

Academic Audit Self-Study

UNIVERSITY PARALLEL

Pellissippi State Community College

2014-2015

Submitted February 2, 2015

Introduction

Four academic departments make up the University Parallel program at Pellissippi State Community College: English, Liberal Arts, Mathematics, and Natural and Behavioral Sciences. During the period covered by this self-study (2009-10 through 2013-14), the English and Mathematics departments consisted solely of college-level courses in the two disciplines. In fall 2014, the learning support disciplines of writing and reading have been re-combined with the English Department, and learning support math has been reabsorbed into the Mathematics Department. The Liberal Arts Department is composed of communication studies, fine arts, humanities, social sciences, and modern languages. Natural and Behavioral Sciences includes traditional scientific disciplines, such as biology, chemistry, and physics, as well as behavioral sciences, such as psychology, anthropology, teacher education, physical education, and college success.

Within these departments, the majority of sections of all courses are offered in traditional face-to-face settings. Many of the courses are also offered online by Pellissippi State instructors, and several are offered in hybrid format or by two-way audio video (TWAV) or DVD. In addition, Pellissippi State students have the option of choosing courses that are offered online by Regents Online Campus Collaborative (ROCC). While most classes are scheduled over a standard 15-week semester, the College does have five-week, seven-week, and ten-week accelerated sessions, primarily for students in a cohort on an accelerated pathway to an A.A.S. or A.S.T. degree; a number of general education courses are offered in accelerated, hybrid format for these cohort students.

The courses in the four university parallel departments comprise the majority of the requirements for the A.A., A.F.A., A.S., and A.S.T. degrees. These degrees are all intended to allow a student to complete the first two years of a baccalaureate degree at Pellissippi State and then transfer to a four-year college or university to complete the last two years. Although a limited number of courses in the two career program departments—Business and Computer Technology and Engineering and Media Technologies—do transfer to four-year colleges and universities, most of the courses offered by those departments lead to associate of applied science degrees that are not intended to transfer. Students may complete a transfer degree by following one of the Tennessee Transfer Pathways (TTPs), an articulation agreement with a specific institution, or the requirements for a general associate of arts or associate of science degree, as delineated in the Pellissippi State Catalog and Handbook

(<http://catalog.pstcc.edu/content.php?catoid=4&navoid=128>). The TTPs were developed to provide seamless transfer to Tennessee Board of Regents and University of Tennessee institutions. Of the total number of TTPs currently available, Pellissippi State students may complete fifteen A.A. pathways, twenty-five A.S. pathways, and the A.F.A. in music. The A.S.T. was developed to enable transfer into the School of Education in any TBR university. In addition to these state-wide agreements, the College also has articulation agreements in other majors with Austin Peay State University, East Tennessee State University, Tennessee Technological University, and a number of private institutions. The TTPs have not proved to be

as seamless as originally anticipated, particularly with regard to the University of Tennessee, Knoxville (UTK). However, during 2014, the UTK registrar has worked with advising and curriculum personnel at Pellissippi State to develop transfer transition guides for smoother articulation into specific departments at UTK.

Pellissippi State was originally established in 1974 as State Technical Institute at Knoxville, which offered only engineering technology programs but soon expanded its offerings to include business technology. In 1988, the institution became a comprehensive community college and began offering the University Parallel (UP) programs. During the twenty-five years those programs have been available, approximately twice as many students have typically been enrolled in UP as have been enrolled in career programs. In 2013 fall, 5960 students were enrolled in UP programs, while 2816 were enrolled in career programs. The number of dual enrollment students attending classes in local high schools or on one of the college campuses in 2013 fall was 1113, slightly more than 10% of the overall enrollment. Of these, 90% were enrolled in university parallel courses. Of 1288 associate's degrees granted by Pellissippi State in 2013-14, 871 were university parallel degrees: A.A., A.F.A., A.S., or A.S.T. According to the 2013-14 Articulation and Transfer report from Tennessee Higher Education Commission (THEC), 811 Pellissippi State students transferred to state universities, with 268 of these going to TBR universities and 543 to the University of Tennessee, Knoxville, by far the highest number among community colleges in the state. (IEAP website <http://www.pstcc.edu/ieap>)

This self-study is based on review of departmental and discipline-specific academic audits prepared in the last two years within the four relevant academic departments, as well as review of the College's general education competencies and assessment of those competencies. A committee of faculty from the four departments, along with the four academic department deans, the QEP director, the executive director of Institutional Effectiveness, Assessment and Planning, and the assistant vice president of Academic Affairs were involved in composition and revision of the report.

Overall Performance

The English, Mathematics, Liberal Arts, and Natural and Behavioral Sciences departments offer most of the university transfer courses at Pellissippi State. This self-study of the University Parallel (UP) program examines learning objectives, curriculum processes, co-curricular activities, teaching and learning initiatives and processes, assessment activities, and quality assurance processes that are common across the four academic departments. Each of the discipline areas within these departments has produced or will soon produce an academic audit self-study specific to that program. This document provides some examples of departmental activities to support generalizations that apply across the departments, but does not concentrate on information specific to the particular departments.

The University Parallel program at Pellissippi State is unified in support of the college mission:
...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.

(<http://www.pstcc.edu/about/mission.php#.VM6SMII0zGI>)

UP faculty contribute to all these purposes—by providing college-level and learning support courses; by supplying general education core courses to support workforce training; and by encouraging participation in and contributions to civic and cultural enrichment for the Pellissippi State community. The effectiveness of the UP program is illustrated by the increase in the number of A.A., A.F.A., A.S., and A.S.T. degrees awarded during the five years covered by this report from 433 in 2009-2010 to 871 in 2013-2014. (PSCC Fact Books & Data Reports, (<http://www.pstcc.edu/ieap/fact%20book%20data%20rep.php#.VM6QH0zGK>))

Each of the four departments is characterized by common strengths, including academic rigor and professionalism. A strong spirit of collaboration exists among the faculty within each discipline, who work together to define their programs, determine course goals and learning outcomes, develop syllabi, and consider appropriate learning activities and assessments. The deans and faculty in all four departments make a concerted effort to integrate their many adjunct faculty members into the activities and processes of the department, providing them with orientation, instructional support, and, often, participation in decision-making. Several of the departments and/or discipline areas have cultivated close relationships with University of Tennessee, Knoxville (UTK) academic departments regarding curriculum and course requirements.

A strength of the UP program as a whole is collaboration across the departments and discipline areas. This collaboration among faculty across departments has increased in recent years as a result of several college-wide initiatives described in this report. The Quality Enhancement Plan, which began by focusing on improving student learning in core curriculum areas of English, mathematics, and speech, has expanded into a professional development movement to promote active learning strategies and spur student engagement across the curriculum. The Common Academic Experience and Service-Learning initiatives have both provided common goals for faculty in all disciplines and their students. UP faculty are aware and supportive of student success initiatives; they serve as student success coordinators, request and support supplemental instructors, and encourage their students to use tutoring services. Development of the College's Strategic Plan 2020 was a college-wide process, and an effort has been made to engage all faculty in its implementation.

Within the Academic Affairs unit, the advising and curriculum staff work closely with their counterparts at UTK to refine transfer and articulation arrangements, involving UP faculty as needed to clarify curriculum issues. Both faculty and staff have also worked with personnel from Tennessee Board of Regents and from other TBR universities to develop the Tennessee Transfer Pathways and additional transfer arrangements with TBR and private universities. These collaborative activities help to ensure that Pellissippi State students can move smoothly to a university with minimal, if any, loss of credits.

A number of college-wide assessment activities are described in sections of this report; and the office of Institutional Effectiveness, Assessment, and Planning (IEAP), along with the division of Academic Affairs, has begun the process of more fully engaging UP faculty in formal

assessment activities. All discipline areas are now required to submit an Annual Review and Planning document that examines enrollment, student success, and assessment data to determine program strengths, deficiencies, and plans for improvement. Historically the UP programs in general have not been as intentional in identifying and assessing competencies as career programs have been. Since governing and accrediting organizations are now requiring more accountability, the UP departments will develop more specific and consistent processes for measuring attainment of learning outcomes. These processes should make it possible for the UP departments to close the loop and become even more effective in promoting student success.

Performance by Focal Area

Learning Objectives

Pellissippi State has identified a core of college-level competencies expected of all graduates, and the College measures student achievement of the competencies. Pellissippi State graduates should be able to

- write clearly,
- read proficiently,
- communicate orally,
- analyze and use quantitative information,
- solve problems,
- use technology effectively.

In addition, as a member institution of the Tennessee Board of Regents (TBR) system, Pellissippi State adheres to General Education requirements established by TBR in 2004 when the system implemented system-wide common general education goals and a core of courses to allow for smoother transfer among the thirteen community colleges and six universities of the system. 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 added the category of Technological Literacy. Each category is defined in terms of goals and student outcomes. These goals and outcomes are included on the Pellissippi State website: http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/general-ed-outcomes.html. The categories with expected outcomes are also delineated in the Pellissippi State online Catalog and Handbook: http://catalog.pstcc.edu/preview_program.php?catoid=4&poid=260.

Certain courses are designated at each TBR college to fulfill requirements for each general education category, and the 73 courses that have been approved for Pellissippi State are listed in the catalog along with the goals. For the A.A., A.S., or A.S.T. degree, students must complete 41 hours from this list: nine in Communication; six in history; nine in Humanities/Fine Arts, including three in literature; three in Mathematics; eight in Natural Sciences; and six in Social/Behavioral Sciences. Students must complete an additional 19 hours for an associate's degree. The A.F.A. in Music differs slightly in that candidates for that degree are required to complete additional hours in music for the TTP and will take six hours of Humanities/Fine Arts

credits after they transfer to a university. In the case of a TTP or an articulation agreement, there are few options for electives; but for a general A.A. or A.S., students may chose electives from any course in the college curriculum that is transferable.

To satisfy general education requirements, any course that is approved at any of the thirteen community colleges and six universities in the system should be accepted by any other community college or university in the system, even if that course is not a designated general education course at the receiving institution. Each year community colleges have the opportunity to submit additional courses for approval as general education electives. In order to justify the request, the faculty members who are requesting approval must explain how the requested course achieves the goals of the general education category into which it fits.

A master syllabus is posted on the Curriculum website for each course in the college curriculum (<http://www.pstcc.edu/curriculum/master-syllabi/index.php#>). According to Pellissippi State Policy 03:03:01 Syllabi (<http://www.pstcc.edu/ppm/pdf/03-03-01.pdf>), each master syllabus must include two categories of student learning outcomes: Course Goals, which are broadly stated, and Expected Student Learning Outcomes, which are more specific and measurable. The Course Goals are linked to the General Education goals, and Expected Student Learning Outcomes are linked to Course Goals. Thus, the General Education Goals provide the basis for learning objectives for all courses in the university parallel curriculum. Specific course syllabi of individual instructors must include the Course Goals and, in some instances, the Expected Student Learning Outcomes as well. Department deans, program coordinators, or lead teachers review the syllabi of individual instructors, both full-time and adjunct, to ensure consistency with departmental expectations.

The Course Goals and Expected Student Learning Outcomes for university parallel courses are revisited and revised as the need or requirement for revision arises. Since the goals and student learning objectives are included on master syllabi and thus apply to all sections of any course, this revision is typically done collaboratively by full-time faculty who teach in the discipline, while individual faculty members constantly revise their own assignments and classroom activities. The need for revision may be identified by the faculty as a result of review of assessments or in the course of discussions with colleagues at other institutions. Both English and mathematics faculty members regularly communicate through state-wide organizations, reviewing expectations for common courses in the endeavor to ensure consistency across the system.

Occasionally, revision may be instigated by accrediting or governing bodies. In 2010-2011, during the latest SACSCOC self-study process, academic departments were requested to review syllabi for all courses to ensure consistency and compliance with SACSCOC principles. At the state level, in fall 2013, Dr. Tristan Denley, vice chancellor for Academic Affairs at TBR, presented results of his study of student success in the thirty courses with highest enrollment within the entire system. Based on success rates in these foundational courses, he offered grants to faculty to develop revitalized courses in those disciplines. Pellissippi State received three of these grants, one for ENGL 1010 Composition I, one for ENGL 1020 Composition II, and one for MATH 1530 Elementary Probability and Statistics. Faculty teams within the English and Mathematics departments are in the process of piloting revised versions of these courses. They

have kept their colleagues and academic administrators apprised of their progress and will present results after the pilots are completed. The revitalized versions of the courses will be institutionalized in coming semesters.

In the case of other courses, revision may be prompted by changes in course goals or curriculum at universities to which Pellissippi State students transfer. The biology faculty and the Natural and Behavioral Sciences dean have been working with faculty in the Biology Department at the University of Tennessee, Knoxville, to ensure the Pellissippi State general biology courses continue to correspond with the UTK general biology curriculum, which has recently undergone significant changes. The history courses have a writing requirement that matches the requirement in UTK history courses. Mathematics faculty developed PSCC math courses to correspond in terms of goals and learning outcomes with UTK math courses.

As a requirement of Performance Funding, Pellissippi State regularly administers surveys of employers and alumni, and these surveys are reviewed for needed changes in outcomes or in emphasis. Results of these surveys indicate the expectation that all graduates should be competent in writing and speaking clearly, reading proficiently, and using quantitative reasoning and critical thinking to solve problems, and faculty in the four university parallel departments recognize and have embraced their responsibility to help students develop these competencies. In all departments faculty collaboratively develop and revise Course Goals and Expected Student Learning Outcomes and use these learning objectives to plan their courses, choose teaching methods, plan classroom activities, create assignments, and measure the effectiveness of their courses. Faculty in several UP departments are discussing ways to improve oversight of master syllabi, including establishment of a regular schedule for review of learning objectives. Some departments have also recognized the need to emphasize the learning objectives more directly to students and to point out more explicitly how course assignments are tied to learning objectives.

Curriculum and Co-curriculum

The learning outcomes for a proposed course in the university parallel departments are first determined by the faculty who are developing the course; then the curriculum for the course is developed based directly on the course goals and expected student learning outcomes. Once the proposed course has been reviewed by the department dean and approved by the Curriculum Development Committee (CDC), it is incorporated into the curriculum of the discipline. Revisions to learning outcomes may be initiated by various groups and for various reasons, as described in the Learning Objectives section of this self-study.

Revisions to learning outcomes and then, as necessary, to curriculum are determined collaboratively by all full-time faculty who are involved in teaching the course. Regularly scheduled faculty meetings are held in all departments for discussion of course content and learning outcomes. Faculty also work with colleagues in other departments at Pellissippi State to ensure that core courses are preparing students for courses in other disciplines. In addition, faculty members in the UP departments consult occasionally with their counterparts in corresponding departments within the College of Arts and Sciences at UTK and in other universities as appropriate regarding curriculum and learning outcomes in order to assure transferability of their courses.

Sequencing of courses is carefully considered, with skill development progressing from basic to more complex within a course or from course to course, where appropriate. The expected student learning outcomes in ENGL 1020 Introduction to Literature, for example, build on those in ENGL 1010 Composition I. After completion of ENGL1020, students are prepared to proceed to any sophomore literature course. The mathematics faculty have given careful consideration to the progression of skills from course to course and have provided information for advising which shows exactly how students should progress from course to course in order to be successful in advanced courses. In other disciplines, such as history, the sequence is not dictated, as the courses have identical entry requirements and similar outcomes, which vary only in regard to specific content of the courses. For sequencing of courses within a degree pathway, the Advising website provides four-semester curriculum plans based on the (TTPs) or on requirements of transfer institutions (<http://www.pstcc.edu/advising/index.php>). Advisors encourage students to use these plans to establish a personal curriculum plan within DegreeWorks that will guide them and expedite their progress to degree completion.

While faculty who are teaching any course have a great deal of flexibility with regard to teaching methods, classroom activities, and specific assignments, all are expected to adhere to the learning outcomes and basic curriculum outlined in the master syllabus. For example, a specific textbook or a selection of textbook options is agreed on by faculty who teach the course; then individual faculty members may choose reading selections from the available options. The master syllabus for each course suggests a general timeline and the topics that are to be covered in the course of the semester. Individual faculty may design their own classes within the framework provided by the syllabus.

Individual instructors regularly introduce various co-curricular activities to supplement their classes. In addition to these individual efforts, there are a number of co-curricular activities that are common across the UP disciplines and that contribute significantly to supporting the curriculum and the development of general education competencies within the university parallel courses.

One college-wide initiative that relates to multiple disciplines within the university parallel program is the Common Academic Experience (CAE). The CAE was initiated in 2007 with the intent of establishing a common reading and discussion experience that would span the entire college community and engage students more fully with their peers and instructors, as well as with the College as a whole. The book for each academic year is chosen by the CAE Committee, composed of faculty from all academic departments, with input from faculty and staff across the College. Some selections have been fiction, some non-fiction; some have had global implications, others more of a regional focus. Originally the book was required for ENGL 1010, the one course that students in all degree programs in the College are required to take. 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. Faculty members assign their students to read, discuss, and write about selected readings from the book; and the College sponsors numerous activities on all campuses that relate to the subject matter of the book, including a CAE Convocation each fall featuring either the author or another speaker with ties to the book. Many faculty encourage their students to attend CAE events and make specific assignments related to those events or offer extra credit for attendance. Each year

students who have used the book are asked to respond to a survey regarding the effect of the experience in their courses and lives. Results of the survey are used in planning for future programming. Over the years, about half of all students surveyed report having discussed the book with others outside of class. In 2013, half the students reported that the experience was valuable to very valuable. (More information is available on the website: <http://lib.pstcc.edu/c.php?g=106843&p=693706>.)

Many instructors in the university parallel program also incorporate Service-Learning activities in their courses. 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. In fall 2014, 25 faculty members in approximately 45 courses were officially involved and reporting on activities. In 2013-14, 2,867 volunteers participated in multiple service opportunities. Of students surveyed in 2013-14, 71% 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. A total of 85% reported that they learn best when real-life connections are made to course content. Service-Learning activities have been incorporated into courses from each of the university parallel departments. (More information is available on the website: <http://www.pstcc.edu/service-learning/index.php#>.)

The offices of the state-wide Tennessee Consortium for International Studies (TnCIS) are housed at Pellissippi State, and the College regularly has more faculty and students participating in international educational opportunities provided by TnCIS than any other institution in the system. The TnCIS program is designed to provide students and faculty with not only an international learning experience, but expanded global awareness and cultural understanding. TnCIS courses have been developed and offered within all four UP academic departments at Pellissippi State. The syllabi developed for these courses must conform to the course descriptions, course goals, and expectations for student performance of the course master syllabi. In addition, each syllabus must delineate specific activities within the country to be visited and explain how the location provides co-curricular enhancement to the content of the course. Syllabi for TnCIS courses are available from the Curriculum website: <http://www.pstcc.edu/curriculum/TnCIS/index.php#>.

Faculty in all departments regularly discuss, evaluate, and revise course learning outcomes and content, both formally and informally. They investigate and incorporate best practices in course content and delivery; and they encourage students to develop the important competencies of communication and critical thinking not only through course materials, but through participation in extra-curricular events at the College and in the community and the world.

Teaching and Learning Methods

Pellissippi State faculty are dedicated to student progress and success and to improving their own performance to enhance the possibility of success for their students. Both full-time and adjunct faculty have many opportunities, within their departments and across the College, to learn about and to develop best practices in teaching and learning. They are typically collaborative, informally and formally, regarding teaching methods and student learning in their classrooms. Conversations in faculty offices and hallways are common; and each department or discipline

holds regular meetings to discuss curriculum, best practices, classroom activities and their results, and ways to improve what takes place in the classroom.

From a broader perspective, the College as a whole is committed to improving teaching and learning, as demonstrated in the Pellissippi State Strategic Plan 2020 developed by faculty and staff in 2013. Three of the six strategic focus areas relate specifically to teaching and learning:

- Strategic Focus Area 1—Innovative Instructional Programs: Pellissippi State will expand its instructional programs, diversify delivery options and modes of instruction, and develop new programs for target populations in collaboration with business and industry to address workforce needs.
- Strategic Focus Area 2—Exceptional Student Experiences: Pellissippi State will focus on the student experience by supporting students to program completion, redesigning academic engagement and other processes, and marketing success strategies to specific student populations.
- Strategic Focus Area 4—Quality Teaching: Pellissippi State will invest in quality teaching and teaching support through an aggressive program of faculty and staff development to support pedagogical innovations throughout the curriculum and to enhance and integrate the use of technology where appropriate.

The strategic plan document is available on the college website at http://pstcc15.pstcc.edu/ieap/files/pdf/strategic_plan/2020.pdf. The College is committed to implementing these focus areas and to keeping the college community involved in implementation and informed of progress through regular meetings and reports of the Strategic Planning Committee and its subcommittees: Enrollment Management, Retention, Academic Programming, and Resource Development.

Another indication of this commitment is the college-wide focus on faculty development that has emerged from the QEP, Strong to the Core, implemented in 2012. The QEP emphasizes improving student learning outcomes by increasing student engagement through the use of active learning strategies in core curriculum areas. Thus it is directly applicable to general education courses, and QEP strategies were originally implemented in English composition, speech, and college algebra. Currently, all instructors of ENGL1010, SPCH 2100, and MATH 1130 are expected to incorporate QEP active learning strategies into their courses and to report on the effectiveness of those strategies each semester. Faculty in music, theatre, art, sociology, philosophy, and history have also begun incorporating these strategies, as recorded in Pellissippi State's annual Performance funding Report for 2013-14: http://pstcc15.pstcc.edu/ieap/files/pdf/perf_funding/2013-14.pdf.

The QEP Implementation Team consists of faculty from English, mathematics, liberal arts, and engineering technology. The Team members meet regularly as a committee and with the faculty in their departments to introduce new active learning strategies and to facilitate discussion of plans, successes, and failures in the classroom. The QEP department provides faculty with resources for discovering appropriate strategies in a number of ways. An ever-expanding library of reference materials has been gathered in the QEP workroom; other articles and sources for best practices are linked from the QEP website:

<http://www.pstcc.edu/qep/index.php#.VM6c9II0zGI>. The QEP director frequently invites faculty and staff to participate in webinars about active learning strategies and other best practices.

Faculty who implement QEP active learning strategies in their classrooms submit reports to the Implementation Team twice each semester on the strategies they plan to use and then on the results of implementing those strategies in terms of student engagement, student learning, and activity assessment. These reports are posted on the QEP website and are available as references for other interested faculty.

The QEP director, who is also chair of the Faculty Development Committee, recruits faculty and staff to report on their research and experiments in the classroom. These reports are presented in a regularly scheduled series called Munch and Learn. In conjunction with the Munch and Learn series, the educational technology specialist offers Technology Thursdays, in which he introduces new technologies or tips regarding use of D2L and other software programs that are available for faculty to use to enhance the learning experience. Both Munch and Learn and Technology Thursday sessions are announced via e-mail and on the QEP website and are archived for future reference. The QEP Implementation Team sought feedback on the QEP process from participating faculty through a faculty perception survey in fall 2014. The formative feedback was both positive and helpful and will be beneficial in directing future faculty development opportunities for enhancing teaching and learning.

Another faculty development activity that was developed in relation to QEP is the New Faculty Academy, initiated in fall 2013. The Academy is intended to provide support for incoming full-time faculty. It begins with a weekend retreat in August and continues with monthly sessions throughout the faculty member's first year. At these sessions, new faculty are introduced to the college community and environment, with several of the sessions focused specifically on classroom teaching.

In addition to QEP activities, a primary vehicle for improving teaching and, thus learning, at Pellissippi State is the Conference on Student Success, an annual fall in-service for faculty and staff. Each spring, faculty across the College are invited to submit proposals for in-service presentations that showcase their own best practices in classroom teaching, assessment, and professional development. In-service activities are organized by members of the Faculty Development Committee and academic affairs administrators. Faculty and staff were asked to respond to a survey of their perceptions of the in-service activities for fall 2014. The results for all questions were significantly positive, and a number of thoughtful suggestions were made that will be taken into account as plans are made for fall 2015 in-service.

As at all community colleges, a large percentage of the course sections each semester at Pellissippi State are taught by adjunct faculty, and the College is committed to providing opportunities for these faculty to participate in professional development and collaboration with full-time faculty. Adjunct faculty are invited to participate in all the activities described above, including being encouraged and supported in integrating QEP activities in their classrooms. They are required to attend a separate Adjunct Faculty In-service held on an evening prior to the beginning of classes each semester. At this event, adjunct faculty have an opportunity for informal discussion with full-time and other adjunct faculty colleagues regarding pedagogical

strategies and classroom management, as well learning about curriculum and logistical changes that are being implemented. Within the academic departments, each adjunct is assigned a full-time faculty mentor, and several departments provide specific professional development activities for adjuncts during the semester. Often, adjunct faculty are also invited to participate in planning for curriculum revision, textbook changes, and other teaching/learning activities.

Another college-wide effort for improving teaching and learning consists in various institutional grants that are offered to faculty who want to try innovations in teaching but require specific resources to support their efforts. The Instructional Development Committee (IDC) solicits proposals each semester from faculty who want to research and experiment with new strategies for improving student learning. In addition, the College solicits proposals for use of mobile devices to enhance the student classroom experience through the Mobile Fellows program. Faculty whose proposals are accepted are awarded an iPad and a \$50 voucher for apps to use in their classes. Recipients of these grants are expected to submit two progress reports and a final report at the end of the second semester and to mentor the next class of fellows. All faculty who receive institutional grants are expected to share the details and results of their projects at in-service sessions.

The College encourages attendance and presentation at teaching/learning and discipline-specific conferences. Each full-time faculty member is allocated a certain amount of money each year for professional travel, and funds are adjusted within departments to accommodate, as far as possible, everyone who wishes to attend a conference. Each year the winners of awards for outstanding full-time faculty member, outstanding adjunct, outstanding administrator, outstanding support staff, and other recognitions are invited to attend the League of Innovations, a national conference on student success and completion strategies, and the costs for attending are covered by the president's office. Many faculty are active in state-wide discipline organizations, where they share teaching strategies and ideas for maintaining the quality of education in the face of the many demands imposed in a time of rapid change in higher education.

In addition to the college-wide efforts to improve teaching and learning, each academic department has regular formal meetings for discussion of teaching, grading, and other professional concerns. The English Department has a retreat at the end of each spring semester to review accomplishments of the year and plan course and student learning objectives for the coming year. The Liberal Arts faculty meets at the beginning of each fall semester to discuss teaching and learning issues within the department as a whole and within the greater college community, and each discipline group in Liberal Arts has regular meetings during the semester. The Mathematics Department has monthly meetings via two-way audio video (TWAV) at which they discuss curriculum and other issues. In the Natural and Behavioral Sciences Department, lead instructors call both formal and informal meetings with full-time, and occasionally adjunct, faculty at least once a semester to discuss curriculum changes. The topics of these meetings range from reviewing course resources and updating master syllabi to development of new courses and deactivation of courses that are no longer being offered. Several departments also have created instructor cafés in D2L, where lead teachers post resources for all instructors who teach a course.

Each academic department offer classes in several formats: traditional on-ground, online, hybrid, TWAV, and DVD. A D2L shell is established for every class section, and faculty are encouraged to post their class syllabi and other documents on D2L. Specific development activities supporting all these formats are presented at fall in-service and in QEP-sponsored activities. There is currently no college-wide plan for training of online instructors, but the Online Faculty Development Committee, a subcommittee of the Faculty Development Committee, is investigating several resources that offer online training and certification. An online teaching certification process should be in place for fall 2015.

In addition to providing support for teachers, the College also provides supports for students to help alleviate barriers to learning and promote success. A faculty member is assigned to be Student Success Coordinator (SSC) for each academic department, each site campus, online students, and international students. These coordinators contact students with academic difficulties who are referred to them by other faculty members. They offer guidance or referral as needed to help these students deal with the obstacles they face so that they can focus on academic success and progress. To supplement the work of the SSCs, the College is in process of implementing a software program for enrollment management, student success, and retention. One aspect of this program is an early alert system, which will allow faculty to report electronically on students who are having difficulties, such as excessive absence, lack of academic progress and success, etc. The early alert module will be piloted in summer 2015. The Academic Support Center provides tutoring by instructors or other academically qualified personnel on each campus for all courses offered at the College, as requested by faculty or students. The College also provides online tutoring through tutor.com for students in online classes and for times when a face-to-face tutor is not available for a particular subject. Students who use tutoring experience a 73% success rate in high demand courses in comparison to an overall college success rate of 66%. Many high-enrollment, low-success courses are assigned Supplemental Instructors (SIs), who are students who have passed the course in a previous semester with a B or higher. The SIs attend a particular class section or, in some cases, the sections of several instructors, then schedule group study sessions or serve as peer tutors in a lab setting to help students in the class understand the course material. Among the students experiencing supplemental instruction in 2013-2014, there was a 75% success rate.

Pellissippi State promotes excellence in teaching and learning and supports both instructors and students in the pursuit of student success in the classroom and beyond.

Student Learning Assessment

For the university parallel program as a whole, Pellissippi State measures student achievement of the college-level competencies expected of all graduates: the abilities to write clearly, read proficiently, communicate orally, analyze and use quantitative information, solve problems, and use technology effectively. These competencies are measured through the annual TBR General Education Assessment; the graduate exit exam, College Basic Subjects Exam (CBASE); the Critical Thinking Assessment Test (CAT); and the Community College Survey of Student Engagement (CCSSE).

The TBR General Education Assessment identifies the specific learning outcomes that are to be assessed in writing, speech, and mathematics courses. Communication outcomes, both written and oral, are assessed through evaluation of a final project in courses that focus specifically on those competencies. Mathematics outcomes are measured by responses to designated items on the common final exams in a general education math course. A summary of General Education Assessment results is provided in Appendix B.

Assessment of Writing

In ENGL 1010, students write a final paper in response to a prompt based on an essay they have all 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 the following 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 English faculty set a target goal of 70% of student essays assessed being satisfactory. Since the original assessment in 2008, students have consistently scored above 70% satisfactory on outcome one—establishing primary purpose—and below 70% satisfactory on the others, particularly on effective use of multiple sources. Each year, faculty meet to review the results and make adjustments in class activities and in the assessment process to try to improve student learning.

The CBASE measures competencies in English, including both reading and writing; math; science; and social studies. Its purpose is to help the College evaluate its academic programs, as well as the competencies of graduates. Pellissippi State students typically score slightly above the national mean, but the CBASE score in English has declined since the beginning of this five-year period. This test has not been revised for a number of years and will not be offered at all in future, as too few institutions use it for the results to be significant. Pellissippi State has begun administering the ETS Proficiency Profile as the exit exam in fall 2014.

Assessment of Oral Communication

Oral communication is assessed through a capstone speech to actuate, required of all students who complete SPCH 2100 Public Speaking. SPCH 2100 instructors record student speeches, which are then viewed and evaluated by trained full-time faculty in the program. 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.

Speech faculty have also set 70% satisfactory as the target, and the results have been significantly above 70% in all outcomes, except for organization (outcome 2) and—as in writing—use of multiple sources (outcome 5). In 2013-14, the score on outcome 5 increased to 78% in speech, an increase of 17 percentage points over the score for the previous two years. The speech faculty, like the English faculty, continue to review results and make adjustments with a view to improving student learning; but more attention needs to be given to improving these outcomes across the curriculum.

Assessment of Mathematics

Student mathematical skills are assessed on 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.

General Education assessment results in mathematics have consistently exceeded the target percentage of 70% on all outcomes except outcome 3, the ability to make meaningful connections between mathematics and other disciplines. However, in the most recent assessment period, 2013-14, the satisfactory percentage on this outcome increased 8 percentage points over the previous year's score: from 65% to 73%. Factors that may have contributed to this increase are increased emphasis on implementation of active learning strategies as a result of QEP professional development activities and an increase in the ACT score required for direct entry into MATH 1130. As in English, the CBASE median score in math has declined since 2009-10.

Assessment of Critical Thinking

For critical thinking/problem solving, the TBR learning outcomes 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 analysis of the General Education assessment of mathematics, writing, and oral communication outcomes and through CBASE, CAT, and CCSSE results. The General Education mathematics assessment requires students to solve

problems; the writing and speech assessments require students to evaluate arguments of others and to construct and present their own arguments. On the mathematics assessment, 79% of students were able to use math to solve problems in 2014 spring, approximately the same percentage as in 2013 and up 6 percentage points from 2012. In writing, 76% of students created a single, compelling statement, and 63% organized their major points in a convincing manner, compared to 74% and 65% in the previous year. In addition, as pointed out above, the ability to effectively evaluate and use information from multiple sources remains in an unsatisfactory range for writing, although it increased significantly in oral communication in 2013. These results indicate a need for faculty to continue to focus on investigating and implementing strategies to improve student learning of these competencies.

Pellissippi State's QEP Implementation Team has piloted use of CAT as a measure of critical thinking skills in some QEP class sections, where it has been administered at the beginning and the end of the semester. This test measures critical thinking in four areas: evaluation and interpretation of information, problem solving, creative thinking, and effective communication. While the number of students assessed has been small, the CAT results do provide a baseline measure to assess incoming students' ability to think critically. The relatively small amount of data suggests that students perform better in the areas of evaluation and interpretation of information and problem solving. When the questions merged into the areas of creative thinking and effective communication, the scores dropped. As implementation of the CAT expands, the QEP Implementation Team will share results of the CAT Means Comparison Report with faculty to help them identify and address the critical thinking learning outcomes with the lowest student scores. This shift to a focus on specific critical thinking learning outcomes should foster critical thinking and effective communication across the curriculum. In order to allow for longitudinal tracking of students' development of critical thinking skills, in fall 2014 the Implementation Team intends to administer CAT to a cohort of students upon their entry to the College, again at 30 hours, and a final time as they near graduation.

Questions in Item 5 on CCSSE provide additional measurement of critical thinking abilities by asking about students' perception of their use of the higher order thinking skills of analysis, synthesis, evaluation, application, and performance in their classes. The 2013 mean for Pellissippi State students is slightly higher than the mean for large colleges in analysis and evaluation, and slightly below in synthesis, application, and performance. All means are down slightly from 2012, when Pellissippi State means were higher than those for large colleges in all four categories, but the results indicate that students are aware of instructors' focus on development of these skills.

Assessment of Reading

Reading competency is currently measured by CBASE, which provides a mean score for Reading and Literature. This category measures students' ability to read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas. Scores on this category have also declined since 2009-10. As a part of TBR's co-requisite remediation initiative, the College is launching a concerted effort to improve student reading proficiency. Students who test into learning support reading will also be placed in a college-credit bearing College Success course, where reading skills will be reinforced. Learning

Support faculty have already piloted this paired course with encouraging results. In addition, several learning support instructors have received training in Reading Apprenticeship, a program which provides appropriate discipline-specific terminology and strategies for helping students to improve reading competence. The College is considering offer Reading Apprenticeship training for additional instructors in the hope of improving reading skill development across the curriculum.

Complete results for General Education Assessment, CBASE, and CCSSE are available on the Institutional Effectiveness, Assessment, and Planning website: <http://www.pstcc.edu/ieap>.

In addition to these college-wide assessments of college-level competencies, assessment takes place within the individual academic departments and programs. A number of programs measure student achievement of program learning objectives and report them in academic audits and in annual planning reports. Mathematics faculty have implemented common final exams in two courses. The English Department assesses student outcomes in ENGL 1020 as well as ENGL1010. Natural and Behavioral Science faculty examine student performance using the following sources to gauge success in critical thinking/problem solving learning outcomes: CBASE Science subject scores, case study assignments, data analysis assignments, common departmental final exams, and national standardized exams such as the American Chemical Society (ACS) comprehensive final. However, there is no comprehensive system for assessment of program-level learning outcomes across the College.

The college-level competencies Pellissippi State has identified are introduced and originally assessed in university parallel courses, but are relevant to all graduates and should be reinforced in courses across the curriculum. However, results of college-wide assessment have not been routinely shared and discussed with the entire college community. While the departments that are most directly involved have discussed results and planned adjustments to teaching strategies and assessment processes, the results should be more widely shared and faculty in other disciplines should be enlisted in the effort to improve student learning. These efforts are already underway with the expansion of QEP to other disciplines beyond English, speech, and math and with the collaboration between learning support and college-level faculty that is growing out of the co-requisite initiative. The College will engage in a more intentional effort to provide assessment information and solicit engagement of additional faculty in the process for improving student learning. In addition, a more systematic assessment of course-level learning outcomes will be instituted within academic departments.

Quality Assurance

Pellissippi State has implemented processes to maintain quality in all academic departments and programs at the College in regard to curriculum, classroom teaching, and student academic and support services. The academic audit and accreditation processes contribute to quality across the College. The institution is accredited by SACSCOC, and a number of career programs are accredited by professional organizations. Other programs, including those in the four university parallel departments, undergo academic audit every five years. The accreditation and academic audit processes require self-studies through which the programs measure their compliance with national standards and best practices and which are then reviewed by peers from outside the

College. Both the self-study and the peer review aspects of these processes are very valuable in helping faculty and staff to determine strengths and opportunities for improvement of their programs.

Annual department and/or program reports submitted with the support of the Institutional Effectiveness, Assessment, and Planning (IEAP) office review enrollment, grade distribution, retention, and student success within the program. Program coordinators use the data to lead discussions among faculty to identify strengths and opportunities for improvement, then plan and implement changes as needed. (See Appendix C Academic Department Annual Review and Planning Document.)

As reported in other sections of this self-study, academic department faculty regularly discuss curriculum and review learning outcomes and assessment results with a view to improving student learning. Curriculum changes and revisions are initiated by faculty within the relevant discipline, as result of formal and informal discussions within and across departments, state-wide faculty discussions at TBR or within discipline organizations, or meetings with individual faculty at receiving institutions. As recorded in the Curriculum and Co-curriculum section, recommended changes are approved by the department dean and the Curriculum Development Committee. Thus, all these processes are driven by faculty who are content specialists.

All courses in the curriculum have a master syllabus, and all faculty members who teach the course are expected to adhere to it. The amount of flexibility instructors have with regard to timeline and specific assignments varies with the department or program, but all instructors are expected to cover the material outlined on the master syllabus, and syllabi are reviewed by department deans, program coordinators, or lead teachers. In their formal and informal meetings, faculty also share assignments and classroom teaching strategies. In addition, the College provides many opportunities for faculty development, and all faculty members are encouraged to take advantage of these opportunities and to implement innovative, as well as proven, strategies to promote student learning.

Another quality assurance measure is the structured process that is in place for evaluation of full-time faculty, which is described in Pellissippi State Policy 06:02:04 Faculty Evaluation System (<http://www.pstcc.edu/ppm/pdf/06-02-04.pdf>). At least once per year, the department dean visits a class taught by each full-time faculty member in the department, documents the visit, and discusses the class with the instructor. In addition, students have the opportunity to report their perceptions of faculty. Policy 06:02:04 describes a schedule for student perception of faculty, whereby untenured faculty are evaluated in all classes every semester for two years, then yearly until they become tenured, at which time they are evaluated by students once every two years. Deans can require more frequent student perceptions as need dictates. In January, each full-time faculty member submits a self-evaluation to the department dean, with the following sections: teaching, which accounts for at least 65% of the evaluation; service/outreach; scholarship/creative activities; and goals for the upcoming year. (The self-evaluation form is included as an attachment to the policy.) The packet also includes student perception results with analysis by the faculty member and other documentation chosen by the faculty member. The dean reviews the self-evaluation packet, has a conference with the faculty member, and follows up through the year as needed.

A structure exists also for evaluation of adjunct faculty, as explained in Pellissippi State Policy 06:01:02 Adjunct Faculty (<http://www.pstcc.edu/ppm/pdf/06-01-02.pdf>) and in the *Adjunct Faculty Handbook* (<http://www.pstcc.edu/instruction/adjunct.php>). Each adjunct is assigned a full-time faculty mentor who provides information about the College and support regarding the adjunct's teaching assignment. Each adjunct is observed in class by a program coordinator or other full-time faculty member, who documents the visit and discusses the observation with the adjunct. Adjuncts are evaluated by students each semester. In addition, adjunct faculty have the opportunity to submit a professional development portfolio after six semesters of teaching that includes reports on at least six workshops or other faculty development activities they have attended, along with the required in-service sessions at the beginning of each semester. Approval of the portfolio results in a 15% raise. The portfolios are reviewed by the program coordinator and department dean, who are thus aware of the adjunct's performance and progress and use all this information to help adjuncts develop and to make hiring decisions.

The College maintains quality in academic and support activities for students by providing training for advisors, tutors, and others that work with students. Professional advisors, available at each of Pellissippi State's five campuses, focus on assuring that students understand their options for degrees and programs. In required advising appointments, advisors guide students to develop goals and an academic plan. To aid students in understanding the available programs and their own academic progress, the Advising office has posted on the college website four-semester curriculum guides for A.A.S. degrees, TTPs, and transfer and articulation agreements (<http://www.pstcc.edu/advising/index.php>). The College has implemented several technology solutions to promote student success and progress, including DegreeWorks, which allows students to formalize an academic plan and see exactly where they are at any point in their progress toward the degree. In addition, a workflow was developed for the application to graduate, which utilizes the degree audit in Degree Works to let students apply to graduate when their course work is completed. The number of UP degrees conferred by Pellissippi State has more than doubled during the last five years as these changes have been implemented.

In compliance with Tennessee Higher Education Commission (THEC) requirements for performance funding, the College administers CCSSE and employer and alumni satisfaction surveys. Results from these activities are distributed at Strategic Planning Council and posted on the IEAP website (<http://pstcc15.pstcc.edu/ieap/>), along with results of General Education Assessment, exit testing, and other college-wide assessments. This is information that departments may use to inform decisions about improving the quality of their activities and service to students. The IEAP office is implementing wider dissemination of this information.

Recommendations and Initiatives

Recommendation 1

The College should establish a regular schedule for review and revision of master syllabi in order to ensure that course goals and expected student learning outcomes are relevant and current, that they support General Education outcomes, that assignments and evaluation procedures support

development of stated learning outcomes, and that textbooks are up to date. Curriculum Development Committee, which represents all academic departments, will establish the schedule and criteria for revision; and each academic department will develop its own process and schedule of courses for review. The academic deans and program coordinators will maintain the schedule within their departments. CDC, the director of Curriculum and New Programs, and the assistant vice president of Academic Affairs will have oversight of the overall process.

In connection with syllabus review, instructors will be encouraged not only to preview the syllabus at the beginning of the semester, but to be more intentional in emphasizing to students as the semester proceeds which learning outcomes are being addressed and to point out how the assignments and class activities relate to and support the particular learning outcomes. These activities will provide students with a clearer picture of the purpose of their courses and of the coherent nature of their college education. The audits of various programs within the University Parallel program have explicitly stated the need for systematic review of syllabi and intentional guidance of students, so the faculty are ready to undertake this initiative.

Recommendation 2

Pellissippi State should implement a required training and certification program for all faculty who teach online courses. The need for this training becomes more critical as online learning proliferates and as the College strives to reach more adult learners who have full-time employment and require flexible schedules in order to complete college degrees. It is clear that simply converting a lecture course to an online reading course is not effective, but that the medium should be used to full potential in order to keep students engaged and learning. Success rates for students in online classes are lower than those for students in on-ground classes, averaging approximately 72% compared to 85% for on-ground classes. The College should ensure that its online classes are structured in such a way as to promote student success and that the faculty teaching these courses have the training and resources to structure and implement them effectively.

The Online Faculty Development Committee has been investigating options for providing training and certification for faculty teaching online courses. The committee will make a recommendation in early spring 2015, and training should begin during summer 2015. The committee and the QEP director will establish the process for certification, and the academic department deans and the vice president of Academic Affairs will be responsible for ensuring that faculty fulfill all requirements and become certified before teaching an online class.

Recommendation 3

The College should implement a coherent and comprehensive assessment of student learning outcomes within academic departments. While departments assess as required for evaluation and improvement of their courses and in response to particular requirements of governing bodies or accrediting agencies, there is no regular, systematic assessment of all program or course outcomes. The executive director of Institutional Effectiveness, Assessment, and Planning will work with the academic deans and program coordinators to establish a regular schedule for

measuring student learning outcomes. The results will be recorded in annual departmental reports and discussed among program faculty to guide decision-making about course revision.

Recommendation 4

The IEAP office will implement wider dissemination and discussion of college-wide assessment results, such as those of General Education Assessment, the exit exam, employer and alumni surveys, CCSSE, and student success information from receiving institutions. This dissemination should spur discussion among faculty across academic departments about methods of addressing deficiencies in student learning outcomes across the curriculum. It is being initiated through discussion in Strategic Planning Committee, which includes academic deans, and will spread through department meetings and other formal and informal group discussions.

Matrix of Improvement Initiatives

	Initiative	Objective	Who	Performance Indicator	When
1.	Establish regular schedule for review & revision of Master Syllabi	To ensure that all courses represent current best practice for student success	CDC, deans, program coordinators	Courses are checked off on rotating basis on master list	Beginning 15F & ongoing
2.	Certification process established for all instructors of online courses	To ensure that online courses are structured & implemented per best practice for academic rigor & student success	Online Faculty Development committee, QEP director, VPAA	Improvement in success rates in online courses compared with courses in traditional format	Beginning 15U and ongoing
3.	Implement systematic assessment of SLOs within academic departments	To ensure that students are achieving the outcomes of the courses	IEAP director, asst. VPAA, academic deans, program coordinators	Improvement in student achievement of learning outcomes	Beginning 15F and ongoing
4.	Implement broad dissemination & discussion of college-wide assessment measures	To promote collaboration among faculty & staff in improving student success	IEAP director, Strategic Planning Committee	Minutes of Strategic Planning meetings	Begun in 14F

Appendix A

Links to Pellissippi State Website Referenced in Report

PSCC Catalog & Handbook, Transfer/University Parallel Programs

<http://catalog.pstcc.edu/content.php?catoid=4&navoid=128>

Institutional Effectiveness, Assessment, and Planning <http://pstcc15.pstcc.edu/ieap/>

Pellissippi State Mission Statement (<http://www.pstcc.edu/about/mission.php#.VM6SMII0zGI>)

PSCC Fact Books & Data Reports

<http://www.pstcc.edu/ieap/fact%20book%20data%20rep.php#.VM6QH0l0zGK>

TBR General Education Goals and Outcomes

http://www.pstcc.edu/curriculum/_files/pdf/program-goals/general-ed-outcomes.pdf

PSCC Catalog & Handbook, General Education

http://catalog.pstcc.edu/preview_program.php?catoid=4&poid=260

Master Syllabi

<http://www.pstcc.edu/curriculum/master-syllabi/index.php#>

PSCC Policy 03:03:01 Syllabi

<http://www.pstcc.edu/ppm/pdf/03-03-01.pdf>

Advising

<http://www.pstcc.edu/advising/index.php>

2014-2015 Common Book

(<http://lib.pstcc.edu/c.php?g=106843&p=693706>)

Service-Learning

<http://www.pstcc.edu/service-learning/index.php#>

Tennessee Consortium for International Studies

<http://www.pstcc.edu/curriculum/TnCIS/index.php#>

PSCC Strategic Plan 2020

http://pstcc15.pstcc.edu/ieap/_files/pdf/strategic_plan/2020.pdf

PSCC Performance Funding Report 2013-2014

http://pstcc15.pstcc.edu/ieap/_files/pdf/perf_funding/2013-14.pdf

PSCC Quality Enhancement Plan

<http://www.pstcc.edu/qep/index.php#.VM6c9II0zGI>

PSCC Policy 06:02:04 Faculty Evaluation System

<http://www.pstcc.edu/ppm/pdf/06-02-04.pdf>

PSCC State Policy 06:01:02 Adjunct Faculty

<http://www.pstcc.edu/ppm/pdf/06-01-02.pdf>

Adjunct Faculty Handbook

<http://www.pstcc.edu/instruction/adjunct.php>

Appendix B

Pellissippi State Community College General Education Summary Results

Subject Area: Mathematics

Outcome to be Assessed	Percent Satisfactory				
	13-14	12-13	11-12	10-11	09-10
Students are able to use mathematics to solve problems and determine if results are reasonable	79% 247/313	80% 201/252	74% 241/327	73% 274/374	76% 236/310
Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.	80% 250/313	74% 186/252	75% 246/327	72% 269/374	76% 236/310
Students are able to make meaningful connections between mathematics and other disciplines.	73% 228/313	65% 163/252	64% 210/327	64% 238/374	62% 193/310
Students are able to use technology for mathematical reasoning and problem solving	75% 234/313	73% 183/252	67% 220/327	71% 266/374	74% 229/310
Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.	77% 242/313	71% 179/252	70% 229/327	71% 264/274	72% 223/310

Subject Area: Writing

Outcome to be Assessed	Percent Satisfactory				
	13-14	12-13	11-12	10-11	09-10
Students are able to distill a primary purpose into a single, compelling statement.	76% 139/182	74% 176/239	75% 215/285	73% 104/143	76% 87/133
Students are able to order major points in a reasonable and convincing manner based on that purpose.	63% 114/182	65% 155/239	70% 199/285	57% 81/143	69% 92/133
Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).	64% 117/182	55% 132/239	63% 179/285	54% 77/143	65% 87/133
Students are able to employ correct diction, syntax, usage, grammar, and mechanics.	53% 96/182	54% 130/239	50% 143/285	49% 70/143	74% 99/133
Students are able to manage and coordinate basic information gathered from multiple sources.	48% 88/182	49% 117/239	47% 135/285	46% 66/143	44% 59/133

Subject Area: Oral Communication

Outcome to be Assessed	Percent Satisfactory 2013-14	12-13	11-12	10-11	09-10
Students are able to distill a primary purpose into a single, compelling statement.	82% 95/116	81% 87/108	80% 89/112	100% 73/73	95% 40/42
Students are able to order major points in a reasonable and convincing manner based on that purpose.	74% 86/116	68% 73/108	69% 77/112	90% 66/73	88% 37/42
Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).	84% 97/116	79% 85/108	74% 83/112	85% 62/73	88% 37/42
Students are able to employ correct diction, syntax, usage, grammar, and mechanics.	88% 91/116	86% 93/108	76% 85/112	92% 67/73	90% 38/42
Students are able to manage and coordinate basic information gathered from multiple sources.	78% 91/116	61% 66/108	61% 68/112	71% 52/73	90% 38/42
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.	85% 99/116	73% 79/108	73% 82/112	78% 57/73	81% 34/42
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.	76% 88/116	78% 84/108	77% 86/112	74% 54/73	79% 33/42

Appendix C

Academic Department Annual Review and Planning Document

Year Reviewed: 2013-14 (review conducted spring 2014)

Department:

Program:

DATA ELEMENTS

(provided by IEAP office early in spring semester; customized by department)

A. Program Enrollment

1. Number of declared majors
2. Number of sections per credit course and total headcount for past five years

Analysis/conclusions:

B. Student Performance

- Number of degrees awarded for past five years (graduates reported based on calendar year)
- Retention
- Grade Distributions

Analysis/conclusions:

C. Others as requested by department

REVIEW FINDINGS

- A. List program strengths identified as a result of this review.

B. List any problems/opportunities for improvement identified during this review and the actions that will be taken to address the problems/deficiencies identified. For each action, list strategic focus area targeted, person(s) responsible and timeframe for the proposed action.

1. Opportunity for improvement:

Strategic Focus Area:

Action to be taken; responsible party; timeframe:

2. Opportunity for improvement:

Strategic Focus Area:

Action; responsibility; timeframe

3. Etc.

C. List deficiencies identified in the previous year's review (2012-13) and discuss progress made toward correcting those deficiencies.

D. List assessments of student learning outcomes conducted during 2013-14 year.

Provide analysis for each assessment and describe any actions planned as a result.

E. List assessments to be conducted and analyzed for next academic year:

F. List other significant results achieved and/or enhancements implemented for the year being reviewed.

PROGRAM RESOURCES

- Name of dean/program coordinator
- Number of full-time faculty in department/discipline

- Percent of student credit hours taught by full-time vs. part-time faculty for the past 3 years
- Full-time faculty workload: For each full-time faculty member, indicate credit hours taught, number of hours released time, number of hours overload, number of locations to which faculty member was assigned

- Financial resources—For each of the following items, indicate whether or not sufficient resources are allocated; if inadequate, explain.

➤ Space	adequate ___	inadequate ___
➤ Equipment	adequate ___	inadequate ___
➤ Professional Development opportunities	adequate ___	inadequate ___
➤ Number of full-time faculty	adequate ___	inadequate ___
➤ Library Resources	adequate ___	inadequate ___
➤ Budget allocations	adequate ___	inadequate ___

Analysis/Conclusions:

Program Review Comments from department/program faculty

Dean Recommendations