This document has been developed in response to a request from the Tennessee Board of Regents to present information on the College's current initiatives, budget, and information technology.
Introduction

Pellissippi State engaged in a strategic planning process in Spring 2013. At that time, the College renewed its commitment to the mission statement:

*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.*

Information is collected to measure how well the College is achieving its mission through the identification of key measurement metrics and annual academic and non-academic reporting. The information collected is organized in an annual report of effectiveness. Over time, the College can trend its data to show significant improvement.

Academic - Review of Local Academic/Completion Initiatives

**Student Support Services** - Improvements in student support services have been implemented to improve student access to information throughout the college experience. The current initiatives include:

- Implementation of Hobsons Student Management System
- Simplification of Graduation Application Process
- New Student Orientation
- TRiO Student Support Services
- Programming for Adult Student Support (PASS)
- Project Making Graduation Attainable
- Universal Pathways to Employment Project (UPEP)
- Student Success Coordinators and Mentors
- Expanded Graduation Ceremonies
- Communications Center

**Academic Support Services** - Improvements in academic support services aims to improve student success outcomes. The current initiatives include:

- On-line Tutoring
- On-ground Tutoring
- Supplemental Instruction
- Advising
- Establishment of Veterans Center
- Career Magnet Academy at Pellissippi State
- RxTN
- Engineering grants
- Co-requisite Remediation
- SAILS
**Engagement** - Based on College performance in CCSSE and SENSE, the College made a commitment to improve student engagement. The current initiatives include:

- Strong to the Core (QEP)
- Service Learning
- Mobilization
- Common Academic Experience
- TnCIS

**Alternative Scheduling/Diversified Course Offerings** - Improvements in scheduling and course offerings are targeted at improving access for students. Current initiatives include:

- Cohort Programming
- Articulation of Apprenticeship Programs
- PLA
- Dual Enrollment

Attachment A provides detailed information on the College’s Academic/Completion Initiatives and the status of each.

**SACSCOC Accreditation Update Narrative**

1. **Statement of Current Status** - Pellissippi State’s accreditation was reaffirmed by SACSCOC in June 2012. We are in the third year of implementation of our QEP, Strong to the Core. The purpose of the QEP is to improve student performance in the core competencies of writing, mathematics, and oral communication through incorporating active learning strategies into core courses to increase student engagement. Faculty participation in incorporating QEP strategies in core course has increased each year, and the number of courses included has also expanded. The fifth year report will be submitted in 2017. In connection with the fifth year report, we expect a site visit to our newest campus on Strawberry Plains Pike.

2. **Statement of Potential Issues** - Currently Pellissippi State does not have in place “clear criteria for the evaluation of faculty teaching distance education courses,” or “appropriate training” for such faculty, as required by SACSCOC policy on Distance and Correspondence Education. In addition, we lack evidence that the distance education courses are regularly evaluated with the results used for improvement. We are developing a process for training and evaluation of online learning.

**Information Technology - Discussion of Significant Local IT Initiatives**

**Items Not Requiring System Support**

- **Virtual Desktop** - The initiative was implemented in order to improve student customer service and bring about a per-user cost savings. The College currently has 538 thin clients in daily use. The efficiencies are in technical support rapid software deployment and updates. The desktop hardware annualized savings total approximately $72,000.

- **Network Upgrade** - The initiative was implemented to provide network services in alignment with College growth. The intended impact was to provide adequate response time for network activity with a 10gb backbone and one gig to every desktop. The project is 80% complete. The College anticipates completion in summer 2015.
• **Voice Over Internet Protocol (VOIP)** - This initiative was implemented to improve voice services. The system allows for increased efficiency for users and a cost savings for the institution. The project has been completed at the following campuses: Magnolia Avenue and Strawberry Plains. The project is 80% complete at Hardin Valley. Hardin valley should be complete by summer 2015. Blount and Division Street will be completed in summer 2016. The project provides a major cost savings as we move from old PBX technology and old cabling equipment. The cost savings at Strawberry Plains and Magnolia Street campuses on hardware alone is $74,000.00. (See Appendix A for additional information)

• **College Scheduler** - The initiative was implemented to improve class schedule planning by the students. It has the intended impact of reducing required advising time. It was completed in fall 2013 and upgraded in fall 2014.

• **Student Access to Financial Aid Clearinghouse** - The initiative was implemented to provide students free access to the Clearinghouse via self-service Banner. It has the intended impact of improving efficiency among Financial Aid staff. It is completed and in use.

• **25 Live (Academic)** - The initiative was implemented to optimize classroom space usage/course offerings. It is intended to streamline the scheduling process and ultimately increase the number of courses offered. Implementation is in progress.

• **25 Live (Events)** - The initiative was implemented to provide one centralized scheduling system and data repository for events held at PSCC. It is intended to improve coordination of site services (facilities, security, etc.) by making event scheduling, resources management, and campus-wide calendaring easier, more accurate, and more efficient. It allows faculty/staff to search for and request event spaces and resources at all campuses. It is currently complete and in use.

• **Information Security Improvements** - The purpose of the initiative is to mitigate security risks to acceptable levels. It will secure IT processes and assure data integrity and security.

• **Digital Signage** - The initiative was implemented to improve communication and awareness of events on all campuses. It was intended to provide directions, emergency alerts, campus specific announcements and information. The College recently opened an RFP for a consultant for needs analysis and planning for a multi-year/multi-storage digital indoor and outdoor signage project.

• **Mobile Initiatives** - The initiative was implemented to increase utilization of mobile technologies in teaching and learning and college business processes. The College intends to leverage mobile technologies to engage students and provide access to information, college processes and instructional activities. The College currently supports a Mobile Fellows grant to support faculty and staff with projects emphasizing mobile technologies. The College has an app which provides course schedule, campus calendar, information and a directory to improve communications with students. The College is in the process of adding functionalities including financial aid and course registration. College-owned mobile devices are managed via Miraki. Testing for wireless projection from mobile devices is in progress for classroom usage.

• **Internet Access** - The project is under current review. It is intended to ensure availability/access to networked services 24/7 through providing redundant paths to internet services.

**Items Requiring System Office Support**

• **Migration to Hosting** - Banner Hosting was implemented to ensure system reliability through the use of newer hardware. The project was intended to improve Banner
services availability and responsiveness. The move to a hosted environment was completed in October 2014.

- **SciQuest Implementation** - SciQuest was implemented to streamline the procurement process. The intended impact was improved productivity with procurement workflows and punchout catalogs. The project was completed in Spring 2014. The time from requisitioning of products and services to the issuance of the purchase order has improved.

**Discussion of Local Fiscal Challenges**

*Current Year Budget Update Narrative*

<table>
<thead>
<tr>
<th>FY'15</th>
<th>Revenue Budget</th>
<th>$62,256,000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditure Budget (less encumbrance carryover)</td>
<td>$65,885,740</td>
</tr>
<tr>
<td></td>
<td><strong>Excess Expenditures</strong></td>
<td><strong>$(3,629,740)</strong></td>
</tr>
</tbody>
</table>

To Balance:

- 39 unfilled & frozen positions (plus benefits) $1,875,000
- Non-mandatory transfers $1,850,000
- Frozen capital outlay & operational accounts $1,975,000

FY'15 budget dollars that are frozen **$5,700,000**

*Plus $4,562,362 in unallocated fund balance*

In the last three years PSCC has generated excess revenue over expenditures after allocations of $4,491 in FY'14, $906,163 in FY'13 and $454,925 in FY'12 (See below). This has allowed us to increase physical plant capital projects/improvements and to begin the implementation of a comprehensive compensation study.

<table>
<thead>
<tr>
<th>FY'14</th>
<th>Revenue</th>
<th>$60,091,023</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures</td>
<td>$60,086,523</td>
</tr>
<tr>
<td></td>
<td><strong>Excess Revenue</strong></td>
<td><strong>$4,491</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY'13</th>
<th>Revenue</th>
<th>$56,868,469</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures</td>
<td>$55,962,306</td>
</tr>
<tr>
<td></td>
<td><strong>Excess Revenue</strong></td>
<td><strong>$906,163</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY'12</th>
<th>Revenue</th>
<th>$54,565,466</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures</td>
<td>$54,110,541</td>
</tr>
<tr>
<td></td>
<td><strong>Excess Revenue</strong></td>
<td><strong>$454,925</strong></td>
</tr>
</tbody>
</table>
**Initial Thinking on FY 2015-16 Budget Narrative**

In our initial thinking regarding the FY 2015-16 budget, we are assuming no additional state revenue or fee increases. TN Promise should generate additional student fee revenue. The College plans to expand other revenues through rentals, grants and foundation monies. Expenditure budget should be stable.

**Discussion of Local Efficiency Initiatives Narrative**

**Specific Initiatives in Student Affairs**

The Student Affairs Office evaluated existing processes with the intention of improving services to students. The following process changes have been implemented:

- **Intent to Graduate Workflow** - The College streamlined the process for applying to graduate for students. The process is now completed electronically through a workflow. The reduction in the use of paper forms allows employees to better budget their time for other office activities.

- **Digital Scanning** - The College used ARRA funds to hire part-time workers to scan all the paper student records in Records, Payroll, Accounts Payable, Human Resources, and Financial Aid. The process of scanning the old records is complete and new records are scanned upon receipt. The implementation of digital scanning has allowed workers to more efficiently budget time to better serve students and staff through faster turnaround on requests.

- **In-house Printing of Diplomas** - By printing in-house, the department can more efficiently secure diplomas. Prior to implementing diplomas on demand, orders were placed with outside vendors months in advance, which resulted in the printing of diplomas for students who did not actually graduate. Additional orders had to be placed when last-minute graduates were identified. The previous method was both time consuming and costly. Productivity has been greatly improved by the changes.

- **Automation of Processes** - Student Affairs reviewed processes with the intent to automate and eliminate manual processing where possible in an attempt to better use the functions of Banner and improve processing time. The following processes have been automated:
  - tnAchieves student process
  - Alternative financial aid loans
  - Satisfactory Academic Progress Status
  - Verification of Financial Aid Eligibility has reduced processing time from 3-5 weeks to a maximum of 5 days
  - Processing for VA deferments has reduced processing time from several days to 24 hours or less.

**College-wide**

- Better utilization of space has been a priority which has allowed for improved scheduling of classes, including scheduling of more classes. This in turn generates additional revenue. PSCC is ranked near the top among colleges in space utilization.
- The College has experienced an increase in non-fee revenue (rentals, etc.)
- Implementation of SciQuest has improved efficiencies in purchasing.
Identification of Potential Legislative Issues

- Tennessee Reconnect for Community College Students
- Tennessee Promise High School Dual Enrollment on College Pathway
Appendix A

Student Support Services
Implementation of Hobsons Student Management System

Purpose: Establish a method for tracking students for the purposes of enrollment and retention.

Intended impact: The software implementation is intended to engage students at the level of inquiry and allow for an Early Alert program.

Resources required and source of resource: The software cost totaled $82,450 in Year One with maintenance fees of $47,450 per year for four years.

Status of initiative: The project is currently in the implementation phase. Enrollment management functions are being implemented first.

Results experienced to date: The College is currently implementing the project and there is no data to share at this date.

Simplification of Graduation Application Process

Purpose: Re-working of the process allows for a simplified, electronic method of applying to graduate for students.

Intended impact: The process is intended to increase the number of students applying to graduate.

Resources required and source of resource: Staff time was used to develop the workflow. A consultant was paid to assist the PSCC staff to create workflows in Banner.

Status of initiative: Graduation application workflow is running and has been used since 2012.

Results experienced to date: 3713 students have used the system and graduated.

New Student Orientation (NSO)

Purpose: The orientation is designed to engage new students and help them connect to campus resources, identify faculty expectations and learn tips for success as a new student.

Intended impact: NSO is intended to increase engagement levels with new students, thereby contributing to an increase in retention rates.

Resources required and source of resources: The College commits $192,110 in salaries, benefits, operating supplies and professional development annually.
Status of initiative: 95% of all full-time, incoming students attend New Student Orientation.

Results experienced to date: CCSSE/SENSE results indicate steady rise in engagement levels of new PSCC students.

TRiO Student Support Services Program

Purpose: The purposes outlined by the federal government for TRiO Student Support Services include:

- Increase the college retention and graduation rates of eligible (first-generation, low-income or disabled) students
- Increase the transfer rate of eligible students from two-year to four-year institutions
- Foster an institutional climate supportive of the success of students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, individuals with disabilities, homeless children and youth, foster care youth, or other disconnected students
- Improve the financial and economic literacy of students in areas such as basic personal income, household money management, financial planning skills and basic economic decision-making skills

Intended impact: The program will identify and enroll 160 eligible participants. Annually 70% of students will persist from the end of the academic year to the following fall semester. 70% of students served will remain in good academic standing as defined by the College. Within four years, 18% of students enrolled in a cohort year will graduate, and an additional 10% will both graduate and transfer to a four-year institution.

Resources required and source of resource: The program requires a full-time director, retention coordinator, and secretary with additional part-time tutors (as needed) to provide personal tutoring in all subject areas; life and academic skills workshops; academic and career advising; cultural enrichment activities; and transfer assistance with college visits. Physical resources include office space for staff and a common area for tutoring and study with eight student computers. The program is funded with a federal grant. Space is provided by the College.

Status of initiative: In the current (final year) of the five-year grant cycle, the program has enrolled 125 students, hosted five workshops, and held three cultural activities with over 400 sign-ins for office services.

Results experienced to date: The program has met or exceeded its identified goals for the past four years of the five-year grant cycle.
Programming for Adult Student Support (PASS)

**Purpose:** The purpose of the PASS program is to enhance the educational, cultural and interpersonal experiences of students age 25 and older while supporting and promoting their degree attainment.

**Intended impact:** The intention of the program is to provide academic and career advising, tutoring, scholarships and other support to assist students in achieving their career and educational goals.

**Resources required and source of resource:** The annual budget for PASS is $17,000. The program is one of the College’s diversity initiatives designed to develop and improve the retention of underrepresented students.

**Status of initiative:** The funding comes from TBR and the College.

**Results experienced to date:** The most recent results from 2013-14 show a 70% fall to fall retention rate for students in the program.

Making Graduation Attainable

**Purpose:** The purpose of Project Making Graduation Attainable is to increase the graduation rate of underrepresented students at Pellissippi State. Students who have earned 45 or more college level hours are targeted for services.

**Intended impact:** The intention of the program is to provide academic and financial support to students nearing graduation in order to reduce time to graduation and improve graduation rates.

**Resources required and source of resource:** The annual budget for PMGA is $30,000. The program began as a result of a TBR grant. Current funding is provided by the College.

**Status of initiative:** The initiative is on-going.

**Results experienced to date:** In 2013-14, 79 of 82 participants in the program graduated.

Pellissippi Achieves for Adult Learners (PAL)

**Purpose:** The purpose of the PAL program is to mentor 50 first time freshmen age 25 and older throughout their first year in college. Participants will be able to work closely with Pellissippi State faculty and staff to complete an academic plan, attend workshops for personal and academic development, and participate in unique social gatherings.

**Intended impact:** The intention of the program is to enhance student engagement and increase retention rates of first time freshmen age 25 and older.
Resources required and source of resource: The annual budget for PAL is $40,000. The project is currently funded by a TBR Access and Diversity Grant.

Status of Initiative: 38 students are currently enrolled in the program and are being mentored by college staff. An additional 12 students will be added to the program in January 2015.

Results experienced to date: The project is in the first semester and results are not currently available.

Universal Pathways to Employment Project (UPEP)

Purpose: The College submitted a grant proposal to secure funding to assist students with disabilities to transition through college and into the workplace.

Intended impact: The grant project will serve 110 students annually and work with industry and non-profits to deliver services to assist with transition to the workplace. The grant will also provide training to faculty and staff on the development of instructional materials and communication pieces which incorporate universal design elements.

Resources required and source of resource: The grant project requires space for the program, which is being supplied by the College. In addition, the College will provide fiscal services. The grant will fund positions and training.

Status of the initiative: The granting agency awarded the College $1,018,869 for a one year grant with the option of renewal. The College is currently in the process of ramping up the grant objectives and hiring personnel.

Results experienced to date: It is too early in the process to provide data.

Student Success Coordinators and Mentors

Purpose: The program uses faculty members and students representing each academic department and site campus to contact and work with students who are having difficulties with academics, finances, home situations, etc.

Intended impact: It is the intention of the program to help students stay connected with the College, identify resources within and outside the College, and persist in school.

Resources required and source of resource: Personnel are the major expense in the program. The eleven student success coordinators are faculty with released time and fifteen student success mentors work up to 15 hours per week.

Status of initiative: The program began as a result of FOE in 2008 and demand has steadily increased.

Results experienced to date: SSCs and SSMs are increasingly called on by faculty and staff. The student success mentors served 1,042 students in 2013-14.


**Expanded Graduation Ceremonies**

**Purpose:** The College added a fall graduation ceremony to better serve fall graduates and to place an emphasis on graduation.

**Intended impact:** The second graduation ceremony is intended to better serve students.

**Resources required and source of resource:** The cost to the College ranges between $10,000 and $15,000.

**Status of initiative:** The second graduation ceremony began in fall 2013 and continues.

**Results experienced to date:** The College has received positive feedback and good attendance at fall graduation.

**Communications Center**

**Purpose:** The Center’s purpose is to answer questions regarding Admissions, Records and Financial Aid. Staff make all appointments for placement testing, new student orientation and academic advising in an attempt to better serve students.

**Intended impact:** By answering over 200,000 calls annually, the Center allows staff in other areas to better assist students in person and to more accurately and quickly process applications, student records and financial aid records.

**Resources required and source of resource:** The College employees three full-time and three regular part-time employees. One contract person is employed to work 15-20 hours per week.

**Status of initiative:** The initiative is in place and continues to use data to improve services.

**Results experienced to date:** While it is difficult to directly measure the impact on students and employees, the Communications Center operates as a front-line service which handles approximately 200,000 calls per year. The call abandonment rate for 2013 was 1.74%, which indicates an improvement in services over previous years.

**Academic Support Services**

**On-line Tutoring**

**Purpose:** The use of on-line tutoring services provides students an additional option in seeking academic support.

**Intended impact:** The service intends to help students in online courses or with other scheduling conflicts to better understand material in their courses and increase...
success rates.

Resources required and source of resource: The cost of Tutor.com is based on the actual time students spend with tutors. The College budgets $110,000 per year.

Status of initiative: The College chose Tutor.com through a competitive bid process and implemented the service in fall 2013. The College is currently participating in an efficacy study with Noel Levitz and Tutor.com.

Results experienced to date: 6,043 students used the service in 2013-14, which is an increase from the previous online tutoring service.

On-ground Tutoring

Purpose: The purpose of the program is to provide face-to-face tutoring in all courses taught at the College at all campuses.

Intended impact: The program is intended to increase retention and success rates for students.

Resources required and source of resource: The primary cost of the program is in personnel. The program employs one full-time director, three part-time coordinators, two secretaries and 75 part-time tutors. The annual budget totals close to $400,000. While an expensive program, the College is committed to helping students succeed.

Status of initiative: Writing and math tutoring are provided at each campus during all hours of operation. Tutoring for additional courses is provided as needed.

Results experienced to date: Use of tutoring services has more than doubled over the past two years to the extent that additional space is needed. More faculty each year request tutoring for their disciplines. The Academic Support Center had 4,973 student contacts in 2013-2014 in 269 courses. Subjects with the highest participation include biology, chemistry, English and mathematics. The following table shows success rates (C or better) in the high demand courses.

<table>
<thead>
<tr>
<th>Course Subject</th>
<th>BIOL</th>
<th>CHEM</th>
<th>ENGL</th>
<th>MATH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>Col %</td>
<td>Freq</td>
<td>Col %</td>
<td>Freq</td>
</tr>
<tr>
<td>NonSuccess</td>
<td>66</td>
<td>25.50%</td>
<td>78</td>
<td>27.40%</td>
<td>199</td>
</tr>
<tr>
<td>Success</td>
<td>193</td>
<td>74.50%</td>
<td>207</td>
<td>72.60%</td>
<td>692</td>
</tr>
</tbody>
</table>

Supplemental Instruction

Purpose: Supplemental instruction provides additional instruction and support in high enrollment, low-success rate courses.

Intended impact: SI is intended to increase success rates for classes by providing
study sessions led by former students in high enrollment, low-success courses.

Resources required and source of resource: One coordinator manages the program and directs ten peer tutors. The cost of the program for 2013-14 was $44,079.

Status of initiative: Requests for SI leaders and peer tutors is increasing.

Results experienced to date: 4,499 hours were spent in SI instruction in 2013-14. 3,338 students participated in the program. Of the students participating, 75% of Students experienced success (C or better) in the course.

Advising

Purpose: The purpose of advising is to help students identify academic and career goals and follow an appropriate academic pathway to achieve those goals. Students are required to see an advisor before registering in their first and second semesters of attendance. In the first semester, students meet with a professional advisor, or coordinator of academic student success; by the time a student registers for the second semester, he or she is assigned to a faculty advisor based on declared major.

Intended impact: The advising process is intended to provide guidance and support as students navigate academic processes; to keep students moving successfully and efficiently along a chosen path to timely degree completion and a fulfilling job. Overall, academic advising is intended to promote retention and completion.

Resources required and source of resource: Personnel - director of advising; nine full-time coordinators of academic student success; part-time contract advisors during peak advising times. Full-time faculty serve as advisors once students have chosen a major. Extensive advisor training is provided for new full-time faculty, and advisor update sessions are scheduled each semester before priority advising for the following semester begins.

Status of initiative: Full-time coordinators are now assigned to each campus except Strawberry Plains, where there is a part-time advisor. Students are encouraged to visit their advisors by email, auto-dialer calls, and posters, particularly immediately before advising begins for each semester. Advising appointments are scheduled during peak times; walk-ins are always welcomed.

Results experienced to date: The Advising Center served 18,686 students (duplicated) in 2013-14. The full-time employee/student contact ratio is 1:1167.

Establishment of Veterans Center

Purpose: The Center is designed to provide an area for veterans to gather, study, and relax and to provide education to the campus community about veterans and their concerns. Located in the Educational Resources Center, the Veterans Center provides computers, tables, whiteboards, and LED TV screen for projection.

Intended impact: The Center intends to provide support for veterans to be
successful as they adapt to the atmosphere and requirements of college life, including multiple advising opportunities and assistance with implementing prior learning assessment to ensure college credit for military educational experiences.

**Resources required and source of resource:** Through a grant from the Tennessee College Access and Success Network, the Veterans Center was repurposed and furnished with computers and furniture, as well as a part-time student worker who assists with the Center operations.

**Status of initiative:** The Center was established and began delivering services in 2013.

**Results experienced to date:** The Center serves 50 students each semester. The College was recently approved as a Tennessee VETS campus pursuant to the Tennessee Veterans Education Transition Support Act.

---

**Career Coach**

**Purpose:** Career Coach is a web-based application that can be used by students, faculty and staff to facilitate career exploration, provide economic data on local jobs, and inform major choices.

**Intended impact:** Career Coach will inform the college community about local jobs, including salaries and potential positions, so that students can make more informed decisions about their educational path. The application is available to high school guidance counselors and local businesses and industries from the Pellissippi State homepage with the hope that they will associate Pellissippi State with these opportunities.

**Resources required and source of resource:** Other than a yearly maintenance fee for the product, Career Coach is updated and maintained by EMSI. The only other resource needed is someone to serve as the contact person for EMSI to provide new information for the database on Pellissippi programs.

**Status of initiative:** The initiative is fully implemented, and the newest version of the product has just been launched. Several Pellissippi State industry partners use the program. User demos and trainings have been provided for faculty and staff. Students are being introduced to the product through career counseling, advising, College Success classes and other retention efforts.

**Results experienced to date:** Career Coach has recorded 1080 visits since September 28, 2014. The average time spent on the site is 8:43 minutes. There have been 38 visits to resume builder and 121 assessment tests have been started with 50 completions.

---

**Career Magnet Academy**

**Purpose:** Knox County Schools has established a Career Magnet Academy (CMA) on the first floor of PSCC’s Strawberry Plains campus. The Academy is intended to attract
high school students who are interested in a career in one of four educational/career pathways: advanced manufacturing, homeland security, sustainable living, and teacher preparation. These students will be taking both dual credit and dual enrollment courses through Pellissippi State during their four years at the Academy. The Academy is thus a joint effort between Knox County and Pellissippi State.

**Intended impact:** The Academy is intended to encourage students to choose a pathway early and then to complete a college credential at the same time as they complete high school. In their freshman and sophomore years of high school, students will take several dual credit classes; in their junior and senior years, they will be taking mostly college courses through dual enrollment.

**Resources required and source of resource:** Knox County paid for the renovations of the first floor of the Strawberry Plains building. The high school and PSCC will be sharing the cafeteria and science labs. As juniors, the high school students will have access to all Pellissippi State facilities and services in the building, but the cost to the College will not be increased except for the demands of increased enrollment in terms of faculty, staff, library and other services.

**Status of initiative:** The CMA opened in August of 2014 with a freshman class of 150. The students are currently taking two dual credit classes: College Success and Health and Wellness. During the next three years, the CMA will add an additional class each year to reach a projected enrollment of 500 students.

**Results experienced to date:** The initiative is in the first semester and results are not available.

---

**RxTN Grant Program**

**Purpose:** The purpose of the grant program is to provide assistance to students in the Bridge Pathway to the Nursing Program.

**Intended impact:** The intended impact of the program is to increase student success and to increase the numbers of registered nurses in the service area.

**Resources required and source of resource:** The program employees a program coordinator/data technician who provides student services and assessment. The position is funded by the RxTN grant ($578,330).

**Status of initiative:** The program is currently operating as defined. Services include instruction on test taking strategies, time management, financial aid resources and methods used to increase program success and completion.

**Results experienced to date:** To date, 79 students are officially enrolled in the grant project.
Grant Funding for Innovation

Purpose: The College seeks outside funding to implement innovative strategies in the Engineering Department.

Intended impact: The intended purpose of the grants is to improve programming offered to students and meet workforce demands.

Resources required and source of resource: Personnel and training are needed to implement the programs. In addition, student scholarships to off-set unmet financial needs are necessary. The resources are acquired through grants.

Status of initiative: The College has received the following grants over the past two years:

- Multi-state Advanced Manufacturing Consortium (M-SAMC) - This grant funds the development of national curriculum to meet the needs of the automotive industry. PSCC is not the lead institution on this grant; however, the College received $760,294 to fund activities identified in the grant. To date, the College has served 50 students.
- Advanced Manufacturing and Prototyping (AMP!) - The AMP! Grant is funded by five different federal agencies. The PSCC portion was funded by the USDOL, ETA. It is designed to provide funding for supplies and student scholarships. PSCC received $399,778. To date, the College has served 120 students. $285,000 has been spent for student scholarships.
- Southeastern Economic and Education Leadership Consortium (SEELC) - PSCC is the lead institution in a $12,665,700 grant which sub-grants to 6 colleges. The PSCC program budget is $2,274,984. Grant funding will be used to establish a welding program which offers both a certificate and an AAS degree. The grant will also purchase equipment for advanced manufacturing and machining. This grant is just getting underway and to date 12 students have been served.

Results experienced to date: The College is on-track with the grant project outcome and implementation.

Co-requisite Remediation

Purpose: To provide academic support as needed, or just in time, to enable students to succeed in college-level courses without the requirement to take stand-alone learning support courses.

Intended impact: To increase persistence, retention, and completion by enabling students to begin their college careers with college credit courses, rather than solely with courses that do not carry college credit. It is hoped this initiative will reduce time to degree completion by allowing students to begin accumulating college credit sooner, thus encouraging them to persist.

Resources required and source of funding: TBR provided grants to faculty in 2013-2014 to revitalize high-enrollment, low-success rate courses. One of the teams of PSCC
Faculty developed a co-requisite MATH 1530/0530 course which is being piloted in fall 2014. Another team developed a revitalized ENGL1010, which has served as a model for the co-requisite course of ENGL 1010 and learning support writing to be piloted in spring 2015.

**Status:** A taskforce composed of a math team, an English team, a reading team, and a process team, has been working throughout summer and fall 2014 to develop co-requisite courses and plan their implementation. The math, English, and reading teams have prepared reports on their recommendations, and pilots will be continued in spring 2015. In fall 2015, the College expects to have no stand-alone learning support courses; all learning support instruction will be co-requisite with a selected college-level course.

**Results experienced to date:** Because this is the first semester of pilot courses, no results are available.

**SAILS (Seamless Alignment and Integrated Learning Support)**

**Purpose:** To provide remediation of academic skills for high school seniors whose test scores indicate that they are not college ready.

**Intended impact:** Students who need to take the fourth required year of math in high school, but whose test scores and academic performance indicate that they are not prepared for advanced math courses, will have the opportunity to remediate their math skills within the high school’s bridge math course. The learning support competencies will be checked off for the students who are successful, so they will be able to go directly into college-level math when they enroll in college; thus their time to degree completion will be reduced.

**Resources required:** Pearson provided funds to allow students to access MyMathLab by way of grants to TBR community colleges. These funds also paid for coordinators to work with the high schools and colleges to facilitate implementation, assessment, and reporting. PSCC was not originally funded, so the College provided funds for the access in the first year (2013-14), as well as released time for a faculty liaison. The College has now been awarded funds from the state grant.

**Status:** In 2013-2014 seven high schools in PSCC service area offered SAILS with 342 students enrolled; in 2014 fall, there are 208 students enrolled in seven schools. We expect additional students in spring 2015. PSCC is piloting one section of SAILS in an English course in fall 2014.

**Results so far:** Pellissippi works with six high schools in the Knoxville area. Students are very successful with the first two competencies. Of the 209 students enrolled, 55 completed all five of the program competencies and will not have to take Learning Support.
Engagement Activities

*Strong to the Core (QEP)*

**Purpose:** The purpose of the QEP is to improve student learning outcomes in targeted courses through increasing student engagement in core curriculum areas.

**Intended impact:** The QEP intends to increase student engagement and critical thinking skills through enhanced teaching strategies which promote student engagement and success. Faculty professional development is included in the plan.

**Resources required and source of resource:** The annual budget for QEP is $114,000 per year.

**Status of initiative:** The QEP is in the third year of a five-year implementation. The College is on-course to complete the QEP objectives in the identified timeframe.

**Results experienced to date:** The College is showing growth as demonstrated in Table 2.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Retention rates % of total Fall</td>
<td>ENGL 1010 92% 85.2% SPCH 2100 86.9%</td>
<td>ENGL 1010 92% 87.6%</td>
<td>ENGL 1010 92.5% 89.3%</td>
<td>ENGL 1010 93.9% 92.1%</td>
</tr>
<tr>
<td>Course Retention rates % of total Spring</td>
<td>ENGL 1010 85.8% 85% SPCH 2100 86.9%</td>
<td>ENGL 1010 90% 88.2%</td>
<td>ENGL 1010 88.4% 84.9%</td>
<td>ENGL 1010 92% 87.3%</td>
</tr>
<tr>
<td>Course Success rates % of total Fall</td>
<td>ENGL 1010 66.8% 56.1% SPH 2100 75.7%</td>
<td>ENGL 1010 66.7% 56.5% SPH 2100 70.9%</td>
<td>ENGL 1010 64.3% 72.6% SPH 2100 75.1%</td>
<td>ENGL 1010 68.6% 68.7% SPH 2100 75.8%</td>
</tr>
<tr>
<td>Success rates % of total Spring</td>
<td>ENGL 1010 54.6% 55.7% SPCH 2100 72.2%</td>
<td>ENGL 1010 57.8% 56.6% SPCH 2100 72.8%</td>
<td>ENGL 1010 56% 54.7% SPCH 2100 75.8%</td>
<td>ENGL 1010 57.2% 64.9% SPCH 2100 74.2%</td>
</tr>
<tr>
<td>Core Course GPAs Fall</td>
<td>ENGL 1010 2.3 2.1</td>
<td>ENGL 1010 2.3 2.0</td>
<td>ENGL 1010 2.2 2.7</td>
<td>ENGL 1010 2.2 2.2</td>
</tr>
</tbody>
</table>
Service Learning

**Purpose:** The purpose of the PSCC Service Learning Program is to connect civic engagement to the curriculum and strengthen the campus culture by encouraging college-community collaborations, community service, and a shared commitment to civic responsibility.

**Intended Impact:** The program intends to show progress in the following areas:
- Support faculty, staff, students and community partners involved in service-learning courses and TnPromise capacities, in order to foster a passion for learning and a commitment to making a positive difference.
- Broaden and deepen faculty and student involvement in service-learning and other community-based pedagogies, in order to strengthen Pellissippi State’s commitment to its mission of serving the community.
- Deepen our understanding of service-learning’s outcomes, in order to foster the intellectual, ethical, and civic development of PSCC students, identify effective teaching practices, and create a meaningful impact in our community.

**Resources required and source of resource:** The major cost of the program is in personnel. Currently the program employs one full-time person, one contract worker and two Work Study students. The program supplements with a position provided by AmeriCorps VISTA. The College also provides funding for mini-grants and professional development.

**Status of initiative:** The program is currently active in providing faculty inservice, planned events, mentoring and community activities.

**Results experienced to date:** Currently, 25 faculty are officially involved and reporting on activities. Between 42 and 47 courses offer SL options to students. In fall 2014, 651 new students registered in ServiceCorps. In 2013-14, 2,867 volunteers participated in multiple service opportunities. The economic impact in the community totaled $899,205. 71% of students surveyed reported that community service reinforced their desire to complete the college degree, and 89% said community service based on class curriculum motivated them to be a better student. 85% reported that they learn best when real-life connections are made to course content.

Mobilization

**Purpose:** The mobilization program was designed to encourage faculty and staff to explore methods of engaging students and foster active student involvement using mobile devices and emerging technologies in and out of the classroom and to encourage them to share their methods with other faculty.
Intended impact: The program intends to expand faculty use of technologies to develop creative ways to increase student engagement and who share with others ways of engaging students via mobile learning.

Resources required and source of resources: The program requires iPads, apps, classrooms and course released time. The cost budgeted for the faculty fellows program is $10,000 annually.

Status of initiative: Through a competitive application process, ten initial mobile engagement fellows were selected by a panel of vice presidents in fall 2013. Each was provided an iPad Air and a $100 voucher for apps. All attended a mandatory training session to help them become familiar with the basic features and operation of the the iPad. During the spring 2014, fellows implemented their respective plans. By the end of spring break, each prepared a progress report that included initial steps in carrying out the plan, reactions of students and co-workers, results gathered to date and preliminary impressions and analysis of the implementation plan. By the end of the semester, each Fellow submitted a progress report of the results of the implementation. From the initial group of Fellows, two co-chairs were identified to lead the Mobile Fellowship initiative. Each co-chair is provided a three hour course release and expected to serve as a trainer for future Mobile Engagement Fellows.

Results experienced to date: The participating faculty presented their findings at the college-wide inservice in August 2014.

Common Academic Experience

Purpose: To engage the entire college community in the common activity of reading, exploring, and discussing a single book, either fiction or non-fiction.

Intended impact: To establish a common endeavor that would enable and encourage students to become more engaged with their courses, their teachers, and their peers through discussions and co-curricular activities relating to the book they are studying in several of their classes, always including ENGL1010, the one course required in all programs at the College. Greater engagement is intended to lead to a greater personal investment in the college community, and thus to persistence, retention, and completion.

Resources required and source of resource: The College purchases books for the freshman class and for interested faculty and staff each year. In addition, a Common Book Convocation is held each fall to which a speaker connected with the book is invited. Other events related to the common book are held throughout the year. The budget for the CAE is $45,000 annually.

Status of initiative: The CAE was initiated in 2007. Originally the book was required for ENGL 1010. During the eight years the CAE has been in place, the selected book has been assigned reading for additional, varied classes each year, depending on the subject matter of the book.

Results experienced to date: Each semester faculty and students are asked to complete a survey regarding the common academic experience. Over the years,
about half of all students surveyed report having discussed the book with others outside of class. In 2013, half of the students surveyed reported that the experience was valuable to very valuable.

**Tennessee Consortium for International Studies**

**Purpose:** TnCIS represents nineteen colleges and universities devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee.

**Intended impact:** The program is designed to provide students and faculty with an international learning experience and expand global awareness in the college curriculum.

**Resources required and source of resource:** The College provides space for the Consortium offices.

**Status of initiative:** The program continues to provide service to students and faculty. TnCIS staff coordinate study abroad and host an annual professional development conference.

**Results experienced to date:** In 2013-14, 410 students enrolled in the program. 61 faculty had programs with adequate enrollment to offer study abroad opportunities.

**Alternative Scheduling/Diversified Course Offerings**

**Cohort Programming**

**Purpose:** Cohort programming is designed to provide an opportunity for students to complete a degree in a structured pathway with alternative scheduling.

**Intended impact:** The intent of the program is to provide accelerated degree completion with additional support of peers in order to increase persistence and completion.

**Resources required and source of resource:** A cohort specialist is assigned to manage the program and work with students.

**Status of initiative:** Since fall 2012, the number of established cohorts has increased from ten in five majors to 18 cohorts in eleven majors.

**Results experienced to date:** In summer 2013 the College had 50 completers. By summer 2014, the College had 204 completers.

**Articulation of Apprenticeship Programs**

**Purpose:** The articulation of students from apprenticeship programs to a degree program at the college provides a faster pathway to graduation.
Intended impact: The program is intended to allow apprentices to apply apprenticeship training toward completion of an AAS degree. The articulation will shorten the time for a degree to one additional year beyond the apprenticeship program.

Resources required and source of resource: No additional resources required

Status of initiative: The initiative has been implemented and institutionalized.

Results experienced to date: Since 2005, PSCC has awarded 185 institutional certificates, 89 ECM certificates, and 26 AAS degrees in electrical construction. Currently, there are 134 IBEW students in three certificate programs in ECM, and 55 students are seeking an AAS degree in ECM or Industrial Maintenance (IMT). In fall 2013, fifteen DOL students started in an accelerated cohort, and eleven finished the AAS in General Technology, Industrial in two semesters.

Prior Learning Assessment

Purpose: To provide a means of recognizing and evaluating work and educational experiences that provide equivalent training and knowledge as traditional college courses; to ensure that students, particularly non-traditional students, are awarded college credit for these experiences without having to repeat content. PLA credit is awarded for military training, corporate training, and apprenticeship training, as well as work experience; it may be evaluated through testing of various types, portfolio review, and comparison of learning objectives of the training with those of college courses.

Intended impact: To ensure that students, particularly non-traditional students, are awarded college credit for educational and work experiences; to make the path to degree attainment smoother and less intimidating by recognizing and crediting the experiences and knowledge that adult students have acquired, thus encouraging retention and completion.

Resources required and source of resource: Personnel—a full-time Cohort and Certificate Specialist, who interviews, advises, and provides specific guidance to applicants, depending on the type of training and experience the applicant has. The specialist, along with the manager of Records, is a member of the state-wide PLA taskforce; PSCC has recently been awarded a grant from THEC that is providing support in expanding the College’s PLA work.

Status: The College has a PLA website that provides access to the application for PLA, information about the many types of PLA offered by PSCC, and links to additional resources, such as the American Council on Education and the Council for Adult and Experiential Learning. Academic deans and faculty have been active in evaluating learning experiences and promoting PLA.

Results experienced to date: In 2013-14, 403 students received some PLA credit.
Dual Enrollment

**Purpose:** The purpose of dual enrollment is to enable high school students to complete college courses while still in high school.

**Intended impact:** It is the intent of the program to help high school students experience success in college-level courses and positively impact their decisions to attend post-secondary school. In addition, dual enrollment courses successfully completed can shorten the time to post-secondary graduation.

**Resources Required and Source of Resource:** The College has committed resources for one full-time specialist and one part-time technical clerk to work with admissions to assist students in the dual enrollment program.

**Status of initiative:** The number of participating high schools and number of courses, in both general education and career programs, has increased each of the last two years.

**Results experienced to date:** In fall 2014, a record number (1189) of students enrolled in the dual enrollment program.