriate funds for major capital maintenance each year and will, based on a priority schedule, appropriate money for new construction. Also, in Tennessee, public institutions of higher education are not required to return to the state unspent appropriations or other budget dollars. Therefore, the College is able to accumulate any unspent funds in the college's plant fund to assist with future capital and maintenance needs.

The attached table reflects the College's annual operating expenditures for maintenance for the past five years as well as capital state appropriations. The overall five year total and trend remain positive. Cumulative surpluses are maintained to fund new programs or initiatives, maintain liquidity, and provide funds for unexpected events.

Pellissippi State's financial stability has also been made possible in part by the College's experienced financial leadership team. The College's top three financial officers—vice president of Business and Finance, assistant vice president of Business Services and director of Budget and Payroll—have approximately seventy-five years of combined experience in financial services for higher education.

Sources

- Financial Stability
  - Audit Report 04-05
  - Audit Report 06-07
  - Audit Report 08-09
- Adjusted Comparable Schedule of Net Assets
- Endowment Corpus
- Job Description - Assistant Vice President of Business Services
- Job Description - Director of Budget Payroll

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• Job Description - Vice President of Business and Finance
• Maintenance Department Expenditures & Capital State Appropriations
• Unrestricted Net Assets
3.10.2

Financial Resources: Submission of financial statements

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.

Judgment

☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College submits financial profile information on an annual basis and other measures of financial health as requested by the Southern Association of Colleges and Schools Commission on Colleges.

Pellissippi State completed and submitted its most recent institutional profile for financial information per the requested due date in July 2010. Additionally, the College completed and submitted the most recent institutional profile for general and enrollment information in January 2010 as required. As of this date no other financial information has been requested by the Commission. Copies of the SACS 2010 Financial Profile and Institutional Profile are provided for review.

In addition to the financial information requested by the Commission on an annual basis, the College also publishes an annual financial statement which is audited biannually by the Comptroller of the Treasury, Division of State Audit. For the most recently completed audits [Audit Report 2004-05, p.4], [Audit Report 2006-07, p.4] and [Audit Report 2008-09, p.4] the College received an unqualified opinion. For 2010 fiscal year, the Comptroller's office will issue a reviewed statement and letter.

Additionally, financial statements reflect the stability of the College's unrestricted net assets and unrestricted revenues for the past five years.

Collectively, the financial information provided in the above referenced documents is evidence of and supports the College's financial ability to sustain its mission and substantiates that the College provides financial profile information as requested by the Commission.
Sources

- Audit Report YE 05 & YE 04
- Audit Report YE 07 & YE 06
- Audit Report YE 09 & YE 08
- Pellissippi State Policy 00:01:00 Statement of Mission
- PSCC Institutional Profile 2010-2015
- SACS 2010 Financial Profile
3.10.3

Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College's financial aid programs are audited as required by federal and state regulations. Audits are conducted by the State of Tennessee Comptroller of the Treasury, Department of Audit, Division of State Audit on a biannual basis. The objective of the audit is to consider the College's internal control over financial reporting; to determine compliance with certain provision of laws, regulations, contracts, and grant agreements, including financial aid programs and other federal funds, to determine the fairness of the presentation of the financial statements; and to recommend appropriate actions to correct any deficiencies. A report is issued on the financial and compliance audit of Pellissippi State.

The audits are conducted pursuant to Section 4-3-304, Tennessee Code Annotated, which authorized the Department of Audit to "perform currently a post-audit of all accounts and other financial records of the state government, and or any department, institution, office, or agency thereof in accordance with generally accepted auditing standards and in accordance with such procedures as may be established by the comptroller." The results of the audit for the past six years [Audit Report 04-05] [Audit Report 06-07] [Audit Report 08-09] includes no findings related to the administration of the financial aid programs.

The College is in good standing with the U. S. Department of Education and Tennessee Student Assistance Corporation as evidenced by the DOE Program Participation Agreement and the Eligibility and Certification Approval Report. Pellissippi State receives federal funds through the electronic transfer method and has not been required to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies.

Pellissippi State's financial aid programs are also subject to audit or review by the internal auditor. The results of the Fall 2009 Financial Aid Internal Audit are attached.
Sources

- Audit Report YE 05 & YE 04
- Audit Report YE 07 & YE 06
- Audit Report YE 09 & YE 08
- DOE Federal Student Aid School Eligibility Program Participation Agreement
- Eligibility and Certification Approval Report
- Financial Aid Internal Audit Report
- TCA 4-3-304
3.10.4

Financial Resources: Control of finances
The institution exercises appropriate control over all its financial resources.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College exercises appropriate control over its financial resources through the president and the vice president of Business and Finance. However, there are many in supporting roles within the College who also have fiduciary responsibility for the control and effective use of College resources.

In addition to the College's role in controlling financial resources, the Tennessee Board of Regents (TBR) is also responsible for establishing policy and guidelines and approving budgets for the six state universities, 13 community colleges, and 26 technology centers for which it serves as the governing body. There are several key offices and individuals that report to the Vice President of Business and Finance, each of whom plays a key role in the control of financial resources.

Business Office

The Business Office, led by the Vice President of Business and Finance, is primarily responsible for the accounting and financial reporting functions, including grants. The assistant vice president of Business Services is responsible for the accounts payable/disbursement functions and the bursar/cashiering functions. The Assistant Vice President has approximately 27 years of financial management experience in higher education and has been at Pellissippi State for that entire period. The Business Office maintains a webpage for the college's use in determining appropriate procedures. The site also includes required forms.

The Business Office recently converted from Sungard's FRS Plus financial and accounting reporting system to Sungard's Banner Finance System. Additionally, the Business Office went "live" in fall 2008 with the Banner Student Accounts Receivable module for student registration.
The TBR has several policies and guidelines related to financial control which Pellissippi State is required to follow. These include but are not limited to the following:

TBR 4:01:01:10 Deposit and Investment of Funds
TBR 4:01:03:00 Payment of Student Fees and Enrollment of Students
TBR B-010 Collection of Accounts Receivable
TBR B-020 Educational Business Activities including Classification and Operation of Auxiliary Enterprises
TBR B-060 Fees, Charges, Refunds, and Fee Adjustments
TBR B-070 Deferred Payment Plan
TBR B-080 Reporting and Resolution of Institutional Losses

The college's financial statements are prepared on an annual basis in conformity with accounting principles generally accepted in the United States of America (GAAP) applicable to governmental colleges and universities engaged in business-type activities as prescribed by the Governmental Accounting Standards Board (GASB). Prior to the preparation of the financial statements, the TBR submits to the College guidelines for the preparation of the financial statements. The financial statements are completed by the college's staff and submitted to the TBR Business and Finance staff for review before the final statements are published. The college's compliance with TBR policies and proper financial reporting is evidenced by the fact that only one audit finding has been received in the last three audits, which covered a six year audit period. All financial statements for these periods received an unqualified audit opinion. (Audit Report 04-05, p. 4) (Audit Report 06-07, p.4) (Audit Report 08-09, p. 4)

Purchasing Office

The college's Purchasing Office is led by the director of Purchasing and Auxiliary Services and is primarily responsible for the procurement of goods and services and for compliance with the TBR's purchasing policies and procedures. Additionally, the Purchasing Office is responsible for the management of the college's bookstore and food service contracts. The director has nearly 30 years of purchasing experience in higher education. The Purchasing Office also converted to Sungard's Banner Finance purchasing system in July 2007.

Tennessee Board of Regents policies and guidelines related to purchasing to which the college must adhere include the following:

TBR 04:02:10:00 Purchasing Policy and Procedures
PSCC 05:07:00 Purchasing Policy
The Purchasing Office maintains a webpage for the College's use in determining appropriate purchasing procedures. The site also includes required forms. There have been no state audit findings related to purchasing in the past six years.

**Office of Budget and Payroll**

The Office of Budget and Payroll is led by a director who also serves as budgetary officer for the Tennessee Technology Center at Knoxville. The director of Budget and Payroll has 20 years of higher education experience.

Tennessee Board of Regents Policy 4:01:00:00 provides clear and specific responsibility for proper budget management and control. The policy recognizes that budget control is essential for effective management of the College. The policy also defines the number of budget submissions required to be submitted to the TBR each year. The TBR provides guidelines for budget preparation each budget cycle.

In addition to the guidelines provided by the TBR, the College provides each of the budget unit managers with budget preparation instructions. As outlined in the instructions, the budget request/preparation process works directly with and supports the college's annual planning processes. Budget unit managers submit their budget requests and annual goals to their immediate supervisor for review, prioritization, and approval. The budget requests and goals are then submitted to the next supervisory level for review, prioritization, and approval. This process continues until reaching the vice president level. The vice presidents meet as a group with the President and submit their prioritized divisional budget requests and goals. The director of Institutional Effectiveness and Research also attends these meetings in order to facilitate the discussion about the ways in which academic, administrative and support units are using the planning and evaluation processes to continually improve programs and services. The President decides upon the final budget request allocations in order to meet the various institutional goals.

Upon completion of the college's budget process, the completed budget documents are submitted to the TBR for review and approval. Upon approval by the TBR, the budgets are loaded into the college's accounting system to be used for budget control purposes.

**Human Resources**

The Human Resources Office is led by the director of Human Resources. The office is responsible for compliance with all employment laws as well as compliance with TBR policy and guidelines related to personnel. Additionally, the office manages salary and wage policy,
establishes employment practices, administers benefit programs, coordinates the performance appraisal system, coordinates the College's Affirmative Action activities, and assists with providing professional development opportunities for faculty and staff.

The College must adhere to TBR Policy 5:01:00:00 General Personnel Policy and has established Pellissippi State Policy 06:01:00 General Personnel to accord with TBR policy. All college policies are located on the PSCC Policies and Procedures Website. Additional information with regard to Human Resources is available on the Human Resources Website.

Internal Audit

In accordance with TBR Policy 4:01:05:00 the College has established an internal audit department, staffed by the director of Internal Audit. The director reports directly to the president. The TBR also has a director of System-Wide Internal Auditing. TBR Policy 4:01:05:00 defines the role and scope of the internal audit function. All internal audit work performed is in addition to the biannual audit from the state's comptroller's office. The TBR has also established Policy 4:01:05:50 Preventing and Reporting Waste, Fraud, and Abuse.

Sources

- 2010-2011 Planning Calendar
- Audit Report YE 05 & YE 04
- Audit Report YE 07 & YE 06
- Audit Report YE 09 & YE 08
- Bookstore Contract
- Budget Guidelines
- Business & Finance Website
- Financial Statement Guidelines
- Food Service Contract
- Human Resources Website
- Job Description - Director of Institutional Effectiveness, Planning & Research
- Job Description - Assistant Vice President of Business Services
- Job Description - Director of Budget & Payroll
- Job Description - Director of Human Resources
- Job Description - Director of Internal Audit
- Job Description - Director of Purchasing & Auxiliary Services
- Job Description - President
• Job Description - Vice President of Business & Finance
• Pellissippi State Policy 05:07:00 Purchasing Policy
• Pellissippi State Policy 06:01:00 General Personnel
• PSCC Policies & Procedures Website
• Purchasing Website
• TBR Guideline B:010 Collection of Accounts Receivable
• TBR Guideline B:020 Classification and Operation of Auxiliary Enterprises
• TBR Guideline B:060 Fees, Charges, and Refunds
• TBR Guideline B:070 Deferred Payment Plan
• TBR Guideline B:080 Reporting and Resolution of Institutional Losses
• TBR Policy 4:01:00:00 Budget Control
• TBR Policy 4:01:01:10 Deposit & Investment of Funds
• TBR Policy 4:01:03:00 Payment of Student Fees & Enrollment of Students
• TBR Policy 4:01:05:00 Internal Audit
• TBR Policy 4:01:05:50 Preventing and Reporting Fraud, Waste or Abuse
• TBR Policy 4:02:10:00 Purchasing Policy and Procedures
• TBR Policy 5:01:00:00 General Personnel Policy
3.10.5

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

☑ Compliant    ☐ Non-Compliant    ☐ Not Applicable

Narrative

Pellissippi State Community College maintains financial control over externally funded grants and programs. The decision to accept such funds follows a prescribed process, as described in PSCC Policy No 08:16:00. The financial stability of the fund source is reviewed by the vice president of Business and Finance as part of the approval process and a financial statement from the donor/organization may be required as well as advance funding of activities. External funds received by the College are used to support existing programs, to develop new programs consistent with the college mission, or to provide for professional development training. The College is not eligible for sponsored research programs.

The College currently (as of June 30, 2010) has 41 active grants that total $25,902,594.84. Reports on expenditures and activities are filed in accordance with the requirements of the funding source. A complete list of grants and a summary of expenditures can be found in the FY10 Grant and Contract List.

Externally funded grants follow the same financial and expenditure guidelines as all other college funds. Written documentation of an award from the funding source is required to set up an account in the Banner Finance System, where a unique fund number is assigned. All financial activities are subject to the same financial controls utilized for state funds regardless of funding source. Externally funded grants are accounted for individually by separate fund numbers. Desktop Procedures for Grant Funds provide requirements and guidance to the grant accountant and financial analyst.

The College has a negotiated indirect cost rate of 39.98 percent, which is applied to federal grants and other grants, where applicable and as documented by the negotiated Indirect Cost Rate Letter. Some individual grants have a capped rate of various amounts.
The College has a dedicated **senior accountant** and **grants fiscal Clerk** who handle all financial transactions for externally funded programs. As noted in the Pellissippi State **Organizational Chart**, they report to the **financial analyst** and work closely with each grant manager to ensure funds are spent appropriately and reimbursements are obtained in a timely manner. The financial analyst also reviews each request for reimbursement. Detailed monthly reports are provided to grant managers with summary reports provided to the executive management. An example is provided in the **FY’10 TRIO Expenditures**. In addition, the College files an annual **Schedule of Expenditures of Federal Awards** and a **Supplementary Information Schedule** with the Tennessee Board of Regents (TBR) and the State of Tennessee.

Externally funded programs are subject to audit by the TBR internal auditors, the Division of State Audit, and other review organizations as appropriate.

**Sources**

- Desktop Procedures for Grant Funds
- Grants & Contracts List
- Indirect Cost Rate
- Job Description - Financial Analyst
- Job Description - Grants Fiscal Clerk
- Job Description - Senior Accountant
- Pellissippi State Organizational Charts (Page 2)
- Pellissippi State Policy 00:01:00 Statement of Mission
- Pellissippi State Policy 08:16:00 Grant Development
- Schedule of Expenditures of Federal Awards FY09
- Supplementary Information Schedule FY09
- TRIO Budget Reconciliation - Year 5 Ext -621105
3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College exercises appropriate control over all its physical resources.

Responsibility for control over the College's physical assets primarily resides with the vice president of Business and Finance. The director of Facilities, Safety & Security reports directly the the vice president for Business and Finance. The director of Facilities, Safety & Security is responsible for the maintenance of buildings and grounds and for security activities at each of the College's four campuses.

The College uses a combination of full-time staff, part-time staff and contracted services to service the maintenance and security needs of each of the campuses. Altogether the College's current annual operating maintenance budget for fiscal year 2010-11 is $3,604,270. An amount is funded in the state appropriation formula for the operation and maintenance of plant. Annually, the College is expected to spend a minimum of 100 percent of the amount funded, exclusive of utilities, benefits, and longevity payments. For fiscal year 2009-10 the college spent 164 percent of the funded amount.

The College's budget provides resources for smaller maintenance (deferred) projects such as painting, carpet replacement, parking and other exterior upgrades.

In addition to state and institutional resources, Pellissippi State Community College Foundation also provides significant resources for capital outlay. Most recently the Foundation has raised private funds for assistance with the new Blount County Campus. In addition, the Foundation raised private funding for assistance with the Bagwell Media & Arts Building.

In addition to larger maintenance projects identified by the College, individual employees may request that work be done by the maintenance department through the submission of work orders. In addition to the use of institutional personnel, the College utilizes maintenance contracts for minor construction, boiler and elevator maintenance, and custodial services.
Equipment

Equipment is defined as any tangible personal property having a useful life of more than one year and a cost of $5,000 or more. All equipment meeting this definition is capitalized and retained on the permanent inventory records maintained by the Business Office. Each department/cost center manager is responsible for custody and control of capitalized equipment assigned to his/her department. Annually, the Business Office provides each department/cost center manager with a listing of all capitalized equipment assigned to that department and appropriate instructions for conducting a physical inventory. Each department/cost center manager is responsible for insuring that the physical inventory is conducted in a prudent manner and for returning the Annual Inventory Report to the Business Office.

Department/cost center managers are also responsible for ensuring adequate control of all items with a cost of less than $5,000. Additionally, items considered particularly subject to theft are considered sensitive items as well as non-consumables purchased with Technology Access Fee (TAF) funds. The College has developed policies with regard to sensitive items inventory procedures. Sensitive items are specifically identified in TBR Guideline B-110. This policy requires sensitive items to be inventoried and controlled by the owning department. Inventories are conducted annually on sensitive items.

Facilities

The College submits annually to the Tennessee Board of Regents a Physical Facilities Inventory (PFI) Report. The report is used by the TBR to inventory the buildings of each of the campuses within the Tennessee Board of Regents System. Additionally, the report is used in the state appropriation formula process by the Tennessee Higher Education Commission.

The College, with assistance from an architectural firm and with input from the College's faculty and staff and in coordination with the College's strategic plan and mission statement, updated its Campus Master Plan in December 2007. The updated Master Plan was approved by the Tennessee Board of Regents, the Tennessee Higher Education Commission, and the State of Tennessee Building Commission.

Annually, the College submits a capital budget request to the Tennessee Board of Regents (TBR). The college's Master Plan is used as a guide to identify capital outlay and capital maintenance projects to be submitted. Additionally, institutional knowledge of current
maintenance issues is also used to shape the requests. It is through this process that the institution can receive funding to address some of the major items on its deferred maintenance list. The TBR reviews and prioritizes the requests from all of the colleges, universities, and technology centers within the System. The prioritized list is submitted to the Tennessee Higher Education Commission (THEC) for review and recommendation to the Governor. In turn, the Governor submits funding recommendations to the legislature in his annual State budget.

Examples of recently funded projects include: (1) video security system replacement, (2) Hardin Valley HVAC upgrades, (3) Magnolia Campus renovations, (4) McWherter Building HVAC and fire system upgrades, (5) McWherter lab renovations, (6) campus lighting upgrades, (7) Magnolia Campus re-roof, (8) Goins Building classroom renovations, (9) Magnolia Campus system updates, and (10) roof replacement and exterior building repairs.

Management of Risk

The College and the State manage risk related to physical resources using a variety of measures.

It is the policy of the State of Tennessee not to purchase commercial insurance for the risks of losses for general liability, automobile liability, professional malpractice, and workers' compensation. State management believes it is more economical to set aside assets for claim settlement in its internal service fund, the Risk Management Fund.

The State purchases commercial insurance for real property, flood, earthquake, and builder's risk losses and surety bond coverage on the State's officials and employees. The Risk Management Fund is also responsible for claims for damages to State owned property up to the amount of the property insurance aggregate deductible amount. The insurance policy deductibles vary from $25,000 per occurrence, depending on the type of coverage, to an aggregate of $5 million.

The College participates in the Risk Management Fund. The fund allocates the cost of providing claims servicing and claims payment by charging a premium to the College based on a percentage of the College's expected loss costs, which include both experience and exposures. This charge considers recent trends in actual claims experience of the state as a whole. An actuarial valuation is performed as of fiscal year-end to determine the fund liability and premium allocation.

Since the College participates in the Risk Management Fund, it is subject to the liability limitations under the provisions of the Tennessee Claims Commission Act, Tennessee Code Annotated, Section 9-8-101 et seq. Liability for negligence of the College for bodily injury and
property damage is limited to $300,000 per person and $1,000,000 per occurrence. The limits of liability under workers' compensation are set forth in Tennessee Code Annotated, Section 50-6-101 et seq. Claims are paid through the State's Risk Management Fund. At June 30, 2009, the Risk Management Fund held $127 million in cash and cash equivalents designated for payment of claims. At the time of this writing, the amount of cash and cash equivalents designated for payment of claims held by the Risk Management Fund at June 30, 2010, was not available.

At June 30, 2010 the scheduled coverage was $96,298,200 for buildings and $18,267,700 for contents. A complete update is performed twice a year on January 1 and July 1. Currently, Property Insurance Reports are accessed through the Risk Management website by all departments, agencies, and institutions on a semiannual basis, to record all new updates and changes.

Premiums are determined by multiplying the agency's building and content values by insurance rates which indicate the level of risk involved. These rates are based on specific risk factors including location, occupancy, type of construction, sprinkler protection, fire protection classification, and exposure hazards. Premiums are then allocated to all agencies, departments, and institutions based on the above criteria.

In addition to the use of insurance, the College exercises control and manages risk through the development and use of the institution's Health and Safety Plan. As part of the plan, maintenance department employees are provided training on a variety of topics. Recent topics include:

- Job Quality and Craftsmanship
- Maintenance and Time Management
- Lock Out/Tag Out and Safety Glasses
- Accident Reporting
- Cutting/Welding Safety Operations
- Hearing Protection
- Sexual Harrassment
- Fork Lift Training

The College conducts internal risk assessments as a part of the overall Tennessee Board of Regents risk assessment program. In the spring of 2008, the college's risk assessment activities focused on facilities and infrastructure support. The results of this risk assessment process have been included.

The College also provides security for each of the campuses. The Hardin Valley Campus has 24/7 security coverage. The site campuses have security coverage during the hours of operation.
In summary, the College uses administrative management, institutional policy, a variety of insurance coverages, institutional training programs, and risk assessment activities to properly manage and control physical resources.

**Sources**

- Annual Inventory Report 2010
- Campus Master Plan
- Capital Budget Request
- Health & Safety Plan
- Job Description - Director of Facilities, Safety & Security
- Job Description - Vice President of Business & Finance
- Pellissippi State Policy 00:01:00 Statement of Mission
- Physical Facilities Inventory
- Physical Plant Risk Assessment
- Property Insurance Report
- TBR Guideline B-110
- TCA 50-6-101
- TCA 9-8-101
3.11.2

Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☐ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College's vice president of Business and Finance along with the director of Facilities, Safety & Security have primary administrative responsibility for providing a healthy, safe, and secure environment for all members of the campus community. The College currently utilizes a combination of full-time and part-time staff and an unarmed security force at each of its four campuses. Hours of coverage vary based on the needs, size, and operating hours of the individual campus. Various services for students are provided by the security department including campus escort services, unlock services, and minor automobile services such as assistance with batteries or tires.

The College has developed two primary plans to provide direction for maintaining a safe and secure campus. These plans include the Pellissippi State Critical Incident Plan and the Health and Safety Plan. Flips charts posted in each classroom and at other strategic locations on all campuses provide faculty, staff, and students with access to the College's Critical Incident Plan. Campus evacuation plan maps are also strategically posted.

As part of the College's Critical Incident Plan, an Emergency Response Management Team has been established to serve in a support role to the President in the event of a crisis. This team is charged with the responsibility to serve as a chief coordinating and decision making body in the event of a campus crisis.

Additionally, the College has a Safety Committee (p. 5) to review and recommend action related to health and safety issues. A recent example of their work includes a complete revision of the college's Health and Safety Manual.

In addition to written plans, the College routinely, and as a matter of general operating procedure, reviews its facilities for health and safety concerns. The College conducts tests of
critical systems such as the fire alarm and sprinkler systems and fire extinguishers. The College also undergoes external inspections from agencies such as the health department. The health department inspects food preparation areas and the fire marshal reviews all new major construction projects. Additionally, any employee or student may and should bring health and safety concerns to the attention of the administration. The College documents all accidents that are reported to the appropriate officials, and the Security Officer also documents all safety or security related incidents. Public information concerning incidents is published in the **Annual Security Report** which is located on the Pellissippi State Safety & Security homepage.

Examples of recent safety improvements made as a result of reviews of college-wide health and safety resources include the retrofitting of all classroom doors on all campuses to allow for the locking of the classrooms from the inside in the event of a lockdown situation. Also, the College purchased and implemented **Pellissippi Alerts - E2Campus** to alert faculty, staff, and students of emergency situations. Other communication devices such as siren systems, radios, and bullhorns were purchased for use in emergency situations.

The College routinely tests its emergency preparedness procedures. To help facilitate communication in the event of an emergency, the College uses e-mail, text messaging, and sirens. Local emergency response agencies (fire and police) have also been used in the past.

Pellissippi State is committed to working closely with area emergency officials for the safety and security of its campus constituencies as well as the safety of its service area communities. The **Critical Incident Plan** demonstrates leadership to facilitate implementation of regional emergency planning. Pellissippi State's Chief Security Officer represents the College on the Knox County Local Emergency Planning Committee. Documented progress toward the accomplishment of this objective demonstrates cooperation with local authorities for such initiatives as tabletop exercises for emergency response and participation on the development of county pandemic flu plans.

The importance of maintaining a healthy, safe, and secure learning and working environment is underscored through various training and workshop activities for employees and students. Safety training occurs in the physical plant and security department. Examples of training topics include lock out/tag out procedures, cutting/welding safety operations, safety glasses and safety lanyards, hearing protection and accident reporting. The College has also sponsored the annual Operation Health Check Health Fair open to employees, students, and members of the community.
Sources

- 2009 Annual Security Report
- Critical Incident Plan
- Health and Safety Plan
- Job Description - Director of Facilities, Safety & Security
- Job Description - Vice President of Business & Finance
- Pellissippi Alerts
- Pellissippi State 2010-2015 Institutional Strategic Plan (Page 6)
- Safety & Security Homepage
3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment
☑ Compliant  □ Non-Compliant  □ Not Applicable

Narrative

Pellissippi State Community College operates and maintains physical facilities that appropriately serve the needs of the college's educational programs, support services, and other mission-related activities.

The College has operations on four campuses representing each of the two counties in our service area. As identified in the college's Physical Facilities Inventory (PFI) Report, the campuses contain twelve primary buildings situated on approximately 220 acres, totaling 686,040 square feet.

Pellissippi States flagship campus is located in Knoxville, Tennessee and consists of eight main buildings totalling approximately 500,000 square feet. The campus locations are:

- Hardin Valley Road Campus – 10915 Hardin Valley Road, located in Knox County. The Hardin Valley Road Campus has 8 structures totaling 487,904 square feet located on 151 acres.
- Division Street Campus - 3435 Division Street, located in Knox County. The Division Street Campus has one building totalling 45,220 square feet and is situated on 5 acres.
- Magnolia Avenue Campus – 1601 E. Magnolia, located in Knox County. The Magnolia Avenue Campus has two structures comprising 46,743 square feet on 6 acres.
- Blount County Campus – 1010 Middlesettlements Road, located in Blount County. The Blount County Campus has one structure comprising 35,688 square feet on 18 acres. This property will be disposed of later this year. The new campus on Lamar Alexander Parkway officially opened in August 2010. The building is 70,485 square feet and is situated on 40 acres.

The college's maintenance department provides the primary support for the maintenance and upkeep of college facilities. The majority of the maintenance staff work from the largest campus,
Hardin Valley. Each site campus also has one full-time maintenance staff person stationed permanently at the campus. All the site campuses receive additional support from the Hardin Valley Campus as needed. Additional support is provided through the use of contracted services when appropriate. The annual maintenance department budget is $3.6 million. A schedule of the maintenance department operating expenditures for the past five years is provided below:

Table 3.11.3.1 Maintenance Department Expenditures

<table>
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<tr>
<th>FY'10</th>
<th>$3,372,396</th>
</tr>
</thead>
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<tr>
<td>FY'09</td>
<td>$3,431,135</td>
</tr>
<tr>
<td>FY'08</td>
<td>$3,319,527</td>
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<td>FY'07</td>
<td>$2,794,722</td>
</tr>
<tr>
<td>FY'06</td>
<td>$2,930,771</td>
</tr>
</tbody>
</table>

The maintenance department uses a work order system to track maintenance requests. In addition to routine, preventive, and corrective maintenance items identified by the Maintenance Plan, any college employee may submit requests to the maintenance department for work to be performed. Forms and links are available on the Facilities website.

In addition to the college's maintenance department, the College receives the support of the Tennessee Board of Regents' Facility Development Office. This office provides administrative support for capital outlay and larger capital maintenance projects. The office's mission is to provide quality educational facilities for TBR institutions by continuously improving management of the planning, design, and construction processes.

With regard to facilities, the college's net holdings include approximately $26 million in buildings, $5 million in equipment and library and $19 million in projects in progress.

Pellissippi State assesses students a technology access fee (TAF) to help support and expand the College's technology. Currently, the fee generates about $2,250,000 annually. TAF funds provide technological resources for each of the College's four campuses.
While, overall, the facilities are sufficient to support the college's educational programs, support services, and other mission-related activities, Pellissippi State foresees future expansion in East Knox County. Pellissippi State has identified a location on Strawberry Plains Pike in east Knoxville. The 220,000 square foot facility that was previously used as a corporate headquarters has been chosen and is in the process of acquisition. Pellissippi State has sent SACSCOC a letter of substantive change on this facility.

With assistance from an architectural firm, input from faculty and staff, and in coordination with the College's strategic plan and mission statement, Pellissippi State updated its Campus Master Plan in December 2007. The Master Plan addresses both main campus and satellite campuses and is used as a guide to identify capital outlay requests and future expansions.

Annually, the College submits a capital budget request to the Tennessee Board of Regents in compliance with TBR guidelines and instructions. Funds are requested for capital outlay construction and major capital maintenance projects. The college's Master Plan is used as a guide to identify capital outlay and capital maintenance projects to be submitted. The TBR and the Tennessee Higher Education Commission (THEC) review and prioritize the requests from all the colleges, universities, and technology centers within the System for submission to the governor for consideration in the State budget proposal.

Capital maintenance dollars are often used to fund major deferred maintenance items. The College also funds less expensive deferred maintenance items from the maintenance department's normal annual operating budget and, if appropriate, from College plant funds or private gifts.

In summary, Pellissippi State Community College uses a combination of its own maintenance staff, contracted services, and support of the Tennessee Board of Regents' Facility Development Office to plan, operate, and maintain the physical facilities of each of the four campuses. Also, as documented in Standard and Core Requirement 2.11.2, the College uses a combination of state appropriations, private contributions, capital debt, and institutional dollars to fund its capital outlay and major capital maintenance needs.
Sources

- Campus Master Plan
- Capital Budget Request
- Construction in Progress
- Facilities Website
- Maintenance Plan
- Pellissippi State Policy 00:01:00 Statement of Mission
- Physical Facilities Inventory
- Substantive Change Letter for Strawberry Plains
3.12.1

Substantive change

The institution notifies the Commission of changes in accordance, with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State notifies the Commission on Colleges (COC) of changes in accordance with the substantive change policy and, when required, seeks approval prior to the initiation of changes. Since the College’s last reaccreditation in 2002, Pellissippi State has notified the Commission of several changes and additions to programs.

Two Tennessee Board of Regents (TBR) system-wide changes were approved for Pellissippi State, as for the 12 other community colleges and 6 universities in the system. In 2003, TBR submitted a prospectus for the Regents Online Degree Program, a totally online program in which the courses are taught by faculty members from the member institutions. The College received a letter from the COC in January 2004, listing the RODP degree programs that had been approved for Pellissippi State. In 2006, the TBR Chancellor notified the COC that TBR and the Tennessee Higher Education Commission had approved a new degree program for the 13 community colleges: the Associate of Science in Teaching (AST), intended to prepare students for entry into a baccalaureate program in elementary education at any TBR university. In January 2007, the COC acknowledged this notification and accepted the degree for all the TBR community colleges. In January 2009, President Edwards notified COC of Pellissippi State’s participation in the Tennessee Consortium for International Studies (TnCIS), another TBR consortium that provides opportunities for international studies for students in Tennessee colleges and universities. No further information was requested regarding this participation.

Also, in January 2009, President Edwards notified COC of the College’s intent to develop an Associate of Applied Science in Nursing degree, with the degree to be offered at two approved college locations: Magnolia Avenue and Blount County sites. In April 2009, Dr. Wheelan responded with a request for a prospectus for the nursing program. The prospectus was submitted in May 2010, prior to implementation of the degree program in fall 2010; in August 2010, COC approved the nursing degree program and requested no further information. In conjunction with the nursing prospectus, Pellissippi State informed the COC of the relocation of
the Blount County site and provided the address of the new facility. This notification was **acknowledged in August 2010**, and no further information was requested.

In May 2009, Dr. Edwards informed the COC of implementation of an accelerated delivery program for the AAS in Management. Called the **AHEAD (Accelerated Higher Education Associate Degree)** program, this delivery system provides for completion of the Management degree in 16 months by a cohort of students who progress through the entire sequence of courses together. The College was planning to implement a second AHEAD program in Industrial Maintenance under the AAS in Engineering Technology in fall 2009. At the same time, the president informed COC of the College’s impending name change from Pellissippi State Technical Community College to Pellissippi State Community College, a state-wide change for all TBR technical community colleges. Dr. Wheelan **responded to this letter** in July of 2009, acknowledging the accelerated programs and the name change and stating that the College was out of compliance for the management program, which was not announced until after it was begun. No further information was required. Later in July, Dr. Wheelan **acknowledged official notification of the name change**, which was effective July 1.

In July 2010, Pellissippi State informed the COC of the intent to offer **Culinary Arts**, a new concentration in the AAS in Business Administration. Forty credit hours of general education, business, and hospitality courses are offered at the approved Division Street site, and 21 hours of culinary courses are offered at the University of Tennessee Culinary Institute, another SACS approved site. Dr. Wheelan replied in September with a **request for a copy of the contract** between Pellissippi State and the University of Tennessee Culinary Institute. A copy of the contract was sent in September and **acknowledged by Dr. Wheelan** in October 2010.

In January 2011 President Edwards informed the COC of the college’s plans to **purchase a fifth instructional site** to serve the north and east areas of Knox County. The purchase of the Strawberry Plains site has not been completed, but the College hopes to begin offering classes there in fall 2011; the president has not received a response to this letter.
Sources

- Acknowledgement of AHEAD from SACS, July 2009
- Acknowledgement of Name Change from SACS, July 2009
- Acknowledgement of Contract from COC, October 2010
- AHEAD Notification from PSCC, May 2009
- Approval for AASN from COC, August 2010
- AST Letter from COC, January 2007
- Blount Address Change from COC, August 2010
- Contract Request from COC, September 2010
- Culinary Arts from PSCC, July 2010
- Intent for AASN, January 2009
- Prospectus Letter from PSCC, May 2010
- Prospectus Request from COC, April 2009
- ROPD Letter from COC, January 2004
- Strawberry Plains from PSCC January 2011
- TnCIS letter from PSCC, January 2009
3.13.1

Compliance with other Commission policies
The institution complies with the policies of the Commission on Colleges.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
3.14.1

Representation of status with the Commission: Publication of accreditation status

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

Judgment

☑ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College represents its accredited status accurately and publishes the name and contact information of its primary accreditor, in publications and online, in accordance with Commission requirements and federal policy.

Pellissippi State Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate's degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Pellissippi State Community College.

The statement above is published in Pellissippi State’s 2010-2012 Catalog and Handbook (p. 9), as well as in the printed abridged Catalog and Handbook.

Sources

- 2010-2012 Catalog & Handbook (Page 9)
Section: 4 FEDERAL REQUIREMENTS

4.1

Student achievement
The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Judgment
☑ Compliant □ Non-Compliant □ Not Applicable

Narrative
Pellissippi State Community College uses multiple measures and benchmarks to evaluate academic achievement. These measures are reviewed annually by administrators, academic deans, and program faculty, and are used to change curricula and classroom activities to improve student learning.

Pellissippi State examines course completion data from multiple sources. The National Community Benchmark Project (NCCBP) provides data on student achievement, including degree/certificate/transfer rates, completion of developmental study course work, next term and fall-to-fall persistence rates, remedial/developmental course retention, and retention in core academic skill areas. See Pellissippi State's reports for National Community College Benchmark Project 2005, 2006, 2007, 2008, and 2009. Pellissippi State also collects and analyzes student success data in selected core areas for its annual performance funding reports (as evidenced in reporting for Standard 3B in Performance Funding Report 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10). Data on College-Level Course Retention and Success Rates is also reported. The College submits data from the NCCBP reports to the Tennessee Higher Education Commission as part of performance funding. Results are analyzed and used by academic departments during program reviews, academic audits, and annual planning.

Another measure of student success is student satisfaction with degree programs. Pellissippi State participates in the Community College Survey of Student Engagement (CCSSE). The College administered the CCSSE survey and posted results showing student means for years 2005, 2006, and 2009, with the next survey scheduled for spring 2011. The College administered the Community College Survey of Entering Student Engagement (SENSE) in the third week of the fall 2010 semester, and results will be forwarded to Pellissippi State by spring 2011. The First-Year Experience Initiative, which focuses on making meaningful connections with entry students to ensure and improve student success, is another performance funding standard used by Pellissippi State. As shown in Standard 5B, Table 1, in the Pellissippi State
Performance Funding Report 2009-10, the percentage of first-year students retained increased from 52 percent to 55 percent from fall 2006 to fall 2009.

Currently, Pellissippi State Community College does not offer any programs requiring a state license and therefore does not have any state licensing examination data to evaluate student success. In fall 2009, Pellissippi State began offering an Associate of Applied Science in Nursing (A.A.S.N.). The nursing program prepares students for careers as registered nurses. Graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The program has initial approval from the Tennessee Board of Nursing. Full approval by the Tennessee Board of Nursing is contingent upon graduation and successful passing of the NCLEX-RN by the first nursing class, projected to be in spring 2012. The use of state licensing examination data to evaluate student success is not possible until licensing exam data is available with the first cohort of Nursing graduates.

To complete requirements for the Associate of Science in Teaching degree, students must attain a cumulative grade-point average of 2.75, successfully complete the Praxis I exam (or a 22 on the ACT), and receive three satisfactory dispositions (recommendations). Individual student dispositions are compiled and logged in the disposition database, which is accessible to the Teacher Education Coordinator, who uses the information to determine students' status in meeting the requirements (AST Disposition Database, Result Student 1 Report, Disposition Sample Format). There is no licensing requirement for the Associate of Science in Teaching degree at Pellissippi State.

Pellissippi State collects and reviews job placement information annually for the following Associate of Applied Science Degrees (AAS): business administration, computer accounting, computer science and information technology, e-commerce/marketing, high-performance computing, hospitality, management, networking & communications system technology, office systems technology, and paralegal studies (business related programs); civil engineering technology, communications graphics technology, computer integrated drafting & design technology, electrical engineering technology; geographic information systems; interior design technology; media technologies; security engineering; video production technology; web development technology (engineering related); early childhood education; and general technology. The percentage of Pellissippi State graduates in these programs who were hired for jobs in their major was 95 percent for each of the three years up to 2008 and 89 percent for 2009 graduates, as summarized in Program Placement Rates: 2006 to 2009.

All Pellissippi State graduates, as presented in Degrees Awarded: 2000-2010, are required to take the College Basic Academic Subjects Examination (CBASE), a criterion-referenced achievement exam of general knowledge and skills, to assess the general education learning outcomes. Pellissippi State graduates have scored above the national mean four out of the past five years as shown in CBASE Scores, 2005-2010 Cycle.
Performance Funding data includes graduates by program of study and the Employer Satisfaction Survey. Another measure of student performance is the Alumni Survey. The Alumni Survey is administered twice during each five-year planning cycle, with the Alumni Survey 2010 being the most recent survey. The office of Institutional Research compiles and distributes student success rates, including course completion (by academic department, course, section, and method of delivery), to academic deans and the vice president of Learning each semester (grade distribution by course subject and grade distribution reports including all sections and delivery methods for 2009 fall, 2010 spring, 2010 summer and 2010 fall).

Sources

- Student Success: Grade Distributions
  - Grade Distributions 2009 Fall
  - Grade Distributions: 2010 Fall
  - Grade Distributions: 2010 Spring
  - Grade Distributions: 2010 Summer
- 2010 Grade Distributions by Course Subject
- Alumni Survey 2010
- AST Disposition Database
- AST Disposition Individual Result for Student 1
- CBASE Scores, 2005-2010 Cycle
- CCSSE Means 2005
- CCSSE Means 2006
- CCSSE Means 2009
- College-Level Course Retention and Success Rates
- Degrees Awarded: 2000-2010
- Disposition Sample Format
- Employer Satisfaction Survey
- Graduates by Program of Study 2010
- National Community College Benchmark Project 2005
- National Community College Benchmark Project 2006
- National Community College Benchmark Project 2007
- National Community College Benchmark Project 2008
- National Community College Benchmark Project 2009
- Pellissippi State Performance Funding Report: 2005-06 (Page 51)
- Pellissippi State Performance Funding Report: 2006-07 (Page 24)
• Pellissippi State Performance Funding Report: 2007-08 (Page 23)
• Pellissippi State Performance Funding Report: 2008-09 (Page 35)
• Pellissippi State Performance Funding Report: 2009-10 (Page 101)
• Pellissippi State Performance Funding Report: 2009-10 (Page 46)
• Pellissippi State Policy 03:03:01 Syllabi
• Program Placement Rates: 2006 to 2009
4.2

Program curriculum

The institution’s curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic and cultural enrichment. (Pellissippi State Policy 00:01:00). The curriculum offered by Pellissippi State is directly related to, and appropriate for, achieving this mission.

More specific to its mission as a degree granting institution, the College will provide:

- Associate's degrees and certificate programs that lead to employment in computer, engineering, and media technologies; business; and health science.
- Associate's degree programs and courses that prepare students for transfer to baccalaureate-level colleges and universities.
- Learning support instruction and academic and student support services.
- Training to meet specific needs of businesses, industries and individuals.

In support of its stated mission, Pellissippi State provides a variety of programs which lead to associate degrees and certificates. The College offers the Associate of Arts and the Associate of Science degrees (Catalog & Handbook, p. 110) as constituting a sequence of courses that will transfer as a general education block to other public and some private universities and colleges. Within the curricula for those degrees, there are sequences of courses with pre-requisites identified. Freshman and sophomore courses are identified by a common numbering system. Courses numbered in the 1000s denote freshman level work; courses numbered in the 2000s denote sophomore level work.

Pellissippi State offers Associate of Applied Science degrees (Catalog & Handbook, p. 118), as well as certificates (Catalog & Handbook, p. 161), in a variety of fields. Each program has its own academic purpose and design described in the catalog and discernible in the degree requirement checklists available on the college’s website. As with the AA and AS degrees, in the AAS degree curricula, courses are logically sequenced, pre-requisites are identified, and courses are numbered appropriately (1000s for freshman level, 2000s for sophomore). The
technical programs have clearly articulated competencies, beyond the general education competencies, that are appropriate for the field of study. These competencies are listed for each program in the college Catalog and Handbook and on the curriculum website (Career Program Goals 2010-2011). Each technical program at Pellissippi State has an advisory committee consisting of representatives of the businesses and industries for which the program provides education and training (Advisory Committee Membership-BCT, Advisory Committee Membership-EMT). Such committees have at least two meetings per year at which they provide review and feedback on curriculum and instructional equipment for the various programs. Minutes for the Paralegal Studies and Computer Science and Information Technology advisory committees are provided.

**Sources**

- 2010-2012 Catalog & Handbook (Page 110)
- 2010-2012 Catalog & Handbook (Page 118)
- 2010-2012 Catalog & Handbook (Page 161)
- Advisory Committee Membership, Business & Computer Tech Dept
- Advisory Committee Membership, Engineering & Media Tech Dept
- Career Program Checklists
- Career Program Goals 2010-2012
- CSIT Advisory Committee Minutes, Spring 2010
- Paralegal Studies Advisory Committee Minutes, Spring 2010
- Pellissippi State Policy 00:01:00 Statement of Mission
4.3

Publication of policies
The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College makes available to students and the public current academic calendars, grading policies and refund policies.

Pellissippi State provides access to the academic calendar from the college homepage, in the Catalog and Handbook (p.15), in the printed unabridged Catalog and Handbook, as well as in the Student Enrollment Guide. The academic calendar is developed by the Dean of Instructional Services using the TBR common calendar template. The Learning Council, composed of academic and student affairs officers of the College, approves the calendar as noted in the minutes of October 27, 2009 (p. 3).

Pellissippi State's grading policies can be found in the 2010-2012 Catalog and Handbook under “General Academic Policies” (p. 95-96), on the Master Syllabus Template (IV. Evaluation, p. 3) and on all course syllabi.

Pellissippi State's refund policy is published in the 2010-2012 Catalog and Handbook under “Costs and Financial Information” (p. 48). In addition, the refund policy is published on the cashier's web page.

Sources

- 2010-2012 Catalog & Handbook (Page 15)
- 2010-2012 Catalog & Handbook (Page 48)
- 2010-2012 Catalog & Handbook (Page 95)
- Cashier Office Web Page
- College Calendar, October 2010
- ENGL 1010 Composition I Master Syllabus
- Learning Council Members, 2010-2011
• Learning Council Minutes, October 27, 2009
• Master Syllabus Template
• Student Enrollment Guide Fall 2010
4.4

Program length

Program length is appropriate for each of the institution’s educational programs.

Judgment

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

The number of semester hours required in a degree at Pellissippi State Community College is governed by Tennessee Board of Regents (TBR) Policy 2:01:00:00 General Education and Undergraduate Degree Requirements, by the Comprehensive Standards of the SACS Commission on Colleges, and by commonly accepted academic practice.

The TBR policy, effective fall 2004, required campuses to reduce the number of credit hours in most degree programs to 60. The purpose of specifying the maximum number of hours required was to raise the level of educational attainment in the state by improving the persistence to graduation rate. Although the policy sets a maximum for the number of semester hours an institution can require, it does not limit the number of credit hours a student can actually take.

All Pellissippi State degrees require 60 or 61 semester hours with the exception of the Associate of Applied Science in Nursing. The Nursing curriculum, approved by the Tennessee Board of Regents, the Tennessee Higher Education Commission, and the Tennessee Board of Nursing, requires the completion of 66 credits: 23 general education credits, 39 nursing credits, and 4 additional Special Problems in Nursing credits. All other AAS degrees require 15 hours of general education credits and 45 credits in the major, while AA and AS degrees require 41 general education credits and 19 or 20 pre-major credits.

Table 4.4-A Credit Hours Required for Degree Programs

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Science in Teaching</td>
<td>60</td>
</tr>
<tr>
<td>Associate of Applied Science in Nursing</td>
<td>66</td>
</tr>
<tr>
<td>Associate of Applied Science</td>
<td>60-61</td>
</tr>
</tbody>
</table>

Sixty semester hours is also the minimum number of hours required for a degree, based on common academic norms among community colleges and also on the language of SACS.
Commission on Colleges Core Requirement 2.7.1, which requires that "the institution offer one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level."

**Table 4.4-B Credit Hours Required for Associate of Applied Science Degree Programs**

<table>
<thead>
<tr>
<th>Associate of Applied Science Degree Programs</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Professional Technology</td>
<td>60</td>
</tr>
<tr>
<td>Business Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Health Care Office Administration Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Business Administration</td>
<td>60-61</td>
</tr>
<tr>
<td>Computer Accounting</td>
<td>61</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>61</td>
</tr>
<tr>
<td>Hospitality</td>
<td>60</td>
</tr>
<tr>
<td>Management</td>
<td>61</td>
</tr>
<tr>
<td>Marketing</td>
<td>60</td>
</tr>
<tr>
<td>Computer Science and Information Technology</td>
<td></td>
</tr>
<tr>
<td>Database Design and Development Concentration</td>
<td>61</td>
</tr>
<tr>
<td>Networking and Communications Systems Concentration</td>
<td>61</td>
</tr>
<tr>
<td>Programming Concentration</td>
<td>61</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>60</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>60</td>
</tr>
<tr>
<td>Civil Engineering Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Electrical Construction Management Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Electrical Engineering Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Industrial Automation Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Industrial Maintenance Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Manufacturing Concentration</td>
<td>60</td>
</tr>
<tr>
<td>General Technology</td>
<td>60</td>
</tr>
<tr>
<td>Interior Design Technology</td>
<td>60</td>
</tr>
<tr>
<td>Media Technologies</td>
<td>60</td>
</tr>
<tr>
<td>Communication Graphics Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Photography Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Video Production Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Web Technology Concentration</td>
<td>60</td>
</tr>
<tr>
<td>Nursing</td>
<td>66</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>60</td>
</tr>
</tbody>
</table>
The College has more flexibility with regard to setting program length for technical certificates. Hours in these programs are established by faculty members at the campus level as part of the program proposal process. The Tennessee Higher Education Commission (THEC). Pellissippi State’s coordinating agency, has established a maximum of 32 credit hours, but no minimum, for certificates. At Pellissippi State, requirements for certificates vary from 12 to 25 credit hours (Catalog & Handbook, p. 161). The certificate in Game Simulation and Design (Catalog & Handbook, p. 162) requires the completion of 15 hours of coursework in media technology and is provided as an example.

**Sources**

- 2010-2012 Catalog & Handbook (Page 161)
- 2010-2012 Catalog & Handbook (Page 162)
- 2010-2012 Catalog & Handbook (Page 163)
- TBR Policy 2:01:00:00 General Education Requirements and Undergraduate Degree Requirements
4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

Judgment
☑ Compliant ☐ Non-Compliant ☐ Not Applicable

Narrative

Pellissippi State Community College has adequate procedures in place for addressing written student complaints and follows these procedures.

Students who wish to file a written complaint about any issue at Pellissippi State may do so by completing the online Student Complaint Form. On this form, the student selects the category under which his or her complaint falls. The form is then routed to the vice president in charge of the area involved in the complaint. The vice president, or his or her designee, addresses the complaint and responds to the student. (See completed student complaints in the Completed Student Complaints folder below.)

Students who are registered with the Services for Students with Disabilities Office (SSWD) who need assistance in resolving a situation with a faculty member or a service office, may complete the Services for Students with Disabilities Student Request for Assistance Form. A staff member in the SSWD Office investigates the situation and helps to resolve the situation for the student. (See completed SSWD Student Request for Assistance Forms in the folder below.)

If a student feels that he or she has been discriminated against, he or she may file a formal grievance with the Director of Human Resources and Affirmative Action per Pellissippi State Policy 06:23:01 Discrimination and Harassment, Complaint and Investigation. Information regarding this policy is disseminated in the Catalog and Handbook (p. 4).

Students who wish to appeal a grade in a course may follow the grade appeal procedures as outlined in the Catalog and Handbook (p. 98). A completed grade appeal is provided.
Sources

- Completed SSWD Request for Assistance Forms
  - Completed SSWD Request for Assistance Form 1
  - Completed SSWD Request for Assistance Form 2
- Completed Student Complaints
  - Student Complaint Sample 1
  - Student Complaint Sample 2
  - Student Complaint Sample 3
- 2010-2012 Catalog & Handbook (Page 4)
- 2010-2012 Catalog & Handbook (Page 98)
- Completed Grade Appeal
- Pellissippi State Policy 06:23:01 Discrimination and Harassment, Complaint and Investigation Procedure
- SSWD Student Assistance Form
- Student Complaint Form
4.6

Recruitment materials
Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Pellissippi State Community College uses recruitment materials and presentations which adequately represent the institution’s practices and policies.

Printed materials are checked for accuracy by the Publications Coordinator in the Marketing and Communications Office in accordance with Pellissippi State Policy 08:05:00 Marketing and Communications and Marketing and Communications Publication Review Procedures. This review is completed in conjunction with program coordinators, deans, vice presidents and others as appropriate.

Samples of printed materials include the following:

Administrative Professional Technology Brochure
Business and Community Services Course Schedule
Culinary Arts Brochure
Degree Programs Booklet
Financial Aid Brochure
Nursing Brochure
“Get Connected to Pellissippi State” Viewbook
Pre-Nursing Brochure
Scholarship Application
Student Enrollment Guide
TRiO Brochure
The College also uses the Pellissippi State website as a recruiting tool that represents the institution’s practices and policies. Sample web pages include the following links:

**Engineering and Media Technologies Department Web Page**

**Access and Diversity**

**Admissions “Forms” page**

**Advising and Curriculum**

**Pellissippi State Online Catalog**

**Pellissippi State Policy and Procedures**

**Safety and Security**

**Sources**

- 2009-10 Financial Aid Brochure
- 2010 - 2011 Scholarship Application
- 2010-2012 Catalog & Handbook
- Access and Diversity Web Page
- Admissions Forms Web Page
- Advising and Curriculum Web Page
- APT Brochure 2010
- BCS FALL 2010 Courses
- Culinary Brochure
- Degree Programs 2010 final
- Engineering & Media Technologies_Academic Department
- Job Description Publications Coordinator
- Nursing Brochure 2010
- Pellissippi State Home Page
- Pellissippi State Policy 08:05:00 Marketing and Communications
- Pre-nursing Brochure 2010
- PS Enrollment Guide Fall 2010
- Publication Review Procedure
- Safety and Security Web Page
- Trio Brochure
- Viewbook 2008
**4.7**

**Title IV program responsibilities**

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

**Judgment**

☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

Pellissippi State Community College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. The College meets all audit and review standards set forth in the Program Participation Agreement entered into with the U.S. Department of Education, approved through March 31, 2015.

The College has no litigation issues with respect to Title IV financial aid responsibilities. Additionally, there are no unpaid dollar amounts due back to the Department of Education. Pellissippi State has an acceptable student loan default rate and is not aware of any infractions or irregularities which would jeopardize Title IV funding. The College receives federal funds through the electronic transfer method and has not been required to post a letter of credit on behalf of the U.S. Department of Education or other financial regulatory agencies.

Title IV programs and other federal funds are subject to audit during biannual audits conducted by the State of Tennessee Comptroller of the Treasury, Department of Audit, Division of State Audit. Audits are conducted pursuant to Section 4-3-304 of Tennessee Code Annotated (T.C.A. § 4-3-304).

The objective of the audit is to consider the College's internal control over financial reporting; to determine compliance with certain provisions of laws, regulations, contracts, and grant agreements (including financial aid programs and other federal funds); to determine the fairness of the presentation of the financial statements; and to recommend appropriate actions to correct any deficiencies. The results of biannual audits for the past six years [Audit Report 04-05] [Audit Report 06-07] [Audit Report 08-09] includes no audit findings related to the College's administration of financial aid programs.

Pellissippi State provides a full range of financial aid services to assist students in achieving their educational goals. More information regarding these services can be found on the Financial Aid website.
Sources

- Audit Report 04-05
- Audit Report 06-07
- Audit Report 08-09
- Default Rate Notification Letter
- Financial Aid Website
- Program Participation Agreement
- T.C.A. § 4-3-304