

**Two-Year Proposal Narrative
For 2008 – 2010
(Two, Congruous One-Year Grants)**

**Carl D. Perkins Career and Technical Education Act of 2006
Basic Grant Funds**

1. Describe the Local Recipient

Institution Name: Roane State Community College

President Name: D. Gary Goff

Email of Fiscal Agent for Institution: PattersonM@roanestate.edu

Chief Financial Officer Name: Danny Gibbs

Email of Financial Officer: gibbsdc@roanestate.edu

Perkins Coordinator Name: Kim Harris

Perkins Coordinator Email: harriskb@roanestate.edu

Phone of Contact Person(s): 865-882-4695

2. Describe the process used to develop the local plan.

The local plan was developed with input from across the Roane State community including faculty, administrative staff, advisory committees and other private sector representatives, the Perkins coordinator, the dual studies coordinator, high school teachers, Local Education Agency CTE directors and administrators and the Roane State Executive Council.

The plan was conceived using the Roane State strategic plan and Perkins requirements and guidelines as the directional basis. Additionally, the performance measures were reviewed and considered to determine where emphasis was required to ensure attainment of each measure.

Focus areas were identified and then specific actions to be implemented to address those focus areas were reviewed and prioritized. These actions will make up the basis of funding requests for each year of this Perkins two year plan.

The plan has been reviewed by the Roane State Executive Council with final concurrence from Roane State Community College (RSCC) president Gary Goff.

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3. Describe how activities will be carried out in order to meet state and local levels of performance as reflected in the college's Final Agreed Upon Performance Levels (**Attach college's FAUPL** as negotiated with TBR].
{Note: May utilize activity description from EXCEL sheet, by activity.}

1P1 – Technical Skill Attainment

01-Assessment tests (2 additional) will ensure dual credit courses offered at the high schools meet the same competencies and teach the same technical skills as the courses offered on the college campus.

02-Computers and software (Occupational Therapy Assistant Program (OTA)) are used extensively in various OTA courses to support learning, but computers must currently be shared with other programs and access is limited. OTA students must take a required PTA 121 course that many students often fail. Program records indicate that with the use of and better access to supporting concepts software, the class passing rate will increase. Addition of an OTA computer lab will help address this technical skill attainment.

03-Health Information Technology dedicated computers. Faculty will be able to provide hands on reinforcement with computer access available at time of topic discussion. It will expand how and what can be taught in the HIT courses. As HIT becomes more technology based, technology must be introduced earlier in the degree process. This will directly impact the technical skills acquired by HIT students.

04-Occupational Therapy specialized equipment. With the purchase of this OTA Equipment, students will be able to better learn muscle location, innervations and actions as it applies to human movement and recovery from disease or injury. These are technical skills required for OTA's in the work place.

2P1 – Graduation rates of CTE concentrators

This component is being addressed with general funds and no Perkins activities are planned at this time.

3P1 – Retention and transfer rates of CTE concentrators

01-Health Science Hold Workshops. By the college taking a more pro-active approach in providing advising about the multiple Health Sciences programs, students are less likely to dropout while on a waiting list for a program like nursing; they have a better understanding of all health care training programs; they learn more about the various programs and which ones have smaller waiting lists, less stringent admission requirements, etc.; and they have

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a better understanding of what they can do to increase their opportunity to be selected for a particular program. This reduces the frustration level and chances for dropping out. Therefore; retention is positively impacted.

4P1 – Placement rates of CTE graduates

01-The Workforce Coordinator is a .5 FTE position. The remaining 50% of this employee's time is paid out of the placement department's budget. The Workforce Coordinator is the key person to assist with the development of the college's Perkins' goals, the implementation, and follow-up/oversight of the required components of the grant. This person serves as the budget manager and insures that the activities abide by the criteria set forth by section 153b of the grant. Additionally, this person is responsible for placement activities with AAS Program graduates. Duties require assisting AAS degreed graduates with employment, implementing co-op and internship opportunities, and providing employer relations on behalf of the college and more

02-Career Fairs to support placement particularly of at risk and special populations students.

03-Strategic Compass is a dynamic tool to help Roane State develop new programs, expand/contract current programs and consider other occupational training alternatives to meet the needs of business/industry. This information is "just-in-time" accurate workforce and placement informational forecasting that helps drive the program needs.

04- Employability Skill Software/Resume/Interviewing Software. The college is continuing an initiative to provide all graduates, job seekers, and alumni with the most up-to-date job search tools assessable where and when they need the services. These supporting services not offered in the past will help maintain and positively impact placement rates.

5P1 – Gender non-traditional participation

01-High School Student Health Science Bus Tour. High school students from minority and at risk high schools are brought to Roane State to learn more about health science careers and training opportunities.

02-AAS Program Informational Materials to Target Recruitment of Non-Traditional Career Students

5P2 – Gender non-traditional graduation rates

This component is being addressed with general funds and no Perkins activities are planned at this time.

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4. Describe how career and technical education programs, or other occupational programs of study, will be carried out using activities designated as “required” or “permissive” use of funds. [ref. Sec. 135 (b) and (c)]

REQUIRED USE OF FUNDS [See Guidelines document]

How is your institution addressing the required uses of funds? Is the element being addressed through utilization of local, state or other funds in place of Perkins IV federal funds? Please complete each “required use” element even if not with Perkins IV funds. [Should be addressed prior to extending funds to non-required uses.]

1. Integration of academics with CTE programs

Roane State offers career programs for the 21st century workplace and has achieved regional and national distinction for the diversity and quality of its programs in the field of health care and general technology. To meet the needs of Roane State’s diverse population, the college offers programs in flexible and convenient instructional formats. The college has also developed valuable partnerships within the nine communities in which Roane State has a presence to provide a challenging and nurturing learning environment for all students. Just as Roane State values lifelong learning as the key to thriving in a complex and rapidly changing world, so too does the college embrace technology as the driver to prepare the 21st century workforce.

When looking at the AAS Degree curricula, programs successfully blend general education requirements for the students’ success in their program of study. Roane State students are provided a sound foundation in critical thinking, problem solving, and communication skills while being exposed and challenged by a curriculum that broadens their understanding and respect for wellness, diversity in ideas and cultures, and develop and maintain a sense of global competitiveness. Research shows that students need to have a program of study that includes competence with basic computer skills and software requirements.

Examples of integration of academics with CTE programs include:

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- All Business Management Technology programs include a sound foundation in math and written communication that not only prepares students for their careers in business management but also with basic life skills. Additionally, a humanities elective included in these programs helps to broaden students' cultural diversity and understanding.
- Roane State's Criminal Justice Associate Degree program integrates academics with career and technology skills. In addition to having a strong general educational component (30 semester hours of course work outside criminal justice), the criminal justice courses themselves blend math and science knowledge into the program. BIOL 2015, Environmental Science, a required course for Homeland Security students, provides instruction in such topics as resource management, ecosystems, air and water quality, climate changes, soil conservation and waste management. In CRJT 214, Understanding Terrorism, considerable time is spent studying "ecoterrorism" and how earth science knowledge can prevent environmental destruction and aid criminal justice agencies in the implementation of anti-terrorist measures. In CRJT 213, Criminal Investigation, lectures range from chemical methods such as silver nitrate and iodine fuming for lifting latent fingerprints, to using ultraviolet and oblique lighting systems for finding blood and other body fluids. Math formulas range from interpreting scale size with cross-projection crime scene sketches, to determining vehicle speed by measuring tire skid marks. The blend of academics with technical courses in the criminal justice curriculum not only prepares well-qualified graduates to enter the workforce, but also prepares well-qualified citizens to participate in their local communities and the world at large.
- The Environmental Health Technology Program curriculum was designed to include a mix of general education courses, math and science courses, and specialty courses designed to train students to work as environmental technicians upon their graduation from the program. The curriculum includes two semesters each of general biology and general chemistry and one semester each of statistics, environmental science and physical geology. The student must meet all prerequisite requirements for enrollment in general chemistry and statistics. These courses ensure an adequate technical background to support the student in the program specific courses in the curriculum. The program is periodically evaluated to ensure that it contains those courses designated as essential by the Advanced Technology Environmental Education Center. These courses not only well prepare the student for work in the environmental health field,

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but also equip them with a solid science and math background that will contribute to a better understanding of the world around them and provide the basis for lifelong learning.

- The Paralegal program provides a wide variety of academic integration with courses in government/politics, speech, math, science, sociology and humanities. These courses provide for a well-rounded graduate prepared to not only perform the technical skills required of a paralegal, but also to operate in a legal work environment interacting with lawyers and judges and the community at large.
- Allied health career and technical education programs provide for academic integration opportunities with courses in sociology, psychology, humanities, speech and math that not only contribute to students knowledge base for skilled employment but also for being a well-rounded adult participating in a global community.
- The AAS Nursing curriculum consists of 66 total credits with 27 of the credits allocated to general education courses and 39 credits allocated to nursing courses. The required general education courses include Anatomy & Physiology I and II, Microbiology, and College Algebra or higher level math. While completion of the science courses is not required prior to acceptance into the program, they must be completed with a C or better prior to taking specified nursing courses. College Algebra must be completed with C or better prior to acceptance into the program as the math foundation is important prior to taking the pharmacology course that includes dosage calculations as a competency. These courses not only contribute to the graduation of a well-skilled nurse, but also to a citizen prepared to understand and participate in the community.
- In many of Roane State's AAS degree programs (Respiratory Therapy, Opticianry, Dental Hygiene, Occupational Therapy Assistant, Physical Therapy Assistant, Radiologic Technology, and Health Information Technology), the required math and/or sciences courses have a direct relationship to the body of knowledge and skill sets the students will develop in the course of their program. The very nature of each of these programs deals with diagnostic or therapeutic interventions that require a significant knowledge of anatomy, physiology, chemistry, physics, and math. The degree of knowledge in the sciences and math will vary depending on the discipline. In the case of the PTA program, the math and science courses are prerequisites to admission. In all Allied Health Science degree programs, the TBR general education learning objectives for math and science, in addition to other general education areas, are included in

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the discipline specific course syllabi when there are teaching/learning strategies integrated in these course(s) that address the appropriate objectives.

As can be seen from the previous examples and documentation, Roane State has developed career and technical education programs with strong linkages to academics. These are in place and successfully working. As new programs are considered, the link to academics will continue to be an integral part of these programs and, as warranted, changes to the academic integration/required courses will be made to current programs. Roane State general funds have and will continue to be used to support these initiatives.

2. Linkages between secondary and postsecondary programs

Communication between the secondary and postsecondary institutions is critical to a seamless transition in the educational experience. Roane State seeks to provide opportunities with secondary administrators, teachers, parents and students to disseminate information regarding career programs.

Dialogue sessions with local education agency directors, high school principals and counselors allow interaction and sharing of ideas among the various systems. These meetings also allow RSCC to impart information about career and technical education programs available at Roane State and to review the pathways students need to take in preparation for postsecondary education. As relationships between the parties have been established and are strengthened, RSCC continues to identify ways in which to support high schools in the educational process.

Parents and students need to be aware of the high-skilled, high-wage, high-demand jobs available to future graduates. As funds are made accessible to the college, literature may be distributed and events scheduled to provide students interactions with college staff, faculty and business/industry representatives who can answer their questions about the educational requirements and skills/knowledge necessary to succeed in today's workforce. Increasing the students understanding of the process, educational requirements and labor market information is expected to motivate learners.

Information sharing meetings are planned for college faculty and high school teachers to ensure competencies are being met in student preparation for

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postsecondary programs. As dual credit courses increase, this dialogue must remain ongoing to ensure course objectives are met and assessments are developed with a fair measure of the course competencies. Currently, the collaboration is limited between the parties. Through grant funding, Roane State intends to address this barrier in the educational process.

To strengthen the linkage between secondary and postsecondary institutions, the college must focus on several relationships: secondary and postsecondary administrators; secondary teachers and college faculty; and college staff and parents/students.

3. Experience and understanding of all aspects of an industry including work-based learning experiences for students

Roane State's AAS programs provide students with the needed skills to effectively interact with professionals in their disciplinary fields as well as the community they serve. Even though the students are in a two year program that prepares them to be "work ready" at the completion, lifelong learning is encouraged and Roane State provides many of these opportunities by hosting events for professional organizations, providing continuing education courses, encouraging students to participate as members of their discipline's student professional associations and more. This concept, along with the encouragement of being active leaders in their community and profession, prepares them to be effective in whatever field they become employed.

Examples of work-based learning include the following:

- In all of the AAS Health Sciences degree programs, work-based education in a variety of clinical settings is critical to the comprehensive skill development of the student. On average, a student will spend between 400 and 650 hours in clinical training in addition to the lecture and lab instructional time. Furthermore, the programs engage guest speakers, send student leaders to conferences, and provide opportunities for students to take field trips to maximize their awareness of the totality of their particular discipline and the various settings in which the discipline may be practiced as well as the relationship of their discipline to other healthcare providers.
- The nursing curriculum presents nursing courses in four consecutive semesters that allows the student to progress from a focus on basic principles and skills to a focus on management and advanced nursing

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skills. It is in the clinical components of the courses under the supervision of Roane State faculty that the students gain an appreciation of the field of nursing. During the clinical component of the final semester transitions course, the student is assigned to a preceptor providing the student experience to learn advanced clinical skills, management, delegation and prioritization. Additionally, guest speakers provide the opportunity for the student to broaden and deepen their understanding of their chosen field.

- The AAS Paralegal Studies program integrates academics with career and technical skills by incorporating practical paralegal assignments into every legal studies course. Students are required to draft pleadings, contracts, wills and other substantive legal documents as a part of each course. In addition, every paralegal studies student must complete a 90-hour paralegal internship in a law office (or other law-related setting) where they put skills into practice, prior to graduation.

Roane State has placed a specific emphasis on service learning components that expand the work-based learning experience. Examples are detailed below.

| <u>Course ID</u> | <u>Project title</u> | <u>Project Description</u> | <u>Number students</u> |
|---------------------------|---|---|------------------------|
| EDU 101, EDU 210, EDU 211 | Teacher's Supply Closet | Students help host the distribution of supplies to Roane County teachers | 20 |
| RTT 220 | Asthma Summer Camp | RTT students assist w/ a summer camp for children w/ asthma | 11 |
| RTT 230 | Fall Health Fair | RTT students provided an educational booth | 11 |
| EMT 162-050 | Post-Hurricane Katrina Medical Services | EMT students spend 1 week at a free clinic assisting Doctors and Nurses to provide diagnosis and treatment for post-Hurricane Katrina victims | 6 |
| PTA 141 | Radiology Technology student in-service | The PTA students conduct an in-service on safe body mechanics and patient transfer techniques for the students in the Rad Tech program | 20 |
| PTA 141 | PHED 1380 pretesting | PTA students provide the physical conditioning pretesting on both the Harriman and ORBC campuses | 20 |
| OPT 210 | Roane County Health Fair | Opticianry students provide glaucoma screening and visual acuity testing | 15 |
| OPT 210 | Remote Area Medical Clinic | Opticianry students assist with frame selection, measure pupillary distance and bifocal segment height, prepare lenses to be edged and inserted them in the frames, and dispense completed eye glasses to the patient | 15 |
| MATH 1420 | The Quilt Project | Students use specific geometric concepts to | 36 |

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| | | design a baby quilt top which are then completed by either the students or other volunteers and the finished quilts are presented to the B4Books program of Neighbors Together of Cumberland County | |
| BUS 216 | SIFE | Students engage in organized business plan development and related entrepreneurial activities that may incorporate meeting a community economic development need | 15 |
| EDU 101 | Multicultural project | Education students taught elementary students at Walnut Hill Elementary School (WHE) about 6 foreign countries including China, Trinidad & Tobago, Germany, France, Japan, and Mexico. At the end of the semester, the RSCC students hosted a Multicultural Day Fair at the school | 24 |
| Education classes | Symposium on Powerful Teaching | Students provided volunteer help and participated in this professional development opportunity for area K-12 teachers | 25 |

In the Early Childhood Education program, students actively engage with children most semesters at an approved community or work-site location. This field work affords them the opportunity to connect theory to practice. The early childhood program requires students to recognize and respect each child based on the child's unique abilities, culture, and interests. Students learn to foster relationships with families, professional colleagues, and community programs to support and advocate for children's well-being. This direct experience provides graduates qualified to work with children ages birth to eight in a variety of inclusive settings such as child-care centers, Head Start programs, home-based family child care, nursery schools and before and after-school programs. Graduates also may work in a variety of roles including classroom teacher, home visitor, and parent educators. With experience, graduates can be employed as directors and in a variety of leadership positions.

GIS students work with local non-profit organizations to provide digital spatial information. For example, students collected GPS location data and information on features and created digital files and hard copy maps of trail segments and features for the Cumberland Trail Scenic Trail. Students also gathered GPS location data and feature information of utility poles for Rockwood Electric Utility.

Students in SSC 221, ***The Haiti Experience***, assisted with child care in two orphanages, and provided hygiene training for school children in Haiti during the

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spring break visit to Haiti. The students are preparing for a fund drive to support 15 Haitian students with school tuition, and purchase medical supplies and infant formula.

A very specific example of a service learning project and how it is combined into a work-based learning experience for Health Information Technology students is detailed on the next page.

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HIT242 Automated Health Information Systems: Personal Health Record Assignment

Below are the details of the assignment. I realize this may seem to be an intimidating assignment but don't be afraid of the assignment. It will be good practice for public speaking and you will be the expert on the topic. You have much control over the assignment as you will choose the date and audience. Note there is a minimum number of audience members required. If you invite the minimum and someone does not show up, it will not be counted against you.

If you are wondering about who to speak to, think of these types of audiences-senior groups, parents at school or daycare, a homeschooling groups, church groups, community centers, job centers, technology center, high school health science classes are all possible audiences. You may also schedule the presentation with your family group as long as you meet minimum audience members. We have had students speak to community groups, church groups, job center clients, and physical plant employees at Roane State, groups at their employer and other health science students at RSCC. I have at least one Health Science Program Director who desires the presentation for their students this semester if the schedule can be arranged. You might talk to the supervisors at your clinical sites to see if they would be interested in you returning to do the presentation for their employees. Your presentation must be scheduled at a time when either Traci or I are available to witness/assist.

This presentation has been professionally prepared for AHIMA and the info is provided by AHIMA. It can be "tweaked" to match your audience. You are not preparing the presentation from scratch. The RSCC HIT program has a projector that can be connected to a laptop for the presentation if your chosen site does not have one available. We can also provide a laptop if necessary if you do not have one of your own and the site does not have computer access.

Description of assignment: Total Points 100 Due Date 4/23/08 Last Date to do presentation

Description: Each student will schedule and do the AHIMA presentation on the Personal Health Record to a community group with a minimum of five audience members.

The student will be provided the scripted presentation and CD with the supporting documentation as soon as available from AHIMA. If new presentation materials are not available by 2/8/08, we will use the older version. Each student will need to have a 1 ½ inch binder for the presentation. The binder does not have to be new but must not have writing on the outside, be torn or otherwise damaged or dirty.

Presentations must be scheduled at a time that an instructor can be present as required by AHIMA. Presentations will be scheduled on a first come first served basis. We would like to schedule these during daytime hours however; evening and weekend hours may also be available for presentations if necessary. The instructor will provide assistance with locating a group to present to as requested by the students.

Expectations:

Presentation should be practiced and equipment tested prior to beginning. The presentation includes an audience survey evaluation form which must be completed and sent to AHIMA. You are responsible for making enough copies of the survey for your audience. Your instructor will collect your surveys and submit to AHIMA. Each student must also provide a count of audience members, date, time and place of the presentation in writing to the instructor for submission to the THIMA representative. 75 points of the grade for the project will be based on doing the presentation and meeting all requirements described above.

As this is a service learning project, each student will also provide a minimum of three paragraph paper examining the questions listed below. Grammar and spelling will be considered as part of the grading. All questions should be addressed. The response paper is worth 25 points.

Questions:

1. What did you learn about the personal health record yourself?
2. What was the hardest part of this assignment? What was the easiest part?
3. Why is this type of activity important to the Health Information Management profession?
4. Are you interested in volunteering for the professional HIM Association, at the local, state or national level?
5. What was the most interesting comment from your audience or most interesting thing about your audience?

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The success of Roane State students in the field can be linked with their success in the clinical/co-op experience in which they participate as well as service learning activities in which they are involved. Another dividend is that many of the students make a positive impression on the employers in the organizations and agencies in which they have these experiences often resulting in students obtaining employment before degree completion and/or proficiency test attainment. At a minimum, a strong reference is frequently obtained to be used in seeking employment after graduation.

This “required” component of Perkins has been an integral part of the Roane State educational experience from the beginning and will continue to be into the future. As such, it has been funded with general education funds and no Perkins targeted funding is anticipated. Additionally, Roane State has been successful in obtaining grant funds for programs that provide service learning opportunities such as a recent grant awarded to provide a free adult dental health clinic on the Oak Ridge campus that will not only provide a valuable service to the community but also provide the opportunity for service learning work experiences for dental hygiene students.

4. Technology implementation and training

As with the world at large, more and more of Roane State’s career and technical education programs are being supported and many times highly focused on technology. This phenomena has driven the need for ongoing technology advancements (some funded through Perkins) at the college, technology skills sharing opportunities for college staff/faculty and high school teachers as well as curriculum enhancements to ensure that technology skills required by employers are included in the skill sets obtained by Roane State graduates. Additionally, technology has provided learning opportunities to help students better understand and have more opportunities for skill reinforcement during their formal classroom experience and as a part of their self-study work.

For example, technology is used extensively in physical therapy assistant training to support learning. PTA 121 is the course students most often fail. Program records indicate that with use of, and access to, software supporting concepts taught in class the pass rate improves. Students have access to lab and software during and after class hours.

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Roane State's GIS program students currently utilize the latest technology with the Garmin GPS units and laser range finders. Students are also trained in the latest version of ESRI ArcGIS 9.3 software which gives them a competitive edge when going to a worksite or to an employer needing these services.

The Opticianry Program has just purchased an audio/visual/computer system and the necessary software to provide opticianry patients and opticians with a new way to view glasses, contact lenses and other features on images of themselves. It also allows the optician to take necessary measurements and make required calculations. (Additional information on this new system can be found at: [http://www.cyber-imaging.com/.](http://www.cyber-imaging.com/))

Nursing students utilize computer-based programs for learning strategies throughout the program. In their final semester they take an online test that is similar to the NCLEX licensure test that is also administered on a computer. This practice prepares them for the testing environment students will encounter when they sit for the actual licensure exam.

The Nursing program also uses some simulators that have breath, heart, and bowel sounds. Simulators that allow the students to practice starting intravenous lines (complete with sound effects) are available for classroom use.

As Roane State continues to provide more focus on learning strategies as part of its Quality Enhancement Plan, it is becoming clear the appropriate use of technology as a way to help the millennium student learn is an important factor to consider. Roane State will be providing more focus to this topic throughout the next year and expects this will have an impact on the plans for the use of technology in the career and technical education programs as well as for all Roane State educational opportunities. Career and technical education programs will be further enhanced as the results of this topic investigation come to fruition. This topic investigation is being funded with general funds. Implementation of recommendations will be funded as appropriate in the future and may include Perkins funding.

The use of technology in delivering education to students drive important factors in ensuring technology is available and up-to-date for the most effective learning experience. This technology includes the hardware and software to support general computer-based functions, distance learning labs, labs specific to career and technology programs and more. Technology Access Fee (TAF), general funds and Perkins funds are all needed to work towards meeting this objective.

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Each year through the budget process, the Executive Council will strive to ensure funding is targeted through each of these streams to support the maintenance, development and enhancement of technology in general and for specific program applications. Specifically, it is anticipated that Perkins funds will be allocated each year for upgrades to career and technical education program technology applications and laboratory equipment. Additionally, active pursuit of grants to support technology such as the recent U.S. Department of Agriculture Rural Utility Grant application will continue to be a priority. This grant would provide for additional distance learning labs on the rural Roane State campuses as well as in rural high schools. These labs would be an important factor in increasing the number of dual studies courses available at the high schools as well as course availability on the rural campuses.

5. Faculty professional development

Training for college faculty is a critical component to the implementation of technology-based training in career and technical education programs and is funded through the general college funding stream (not Perkins). Twice a year, Roane State offers "Faculty Professional Development Activities" with various opportunities for staff to update their skills and knowledge in teaching techniques (computers, SMART Boards, ELMO, online teaching skills, etc.), integration and use of challenging academic and career development and best practices. Among these opportunities are Internationalizing the Curriculum Methodology, Gen Ed Academic breakout (Biology, Chemistry, Physics, Algebra/Statistics, Business & Technology, Nursing, and Allied Health Sciences), Interactive Room Training, Multi-Media Station Training, Interpreting your IDEA Results, teaching online and Advising (Answers for Students). Emphasis is also placed on service learning skills for faculty, staff and students. Additional faculty and staff development activities are offered throughout the year on an "as-needed" basis. All adjunct faculty are provided technology workshops scheduled on Saturdays each semester. Sessions are offered to address issues and concerns regarding dual credit assessments and to distribute competency documents. More training in the IDEA rooms is available at faculty convenience on all campuses. Anyone interested in more extensive training with the Microsoft Office suite (Word, Excel, Powerpoint, etc.) can receive one-on-one or group assistance. Additionally, a limited amount of professional development funds are available for use for specific training on technology applications.

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To enhance educational technology training for RSCC education majors and area K-12 teachers, the college established a model educational technology workroom and offers an annual Symposium on Powerful Teaching.

6. Evaluation of CTE programs of study

Academic Program Evaluation

All institutional academic programs are assessed and evaluated at least once during a five-year assessment cycle to achieve and maintain program excellence and accreditation. At the beginning of each five-year period, a schedule for program accreditation, review and academic audit is compiled and submitted to the Tennessee Board of Regents (TBR) and the Tennessee Higher Education Commission (THEC). The THEC's Performance Funding Program requires annual reporting of academic program evaluation outcomes based on the five-year programmatic schedule. For those programs that are accreditable, evaluation is based on the external program-specific accreditation standards for self-study and on-site program review. A program is defined as eligible for accreditation if there is a recognized agency which accredits the program for that field and degree level. All non-accredited programs are evaluated through traditional program review or academic audit. For those programs that are non-accredited, evaluation is based on a set of objective standards for program review and/or academic audit set forth by the TBR and THEC. For non-accredited programs a self-study narrative report is written and sent to the TBR and THEC approved program reviewer before the on-site visit. Upon completion of the site visit, a summary evaluation sheet based on a set of objective standards is completed by the external reviewer(s). Academic program evaluation, conducted in coordination with the THEC's annual program of assessment and evaluation, allows the college to continually improve the quality of instruction and services provided to students.

Advisory Committees that are in place for each AAS Career and Technical Education Program have the primary goal of ensuring industry standards are met in each specific program. Industry standards are detailed in question 16.

Student Retention - At-Risk Students/Special Needs

Student retention is not just about the number of incoming first-time, full-time freshman who fulfill requirements to move on to their sophomore year and

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persist to graduation. On one level, retention is an indicator of institutional effectiveness in serving students and assisting them in reaching their goal of graduation or transferring to complete their education including at-risk students. On another level, student retention is about the moral, ethical and financial commitment that the institution, faculty and staff make to each student that enrolls at Roane State.

Academic success has a strong correlation to retention (progression) and persistence to graduation for at-risk students. One way in which Roane State can improve both the academic performance and retention of at-risk first-year students is by increasing their utilization of academic support services. Research clearly suggests that there is a positive relationship between utilization of campus-support services and persistence to program or degree completion. The college's retention of at-risk students continues to be an ongoing area of improvement. The institution has employed multiple proactive approaches to identify and work with at-risk students, particularly those in underrepresented populations. First, the Office of Institutional Effectiveness and Research in collaboration with Academic Services, Student Services and the Learning Centers developed a five-year student persistence plan to examine student academic success in relation to retention and persistence. This plan outlines several assessment and evaluation activities as well as initiatives targeted for at-risk students. Second, special funding was secured for an At-Risk Student Retention Pilot Project through state Access and Diversity funding that provides targeted counseling and guidance to identified at-risk students.

By every measure, a college graduate has greater potential than a non-retained student or non-graduate in terms of earning potential, quality of life and quality of health. Roane State recognizes that what happens in the semesters or years a student spends at the college determines in many ways his or her future. At-risk students are faced with a multitude of challenges that must be overcome to be successful. The factors that influence retention and persistence to graduation are as varied and multifaceted as the lives of the students. Retaining students and creating an academic environment that facilitates student retention and persistence to graduation and/or transfer must holistically address the student and environment. The college is employing multiple strategies to aid in the success of at-risk students. These strategies are funded by general funds as well as targeted strategies with Perkins funds.

Roane State's nursing and allied health programs are very competitive. It is critical to ensure students accepted into the programs have a high probability of program completion. This not only helps meet the industry need for these

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valuable graduates, but ensures students make a good career selection. Often students have unrealistic expectations of a particular health care field and/or do not understand the breadth of the health care profession training available at Roane State. Specific activities are planned to help students understand the industry before they are accepted into specific health care programs, to have realistic expectations of whether they are competitive for acceptance in the program, and if not accepted to understand what programs they might want to consider and how to increase their competitiveness for program acceptance. These activities are:

- Advising/Information sessions for students interested in Allied Health Science or Nursing programs at Roane State. Students receive valuable information on the selection criteria for these programs and information on how to increase their chances of being accepted into the program of choice. This is a great opportunity to meet with advisors in the Allied Health Science and Nursing programs and get a better understanding of the breadth of health care training available at Roane State and the requirements for acceptance in each program. This program was funded with general funds.
- Nursing / Allied Health Science Hold Students Career Services / Advising Workshops The purpose is to provide an intervention strategy for “at-risk” students who have selected either Nursing or an Allied Health Science major (generally “Allied Health or Nursing HOLD” students), but have not been accepted into a program. Workshops include an overview of the selection criteria for Allied Health Science programs and Nursing; Kuder Career Assessments; and advising/counseling in small groups. Information about other health care training opportunities and all Roane State career and technical education programs provided at these sessions helps to prevent drop-outs and allows students to redirect their career aspiration selection to one that is more likely to result in success. This program was funded in the past with Perkins funds and similar targeted activities are anticipated for the future.

7. Initiate, improve, expand and modernize CTE programs, including classroom technology

As is the global trend, more and more of Roane State’s career and technical education programs are being supported and many times highly focused on technology. This phenomenon has driven the need for ongoing technology

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advancements (some funded through Perkins) at the college. Additionally, technology has provided learning opportunities to help students better understand and have more opportunities for skill reinforcement during their formal classroom time and as a part of their self-study work.

As Roane State continues to provide more focus on learning strategies as part of its' Quality Enhancement Plan, it is becoming clear that the effective use of technology as a way to help the millennium student learn is an important factor to consider. Career and technical education programs will be further enhanced as the results of this topic investigation come to fruition. This topic investigation is being funded with general funds. Implementation of recommendations will be funded as appropriate in the future and may include Perkins funding.

The use of technology in delivering education to students drives important factors in ensuring technology is available and up-to-date for their learning experience. This technology includes the hardware and software to support general computer based functions, distance learning labs, labs specific to career and technology programs and more. TAF, general funds and Perkins funds are all needed to work towards meeting this objective. Each year through the budget process, the Executive Council will strive to ensure funding is targeted through each of these streams to support the maintenance, development and enhancement of technology in general and for specific program applications. Specifically, it is anticipated that Perkins funds will be allocated each year for upgrades to career and technical education program technology applications and laboratory equipment. Additionally, active pursuit of grants to support technology such as the recent U.S. Department of Agriculture Rural Utility Grant application will continue to be a priority. This grant would provide for additional distance learning labs on the rural Roane State campuses as well as in rural high schools. These labs would be an important factor in increasing the number of dual studies courses available at the high schools as well as course availability on the rural campuses.

Examples of recent technology advancements to support career and technical education programs include:

- Eleven clinical simulations were purchased to assist respiratory students in preparing for their licensing exams.
- Two faculty are using a rapid response system to determine if students understand material presented in class.

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- Clinical experience is required for most allied health programs. An online course for allied health students has been created in Desire2Learn to provide instructions on selecting a clinical site. Information includes a schedule, policies, pre-employment information, contact information and human resource information. Students in Respiratory Therapy, Occupational Therapy and Physical Therapist Assistant programs are enrolled in the course.
- Eleven interactive classrooms are currently undergoing upgrades in hardware and software. New 46" flat screen monitors are being installed in all interactive rooms. We are in the first year of a three-year project. New computers are being installed in the interactive rooms complete with upgraded software to allow faculty the option of presenting course material using the latest technology.

Additionally, Roane State continues to explore opportunities to add appropriate technology equipment, upgrades and new/expanded career and technical education programs. For example, currently under consideration (partially funded with Perkins' funds) are Ultrasound and Neurological Diagnostic programs and an extensive list of equipment upgrades for career and technical education programs.

8. Provide student services of sufficient size, scope and quality as to be effective

Roane State Community College provides a host of quality student services to support students in attainment of the career and technical education. While more funding can always result in enhanced services, the current level of funding supports sufficient student services including:

- Counseling and career services
- Disability services
- Career services
- Academic advisement
- Personal counseling
- Learning support services through Roane State Learning Centers
- Placement services
- Access to faculty
- Financial aid, and
- Library and computer lab access.

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Additionally, special support sessions are scheduled such as Freshmen Orientation and Freshman Experience. New support services are in the process including an online orientation. These services are further detailed in the answer to question 14.

While these services meet the basic needs of the Roane State students, the college is always looking for ways to provide enhanced and expanded services. These services are paid for with general funds, but also incremental services have been made available with funding through the Access and Diversity grants. The college is also focusing on services to help achieve the Perkins performance measures and plans to direct Perkins funding for the same during the two years of this plan. Specific focus areas include placement/employment services support, disability services support, career assessment support and support related to helping students on long waiting lists for health care programs to select training applicable to their skills/needs and in which they can achieve graduation in a reasonable time frame.

9. Preparation of special populations for employment in high skill, high wage or high demand occupations

Roane State targets recruiting and support toward students from special populations including low-income students, students with disabilities, displaced homemakers, single parents including those accessing welfare support and more. As addressed in question 8 (directly above), this support includes a host of student support services including counseling, placement, disability support and more. In addition, special initiatives have been funded to further target recruiting students from special populations that will result in their employment in high-skill, high-wage or high-demand occupations. The follow represents some of the specific activities that have taken place:

| Activity | Special Population | Funding Source |
|---|---|------------------------------|
| Hispanic Outreach Events to areas with growing Hispanic populations | Hispanic Minorities | Access and Diversity Funding |
| Health Science Bus Tours bringing high school students to campus to build their interest in the health sciences | Low-income and African-American minorities in Knoxville/Knox County | Perkins Funding |
| Disability Symposium targeted to train professionals in serving individuals, transition | Individuals with disabilities | Access and Diversity Funding |

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| | | |
|---|--|---|
| from secondary to post-secondary and to employment | | |
| Congratulatory certificates to graduates of the GED programs are provided and include applications for an academic scholarship just for GED recipients (two per year are awarded) | All GED graduates, which normally include high concentrations of the "at risk" population, single parents, displaced homemakers, parenting teens, minorities, etc. | Funding comes from state funds designated to the Scholarship for Academic Service |
| Mailings to targeted high school seniors to promote post secondary education | Low income, at risk and other special population high school seniors | General funds |
| Merlin CCTV for Vision and Fine Motor Impaired (on 4 campuses) | Individuals with documented disabilities as well as other undocumented students who need the additional assistance | Perkins Grant Funding |
| Disability Labs on the Main Campus and Oak Ridge Campus; secluded office area equipped with computers and other technology | Individuals with disabilities | General funds - disability budget |
| Faculty Online Training and Handbooks created to assist those working directly with students with disabilities in the classroom | Individuals with disabilities | Access and Diversity Funding |
| A library of books, references, and resources designed to provide success strategies for at-risk students and those with disabilities | At-risk students and those with disabilities | Access and Diversity and Perkins Funding |
| Coordination Meetings to better ensure WIA services to Roane State students including high school dual studies students | At-risk, low income and students with disabilities | General funds |
| Each Hispanic and African American first time college applicant is contacted for a one-on-one offer of assistance with the application and registrations process | Minorities - Hispanic and African Americans | General funds |
| Minority Mentoring Program - a mentor is assigned to all first time Hispanic and African American enrollees | Minorities - Hispanic and African Americans | General funds |
| Hope Foster Child Tuition | Foster care children in system | Lottery Funds |

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| | | |
|---|--|---------------|
| Grant | at least 1 yr after age 14 | |
| Aspire Award | Low income (<\$36,000) high school students | Lottery Funds |
| Hope Scholarship for Non-Traditional Students | Over 25 with no previous college; low income (<\$36,000) | Lottery Funds |

In addition, the Roane State Foundation coordinates a host of scholarships targeted to non-traditional and special populations as detailed below:

| <u>Scholarship</u> | <u>Target Group</u> |
|--|---|
| Adler, Doris & Howard | over 21, woman, full- and part-time |
| Barber, John & Doris | over 21, majoring in sciences, education or the arts |
| Browder family | over 21 |
| Contemporary Management | over 21, cont. mgmt major |
| Cope, Thelma | over 21, Oak Ridge campus |
| Evans, Paul & Janet | over 21, OR campus, no other aid |
| Garrison, Nancy | over 21, average student |
| Goff, Reagen | over 21 |
| Hibbs, Roger & Mary | over 21, re-entering college for retraining |
| Horsehead | over 21, resident of Roane County, 3.0/+ GPA |
| Kent, Stuart & Elaine 2 | 5+, re-entering college for retraining |
| Kingston Rotary | over 21, Roane County High School graduate |
| Kirkham, Mary | over 21, resident of Roane County, preference to Ed. Majors, preference to minorities, Roane County graduate or employee of a Roane County health facility, 3.0/+ GPA |
| Knox, Martha | over 21, Roane, Cumberland, or Knox county resident, Ed. or Eng. Major, 3.0/+ GPA |
| Kraus, Kurt | over 21, 3.0/+GPA, enrolled in a degree or certificate program |
| Kuban, Jan | over 21, female, mother, 3.0/+GPA, dependent children living in household |
| Luckey, Ruby | 35+ years of age, female, resident of Roane County, 3.0/+ GPA |
| Manly, Bill & Jane | over 21, female, displaced homemaker or returning to college for retraining |
| Mother's Helping Hand | female, single parent, employed, Loudon County resident preferred, full- and part-time |
| Oak Ridge Institute for Continued Learning | over 21, attend Oak Ridge campus |
| Oak Ridge Rotary | over 21, not eligible for TN lottery, 3.0/+ GPA |
| McClendon, Roxie | over 21 |

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| | |
|----------------------------|---|
| Strasser, George and Doris | over 21, 3.0/+ GPA |
| Tarwater, James L. | over 21, 3.0/+ GPA |
| Russell, Thomas Lee | students with physical disabilities with priority given to the following, including, but not limited to: para-or quadriplegia, cerebral palsy, spina bifida, or other conditions which limit mobility |
| PAI Corporation | Indo-Chinese heritage |

PERMISSIVE USE OF FUNDS [if relevant to your proposal – not required. Leave headers even if not responding to element.]

While some of the activities under required could also be categorized under the permissive components below, they have all been listed as required activities since they are such in order to meet the priority needs of Perkins funding.

1. Stakeholder involvement
2. Career guidance and counseling
3. Business and education partnerships
4. Programs for special populations
5. Assistance for CTE student organizations
6. Mentoring and support services
7. Equipment and instructional materials
8. Career/technical Teacher preparation
9. Improving accessibility of postsecondary CTE program offerings
10. Transition into baccalaureate degree career/technical programs, including articulation, dual credit and/or dual enrollment
11. Entrepreneurship
12. New CTE courses
13. Learning communities
14. Family and consumer science programs of study
15. Support services for age nontraditional students
16. Job placement services, including working with one-stop centers and other WIA initiatives
17. Mentoring of underrepresented genders
18. Automotive technologies
19. Pooling of funds with other recipients for innovative programs or data systems for CTE
20. Other CTE programs

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5. Give an overview of how the institution will offer not less than one opportunity per Local Education Agency for secondary students to obtain early college credit. Identify and describe any existing associate to baccalaureate linkages within career and technical or other occupational education. Explain how Perkins funds will be utilized to improve or expand links between upper- and lower-level institutions and schools. [Attach EXCEL "Transition Opportunity" worksheet].

During the transition year, Roane State hosted four planning meetings in which every Local Education Agency (LEA) in the service area participated. One of the meetings was conducted as an information sharing/planning opportunity for college faculty to interact with high school CTE teachers and directors. This session was productive in establishing programs of study that include dual enrollment/dual credit courses for high school students. Some of the results are indicated below:

- Six LEAs partnered with RSCC to offer Law Enforcement Services as a program of study
 - CTE instructors and directors with RSCC faculty made the most progress in identifying the course sequence for this program of study at the fore-mentioned workshop
 - Courses in the program of study are easily offered as dual credit with one assessment complete and a request for an additional assessment based in this grant proposal
- Three LEAs partnered with RSCC to offer Teaching Training Services – Early Childhood Education as a program of study
 - Discussions were initiated and continue between the CTE instructors and the TN Early Childhood Training Alliance (TECTA) representative from RSCC
- Two LEAs partnered with RSCC to offer Therapeutic Services as a program of study and high schools from districts plans to offer the program as well
 - The State CTE Coordinator for Health Sciences participated with teachers and a successful outcome initiated a statewide pilot program for EMS
 - A proposed degree program has been initiated from the discussion to offer a dual studies First Responder course within a Program of Study
- One LEA partnered with RSCC to offer Health Informatics as a program of study

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- This program of study is being considered by RSCC as an online offering for high school students
- An online assessment is planned based on funding
- Four LEAs partnered with RSCC to offer Business Management as a program of study
 - An assessment for Introduction to Business was developed during the transition year with two additional assessments proposed for 2008-2009
 - Several LEAs currently have articulation agreements with RSCC's Business Division and hope to see assessments replace the checklists required for articulation
- One LEA partnered with RSCC to offer Web Design as a program of study
- One LEA requested to offer Graphic Design
 - RSCC has an AA/AS degree in Graphic Design: courses in this program will be offered to the high school, but the degree program does not fit the AAS degree requirements of the grant

Every LEA has agreed to partner with RSCC to offer at least one program of study. Four systems indicated an interest in offering more than one in the coming year. Through financial support of the Perkins Grant, Roane State will be able to facilitate the implementation of the designated programs and continue the development process for additional offerings.

This Perkins plan also includes a focus on high school teacher information sharing to better understand programs of study and classes available to students; learn more about teaching dual credit courses with advisement from college faculty; development of course competencies and assessment tests to facilitate dual credit classes; and more. These Perkins focused activities will be funded in part by Perkins base funds and further enhanced with reserve fund requests and possible grant opportunity attainment.

Roane State as a strong two year AAS to baccalaureate program is detailed below and does not plan to target Perkins funding towards this initiative since it is adequately supported with general funds:

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| <u>Program</u> | <u>Schools with Articulation Agreements</u> | | |
|-------------------------------------|---|---------------------|----------|
| AAS - Contemporary Management | Tusculum College | | |
| AAS - Criminal Justice | UTC | Andersonville Univ. | |
| AAS - Respiratory Therapy Tech | ETSU | | |
| AAS - Environmental Health Tech. | ETSU | | |
| AAS - Geographic Info Tech | ETSU | | |
| AAS - Nursing | TTU | UTK | LMU |
| AAS - Paralegal Studies | UTC | MTSU | Tusculum |
| AAS - Radiologic Tech. | ETSU | | |
| AAS - General Technology | ETSU | Tusculum College | TTU |
| AAS - Early Childhood Edu | TTU | ETSU | |
| AS - Early Childhood Education | ETSU | TTU | |
| AS - Special Education | ETSU | TTU | |
| AA/AS Computer Art and Design | Savannah College of Art and Design | | |
| AS Elementary Education | Tusculum | TTU | ETSU |
| AST - Associate of Science Teaching | Statewide curriculum for TBR K-6 Educ. | | |
| AA/AS Social Work | UTK | TTU | |
| AS - Business Education | LMU | | |
| AS - Music Education | TTU | | |
| AS-Secondary Education | TTU | | |

6. Describe how the academic and career/technical students are taught to the same standards as are all other students.

Roane State's success can only be measured by the success of its students and by maintaining its demonstrated reputation as a center for higher education excellence. The ongoing assessment of educational outcomes and administrative objectives and a firm commitment to the change and evolution necessary to

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ensure continuous improvement will enable the college to fulfill its vision for those it serves. Roane State remains committed to serving all students and promoting diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Standard deviations do not exist at RSCC from program to program. The AAS CTE student is "blended in" with the other students in the general academics that are required by their program.

7. Delineate how activities will provide students with strong experience in and an understanding of all aspects of an industry.

Roane State's AAS programs are designed primarily for students who wish to seek employment after two years of post secondary education. Within these two years, students are not only exposed to the basics of general education but to their professional fields as well through the use of clinical requirements, directed electives/research projects, service learning opportunities and/or co-op/internship opportunities. These "hands-on" experiences are invaluable to the task of preparing students for the world of work in their chosen profession. Guest speakers, field trips, active advisory committees, career and job fairs all shore up the students' experiences in their chosen fields to give them on-the-job training prior to entering the workforce. Faculty highly encourage students to join their professional organizations so that they are aware of opportunities for employment, lifelong learning, networking and professional development.

For students seeking the AAS degree, the career education curriculum includes a general education core that leads the students to the achievement of a basic understanding of the humanities, arts, and social and natural sciences; the achievement of basic skill competencies in oral and written expressions; and an understanding of vocation as a part of the changing world culture and learning in their area of concentration.

Specific examples follow.

- In the Early Childhood Program, students actively engage with children most semesters at an approved community or work-site location. This field work affords them the opportunity to connect theory to practice. The early childhood program requires students to recognize and respect each child

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based on the child's unique abilities, culture, and interests. Students learn to foster relationships with families, professional colleagues, and community programs to support and advocate for children's well-being.

- The AAS Paralegal Studies program integrates academics with career and technical skills by incorporating practical paralegal assignments into every legal studies course. Students are required to draft pleadings, contracts, wills and other substantive legal documents as a part of each course. In addition, every paralegal studies student must complete a 90 hour paralegal internship in a law office (or other law-related setting) where they put skills into practice, prior to graduation. The Paralegal Studies program provides students with a clear understanding of the paralegal profession by integrating practical assignments into every course, by stressing paralegal workplace issues throughout the curriculum and by utilizing guest speakers and visits to courthouses, court clerks' offices and the like. Legal studies courses are constantly upgraded to ensure that the material shared includes the very latest information on trends and developments within the profession, both state-wide and across the nation.
- Roane State's Criminal Justice Program provides students with understanding of all aspects of the program's industry. One of the most interesting and encouraging aspects of the criminal justice program is its commitment to work with area agencies, and for students to receive "hands-on" education. For example, the CRJT 110, Juvenile Delinquency class frequently tours Roane County's juvenile holding facility in Midtown, in addition to attending Juvenile Court in Kingston. The CRJT 112, Court Procedures class regularly attends both general sessions and criminal court in Kingston. The CRJT 105, Introduction to Corrections class visits both Brushy Mountain State Penitentiary as well as the Morgan County Regional Prison. Frequent in-service seminars in conjunction with the Roane County Sheriff's Department and other law enforcement agencies are attended by Roane State Criminal Justice students. Another unique course, CRJT 210, Counseling the Juvenile, is primarily designed for students who are considering a career in providing social services for delinquent youth. This course involves direct participation between Roane State students and selected delinquents from the Roane County Juvenile Court System.
- In an effort to broaden students' understanding of the environmental field, the Environmental Health Technology program was redesigned to combine

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options in health physics, waste management, and industrial hygiene. This allows students to become more flexible in the types of positions they can obtain. The program's advisory committee, made up of professionals in the environmental field, suggested and approved the redesign. The committee has also contributed equipment to the program and has arranged for guest speakers to visit the classroom and provide education on technical issues and how to be a successful environmental professional. One guest speaker was an alumnus from the program who described his activities in emergency response following landfall of Hurricane Rita in Louisiana. The EHT program provides an opportunity for students to earn academic credit for internships performed in the environmental field. In the last two years, students have participated in field trips to three different facilities that manage hazardous and radioactive waste.

- There are seven nursing courses, with six of these courses having didactic and clinical components. The nursing curriculum presents the nursing courses in four consecutive semesters that allows the student to progress from a focus on basic principles and skills to a focus on management and advanced nursing skills. It is in the clinical components of the courses under the supervision of Roane State faculty that the students gain an appreciation of the field of nursing. In the clinical component of the final semester transitions course, the student is assigned to a preceptor. Additionally, guest speakers provide the opportunity for the student to broaden and deepen their understanding of their chosen field.

Roane State's nursing and allied health programs are very competitive. It is critical to ensure students accepted into the programs have a high probability of graduation. This not only helps meet the industry need for these valuable graduates, but ensures students make a good career selection. Often students have unrealistic expectation of a particular health care field and/or do not understand the breadth of the health care profession training available at Roane State. Specific activities are planned to help students understand the industry before they are accepted into specific health care programs, to have realistic expectations of whether they are competitive for acceptance in the program, if not, to understand what programs they might want to consider and how to increase their competitiveness for program acceptance. These activities are:

- Advising/Information sessions for students interested in Allied Health Science or Nursing programs at Roane State. Students receive valuable information on the selection criteria for these programs and information on

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how to increase their chances of being accepted into the program of choice. This is a great opportunity to meet with advisors in the Allied Health Science and Nursing programs and get a better understanding of the breadth of health care training available at Roane State and the requirements for acceptance in each program.

- Nursing / Allied Health Science Hold Students Career Services / Advising Workshops The purpose is to provide an intervention strategy for “at-risk” students who have selected either Nursing or an Allied Health Science major (generally “Allied Health or Nursing HOLD” students), but have not been accepted into a program. Workshops include an overview of the selection criteria for Allied Health Science programs and Nursing; Kuder Career Assessments; and advising/counseling in small groups. Information about other health care training opportunities and all Roane State career and technical education programs provided at these sessions helps to prevent drop-outs and allows students to redirect their career aspiration selection to one that is more likely to result in success.

Career Exploration Fairs are planned to help meet the need to expose high school students to career opportunities in high-skilled, high-wage, high demand jobs. One focus area of the grant addresses this need. Roane State plans to bring business/industry partners into small group settings at the high school to introduce/educate students about workforce needs and non-traditional careers. Hands-on activities and direct contact with workforce representatives is expected to motivate students to pursue career pathways throughout the high school years.

8. What provision for comprehensive professional development for CTE faculty, guidance and administrative personnel will be implemented to improve CTE/occupational programs of study, and to provide better support services.

As with the world at large, more and more of Roane State’s career and technical education programs are being supported by and are many times highly focused on technology. This phenomena has driven the need for ongoing technology advancements at the college, technology training for college staff/faculty as well as curriculum enhancements to ensure technology skills required by employers is included in the skill sets obtained by Roane State graduates. Additionally, technology has provided learning opportunities to help students better

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understand and have more opportunities for skill reinforcement during their formal classroom time and as a part of their self-study work.

According to Dr. Adolf King, Vice President of Academic Services, the quality of education at Roane State Community College depends to a great extent on the quality of instruction. The interaction between faculty and students is an important ingredient in the educational experience and is proven by Roane State guidelines regarding the availability of faculty for student contact outside of the classroom. Roane State feels strongly that learning occurs not only within the traditional learning environment, but can occur equally as well through independent research and the open exchange of ideas. CTE faculty credentials are evaluated using their educational background and experiences in business and industry to bring special expertise to the classroom. The Dean of each division is an experienced faculty member and can provide staff with excellent counsel on college policy and procedures. Furthermore, all of Roane State's instructional support services are available when needed. Faculty workshops are held before the fall and spring semesters begin. Other professional development opportunities are available during the academic year based on individual faculty or division's needs. Faculty utilize these services and more to maintain Roane State's competitive edge in the market place.

Roane State's Core Values provides the principles and standards for the decisions made and defines relationships with students, each other, the community, and self. As a Learning College, the teaching/learning process and the personal growth of faculty and staff are critical and are regularly evaluated. As a community of scholars, Roane State strives to provide positive, active, student-centered learning/teaching environments and opportunities of the highest quality, making the student learner the highest priority. Best practices within each division and critical links with program advisory committees keep programs up-to-date and focused on the immediate and future needs.

Professional development for high school faculty is paid for by the respective LEAs. Roane State and other educational institutions offer a variety of courses to assist high school teachers and staff in the professional development needs. Additionally, Roane State offers an annual Symposium on Powerful Teaching for K-12 teachers. This is funded with general funds and local contributions.

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9. Explain utilization of program advisory committees. In addition, describe how a wide variety of stakeholders are involved in the development, implementation and evaluation of postsecondary CTE programs of study, and how such individuals and entities are informed about, and assisted in understanding the requirements of Perkins, including CTE clusters and programs of study.

Program advisory committees play an integral role in ensuring Roane State's programs meet industry requirements/standards, meet the needs of local and regional business, are focused to ensure programs meet the employment demand in the area and result in producing graduates that are work-ready with the appropriate knowledge and skills required of their respective professions. Roane State Community College regularly reviews advisory committee membership to ensure membership represents appropriate industries and sectors, current active private and public sector (where appropriate) employees and for additional opportunities to strengthen the committees. Additionally, specific advisory committee plans include the following:

- The 2008-2009 Nursing Advisory Committee has already targeted a key work effort to determine how to implement the Institute of Medication Practice recommendations into the nursing program.
- The Office Administration Advisory Committee has been identified by the Dean of Business and Technology as one in need of reorganization to enhance its membership with broader business/industry membership.
- The AAS Paralegal Studies Advisory Board spent the spring meeting in a workshop developing pre/post test questions for the 2008 Fall LAW classes. They plan to implement the pre/post tests in the fall and spring semesters and then have the Board review the results and pursue follow-up plans.
- The Allied Health Science Dean and Program Directors have set plans for their respective advisory committees as follows:
 - finalizing and implementing Advisory Board bylaws.
 - using advisory board members as the core for focus group discussion to do environmental scanning (threats and opportunities) and ensure the curriculum is consistent w/ the needs of the particular discipline as determined by practitioners.
 - ensuring all curriculum changes are discussed with the advisory board members and their input, including endorsement of any proposed changes, is documented.

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- adding board members as necessary to meet the membership categories of the board bylaws.
- Early Childhood Education Advisory Committee
 - Plans are to involve committee members in the promotion and information sharing on the new state-wide Childcare Director's Credential (scheduled to start 7/1/08) and how it fits in with the AAS in ECED and also Contemporary Management.
 - The Advisory Committee will serve as a resource to ensure input from the early childhood community and the community at-large and provide information to guide aspects of the AAS Early Childhood Education Program.
- The Environmental Health Advisory Committee has, and will continue to reach out to include a greater representation among the environmental firms in the service area. The committee has, and will continue to meet on such issues as the identification and acquisition of instrumentation, arranging guest speakers and field trips for students, and input on course content. Last year, the committee participated in identifying topics for consideration in the RSCC Quality Enhancement Plan. The committee will be updated in the fall 2008 meeting on the process and asked for input.

The Coordinator of Dual Studies travels to counties in the RSCC service area speaking to community organizations, such as County Advisory Councils and Board of Education members explaining the fast-track to career opportunities through the implementation of Programs of Study. PowerPoint presentations show the organization of Career Clusters and the CTE programs of study that lead into postsecondary education at Roane State. State representatives have been on the agenda to speak to the Big South Fork P-16 Council to inform stakeholders about the Perkins initiative. This work will continue as a part of the ongoing plan to keep the community abreast of the CTE programs.

One example of the efforts made to involve stakeholders during the transition year was the partnerships created with Emergency Medical Services in the community to address a shortage of qualified personnel. This initiative was the outcome of workshops with CTE teachers. Follow-up meetings to the workshop resulted in a team-teaching approach that allows RSCC EM instructors to work in the high school classroom with the CTE instructor to teach EMS (state code 5510) and First Responder (RSCC course EMT 109) simultaneously. The results of the collaboration should prepare EMS/paramedic candidates for local agencies. An evaluation of the success of the dual studies is planned based on feedback from the Emergency Services administrations.

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The previous example exemplifies how RSCC intends to meet the workforce needs of the service area. With grant funds and the assistance of state CTE coordinators, Roane State faculty and administrators will seek solutions to barriers and to develop relevant programs of study for the students of RSCC LEAs.

10. How does the institution that receives Perkins funding assure that the career and technical programs of study are of such size, scope and quality as to bring about improvement in the quality of associate of applied sciences and other occupational programs? [Include program accreditation information]

The review of career and technical education programs is multifaceted. It includes informal input from students via faculty evaluations, an annual alumni survey that includes input on the programs of study and then formal program reviews as detailed below:

- o Business Management Technology – Accounting Option
This program is accredited by the Association of Business Schools and Programs (ACBSP).
- o Business Management Technology – Business Administration Option
This program is accredited by the Association of Business Schools and Programs (ACBSP).
- o Business Management Technology – Business Management Option
This program is accredited by the Association of Business Schools and Programs (ACBSP).
- o Business Management Technology – Computer Science Option
This program is accredited by the Association of Business Schools and Programs (ACBSP).
- o Business Management Technology – Office Administration Option
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- o Contemporary Management

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This program is accredited by the Association of Business Schools and Programs (ACBSP).

- Criminal Justice (CRJT)
CRJT undergoes external assessment every five years as a part of performance funding. An outside evaluator reviews the written program evaluation prepared by Scott Teeter and then spends at least one day on campus attending class, meeting with students, alumni, administrators and the advisory board.
- Environmental Health Technology (EHT)
There is no accrediting agency that evaluates Associate Degree programs in environmental health. The EHT program is subject to an assessment every five years as part of the performance funding procedure. In 2006 the EHT program underwent an Academic Audit pursuant to the policies and procedures of TBR. Previously an external audit was done in 2000. Programs now have the option of the traditional external review or the newer academic audit. As part of the academic audit, an audit report was prepared that described the EHT program, detailed some of its history, and described the activities intended to maintain and improve a quality program including such things as the advisory committee and following best practices established by the Advanced Technology Environmental Education Center. The audit report was submitted in the winter of 2006. A team of three auditors from community colleges in the TBR system read the report and visited the campus in April 2006. They met with the EHT advisory committee, with students in one of the classes, with administrative staff here at RSCC and with Michael Chung and Program Chair Daniel Hyder. Michael teaches two classes in the EHT program. The auditors issued a final report that gave the EHT program a grade of 100% compliance with items on their checklist. The EHT program is currently involved with three initiatives that have been proposed as quality enhancement activities in Roane State Community College's initial report: improving equipment used in instruction; surveying alumni, graduates and students; and preparing a capstone exam for students graduating from the program.
- General Technology
This program is accredited by the Association of Business Schools and Programs (ACBSP).

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- Geographic Information Systems
There is no accrediting agency that evaluates the AAS and/or Technical Certificate programs in GIS. However, the GIS program undergoes a self study and external review every five years as is required by performance funding. The program was reviewed in April, 2007. An Academic Audit Report was prepared describing such elements as the program requirements, quality control, teaching methodology, teaching materials, instructor credentials and placement of graduates. The report and program was reviewed by three outside auditors from TBR institutions. The program is currently implementing the suggestions of the auditors.
- Dental Hygiene Technology
This program is accredited by the Commission on Dental Hygiene.
- Health Information Technology
This program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education.
- Nursing
This program is accredited by the National League for Nursing Accrediting Commission.
- Occupational Therapy Assistant
This program is accredited by the Accreditation Council for Occupational Therapy Education.
- Opticianry
This program is accredited by the Commission on Opticianry Education.
- Physical Therapy Assistant
This program is accredited by the Commission on Accreditation of Physical Therapy Education.
- Radiologic Technology
This program is accredited by the Joint Review Committee on Education in Radiologic Technology.
- Respiratory Therapy Technology

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This program is accredited by the Committee on Accreditation for Respiratory Care and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

o Paralegal Studies

While the American Bar Association does not accredit paralegal programs (only law schools), it does offer voluntary approval of paralegal programs and Roane State Community College AAS program is ABA approved. Additionally, students take a major-specific exit exam during their final paralegal course (LAW 240). Scores on the exit exam help the program director ascertain whether students are learning key concepts, etc.

11. What will be the process utilized by the college to evaluate and continuously improve performance of career/technical and other occupational programs receiving funding under this Act?

Ongoing and continuous assessment and evaluation methods are employed to improve and ensure the quality of career and technical education programs and to meet the workforce needs of business/industry. Program self-study for accreditation or program review, regular community-based program advisory committee meetings, focus groups, and in-depth semi structured interviews are a few of the methods used to garner feedback from employers, (business/industry, health service organizations), students, alumni, etc. For example, currently, in-depth, semi-structured interviews are being conducted with human resource managers, education managers and other key constituents at regional hospitals/medical centers in the college's service area. The purpose of these interviews is to gather information on the hospital personnel's perceptions about the overall health care workforce; specifically, higher education, training and/or professional development needs within our regional service area. Specifically, this assessment was designed to provide information on perceptions about the overall quality and satisfaction with Roane State graduates employed at the health service organizations in our service area. In addition, a regional employer survey is being conducted to compare our graduates' performance with that of other graduates of comparable academic-level and work experience. This data will be examined to determine how the college can better prepare graduates to meet the future regional health workforce needs. Because Roane State is distinctive regionally and nationally for the diversity and quality of its programs in the field of health care, this assessment is critical to inform future health science programs for planning and development needs.

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12. How does the institution address the needs of special populations as defined under Section 3 of the Act?

Roane State Community College makes it a priority to address the needs of special populations and help ensure their success in career and technical education programs. While all student services are available to students from special populations, Roane State also crafts targeted services to help address the unique needs of these identified special populations.

Disability Services is responsible for coordinating reasonable accommodations for students in compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990. Any student who has a disability that would like to request reasonable accommodations must contact Counseling, Career, and Disability Services to self-identify and to provide appropriate and current documentation of the disability from a qualified professional. Participation in disability services is on a voluntary basis, and accommodations are coordinated on a case-by-case basis through the Counseling, Career, and Disability Services staff. In addition, Disability Services provides consultation as well as training opportunities for faculty and staff engaged in providing these accommodations. Accommodations for RSCC faculty and staff are coordinated through the Human Resources Department. The Disability Services Handbook, which outlines policies and procedures, can be accessed online at <http://www.roanestate.edu/disabilityservices> by any student, faculty, or the general public.

The Admissions office addresses the needs of special populations in a variety of ways. Among these services include presentations to the SECME student organizations at Oak Ridge and Clinton high schools. (SECME stands for Science, Engineering, Communication, Mathematics, & Enrichment. This student organization was created to expose special populations to the various career opportunities in each of the listed academic areas.) This office also has organized, implemented and participated in mini college fair programs at "Project Grad" high schools (Fulton and Austin East).

The Admissions office conducts group tours and presentations to Upward Bound and Educational Talent Search programs based at the University of Tennessee and at Hiwassee College. The programs are federally funded TRIO programs, which serve "at-risk" and first-generation high school students. TRIO stands for the three original federally funded programs - Educational Talent Search, Upward

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Bound, & Student Support Services. There are now more than three federally-funded programs that are under the TRIO umbrella. A recent example of targeted activities includes purchasing the names and addresses of graduating high school seniors from special populations within Roane State's service area from the National ACT (general funds). These students were mailed RSCC brochures, admissions information and a letter from the Director of Admissions. Another example is the Health Science Bus Tours to students at Austin East, Fulton, and other high schools were conducted to help promote AAS programs to these "at-risk" students and to promote non-traditional fields (Perkins funded).

The DARTS Symposium (Disability At-Risk Transition Success) was held at RSCC on April 1, 2008 to target services to special populations. It was hosted by Counseling and dealt with the topic of transitioning disability students from high school to college, specifically the difference in the laws and the student's responsibility. Among the keynote speakers were professionals from Chattanooga State and Chicago. The state disability office was a part of the lunch discussion panel. Other participants were a psychologist in private practice and two professors from TN Tech. There were 130 people registered for the symposium from throughout the secondary schools and other community organizations. Targeted sessions were held for RSCC faculty and adjunct faculty. (Access and Diversity grant funds)

Through the At-Risk Student Retention Pilot Project, an at-risk retention counselor was hired to work with the underrepresented and at-risk student population. The target population includes students with documented disabilities, non-traditional students/returning students, the economically disadvantaged students, and minority students. This past academic year the counselor focused on providing a wide array of critically needed individualized, hands-on assistance (including academic advising, counseling, career service and disability services) with this targeted population. In addition, the counselor collaborated with various stakeholders both internally and externally to craft additional group retention services, such as workshops targeted for at-risk students, as well as faculty and staff training to further promote student retention. Through the students' persistence plans, multiple assessment and evaluation activities and initiatives were targeted for at-risk students. Ways implemented to retain and improve outcomes of at-risk students include:

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- Evaluated retention rates of at-risk students (e.g., examination of disaggregated rates for those with multiple developmental course requirements, those on academic probation, those with disabilities, etc.).
 - Tracked student outcomes for at-risk students receiving assistance from the Learning Centers i.e., conducted a student survey with those students receiving services and tracked successful outcomes (received a C or better in the course following academic enrichment assistance for career and technical courses).
 - The National Community College Benchmark institutional indicators for student success are evaluated annually in relation to Roane State's national peers. These data are analyzed for any trends and improvement opportunities.
 - Conducted a non-returning survey through the Enrollment Management Office.
 - Conducted student focus groups.
 - Implemented and evaluated the student mentoring program.
 - Improved academic advisement efforts for at-risk students (e.g., at-risk counselor, health science hold special advisement sessions, academic dean advisement sessions for each campus, etc.).
13. Explain the utilization of funds to promote preparation for under-represented genders in nontraditional occupations.

In today's society, job seekers take a different approach to their job search process. Employers are also taking different approaches in hiring professional employees. When analyzing the needs of Roane State's graduates this year, the placement department found voids in the services offered in linking students with employers.

The first major apparent hurdle was overcoming logistic barriers with Roane State's nine campuses covering an area that ranges from extremely rural to metro. The Placement Department had to come up with a plan to reach all students in a way that was easy and affordable to them. Services had to be convenient, user-friendly, and able to meet the needs of the job seeker applying at a small business of 5 to a large corporation of 500. The Placement Department revamped the services offered on the college's website (keyword: Placement) to help meet these needs. Active students at all nine campuses

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receive information regarding access to these services via the student "Pipeline" (internet based RSCC student communication system). Each campus was provided with a job posting board that is utilized to physically post job listings that are provided on the Placement web page. (Visuals are often more effective with some students as opposed to virtual.)

Visits to each campus take place to familiarize the students with the services provided by the Placement Office and the Workforce Coordinator. Each graduate is sent multiple mailings, e-mails, and calls detailing services offered and how to access assistance when needed.

Many times students may need services but are apprehensive to ask. The college has purchased an internet based program called "OptimalResume" that is user friendly for students and can provide service modules from resume development (3 formats including hard copy in Word and PDF and an interactive internet resume website format), cover letters, interviewing tips, online portfolio, online job search self-assessment tool and access to video interviewing sessions online. These services can be accessed by the students or alumni from any PC having internet connection by simply obtaining a code from the Placement Office.

Additional print materials were purchased for the college by the local Workforce Investment Act partner ETHRA. These materials help those students who may feel uncomfortable utilizing the computer based programs. These materials work especially well when providing job search seminars with students (which may include students with disabilities, students with barriers to employment, or displaced homemakers and displaced workers).

All of the above components will continue to be implemented and enhanced during the next few years.

To assist in the recruitment of "under-represented" genders, Roane State developed three distinct promotional pieces which included: Health Sciences programs, Social Sciences programs and the Student Services department. These pieces will provide students with valuable information on the various programs and end results of the degrees in these fields. The college anticipates continuing this process for other AAS driven programs in the new fiscal year.

Additional promotional pieces for the co-op and internship programs will be updated in the new fiscal year as well as an updated business piece for the multiple employers seeking RSCC's graduates.

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The above activities will be prioritized and funded with Perkins and general funds.

14. Describe career guidance and academic counseling support services for students in career/technical and occupational education programs of study.

The Counseling, Career, and Disability Services department was established to aid students in the accomplishment of their academic and personal goals by providing the professional assistance and resources needed to help them maximize their collegiate experience, overcome obstacles, and assist them in making informed and responsible choices for their futures. There are full service offices at Roane County and Oak Ridge campuses. Counselors rotate to other campus locations to provide a variety of counseling, career, and disability services to students, all of which support student enrollment and retention efforts. Services are provided by appointment and walk-in basis through self-referrals as well as referrals by concerned faculty and staff. Counseling and Career Services are provided to aid students in successfully completing their college work and establishing good foundations for future growth. Roane State's counselors are highly trained professionals dedicated to providing quality services to Roane State students. Counseling services include New Student Orientation, COMPASS testing, entrance advising, general counseling, workshops and classroom presentations as well as short-term personal counseling. During this time, new students will receive important information about making the college transition and succeeding as a new college student. Information about various Roane State processes and procedures is discussed as well as meeting with a general advisor to help register for their first semester of classes.

Career Services are provided to both enrolled and prospective students through the Counseling, Career, and Disability Services Department. Counselors provide assistance in exploring career options and selecting a major field of study through career counseling, career assessments, reference materials, and online career websites. It is Roane State's goal through the use of a wide variety of resources to give every student the opportunity to maximize his or her college and career development potential. Career services provide students the guidance and the tools to enable them to learn more about themselves and their interests, which lead to choosing an appropriate major, and ultimately work to retain the students.

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Career assessments include:

- My Road College and Career Planning System
- Kuder College and Career Planning System
- Myers Briggs Personality Indicator

Advisement - First-time students and students transferring into Roane State are encouraged to attend a New Student Orientation session to meet with an advisor and schedule the upcoming term's classes. During the first semester of enrollment, students are assigned a faculty advisor from their major area of study.

Personal Counseling - Professional guidance that utilizes psychological methods and interview techniques is available to students. The goal of personal counseling is to help the student work through, or successfully cope with an issue which is adversely affecting their life. Roane State counselors provide personal counseling on a short-term basis (usually 4-6 sessions) to current students. If a student needs help that is outside the scope of services offered by college counselors, a referral is made to an outside mental health service or appropriate facility.

Learning Support Services – Roane State's Learning Centers provide free learning assistance to students, faculty, staff, and to service-area community members. There are three Learning Centers, one each on the Roane County Campus, Cumberland County Campus and the Oak Ridge Campus. The Learning Centers provide academic enrichment assistance in a variety of disciplines as well as writing assistance.

Placement Office - Roane State's Placement Office offers a full range of services to students seeking employment. A listing of full-time, part-time and temporary jobs is maintained for those seeking employment while pursuing an education. It is Roane State's goal to provide graduates with the best possible employment opportunities by promoting the quality of the college's training programs to local employers. The Placement Office provides a job referral service for those students nearing completion of their program and those who have recently graduated. The Placement Office assists students in resume preparation, letter writing and improving their personal interview skills. These skills are aided by the recent purchases of *Job Shop* print materials and the internet based *Optimal Resume* resume/job search modules. Additional books are available for use by students needing individualized services.

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Individual counseling and group seminars are available to deal with all aspects of organizing a self-directed job search. These services make up the triad of print, computer-based and staff-assisted job search guidance for Roane State's graduates and alumni.

Access to Faculty - All full- and part-time faculty must establish and publish office hours in a manner visible to students. This includes faculty who are teaching at Roane County, Oak Ridge, and off-campus sites or through distance learning formats. Information regarding the location of the office, contact methods (telephone, e-mail, mailbox location) and the days and times available must be included on the course syllabus. In addition, faculty locator data is available on the college's web page and in printed form in the academic division offices.

15. How does the college attempt to recruit and retain teachers, faculty, guidance and academic counselors, and administrators in the career/technical and other occupational fields? This may include the attempt to transition business and industry representatives into teaching.

In many of the AAS programs, faculty are required to have direct experience in their area of concentration prior to making application to the college. By engaging program Advisory Boards throughout the year, program needs (faculty, equipment, instruction, etc.) are discussed with these field experts. Roane State utilizes standard processes as required by TN Board of Regents to advertise faculty positions. Private sector clinical sites, word-of-mouth by students and other faculty are all resources to recruit excellent faculty candidates.

Human Resources utilizes various professional job boards to post professional employee job vacancies. This process often brings qualified candidates from across the country.

16. How will the college collect and report data that is complete, accurate and reliable, including special population subgroups? How will this data be utilized to improve programs and services to under served populations?

The Office of Institutional Effectiveness and Research (OIER) is responsible for providing reliable, systematic, timely and research-based information to both academic, student service and administrative units for operational, strategic mission-related activities, and internal and external reporting requirements. This

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office supports data-driven academic and administrative planning, programmatic and policy decision-making through the coordination of assessment and evaluation activities. This office supports informed decision-making throughout the college, independently and in collaboration with other campus constituencies charged with the responsibility for data collection, analysis, interpretation and presentation. College-wide, programmatic and individual assessment and evaluation endeavors are supported through the provision of OIER resources and data. The office makes every effort to close the assessment loop to ensure that academic deans, program directors, faculty and staff use empirical evidence to continuously evaluate and improve program quality and service delivery.

Multiple reliable and valid data collection methods are employed to assess and evaluate instruction, program quality, and student service programs. These data sources are analyzed for trends and improvement opportunities to ensure program and services are available and accessible to all students, including special and underserved populations. These data are provided to multiple stakeholders on campus, including those who work with at-risk students and special populations. Psychometrically sound surveys are often conducted to glean information on how to help RSCC continually improve the overall quality of instruction and services provided to students in general and to special subgroups. In addition, student focus groups are conducted periodically. These data sources and others are used for program planning and assessing program impact and outcomes. Guidance and advice are also provided to establish outcome measures in support of assessment, evaluation, accreditation, and other college-level needs for all students and subgroups.