



2015-2020 Quality Assurance Funding Plan

Five-Year Assessment Plan Summary

Approved by Academic Affairs Committee on February 16, 2016

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Introduction

In accordance with current quality assurance funding standards, institutional assessments for the five years of 2015-16 through 2019-20 have been established as identified in this document. Any proposed deviations to this plan must be approved by the Tennessee Board of Regents as well as the Tennessee Higher Education Commission.

For each standard, required documentation is identified. Documentation should be submitted to the office of Planning, Research and Assessment annually as requested.

QAF 2015-20 Five-Year Reporting Calendar

Year 1: 2015-16

- Spring 2015 CAPTE Site Visit
- May 1, 2015 Submit General Education Assessment Selection for 2015-20 cycle
- May 15, 2015 Counseling & Testing upload ETS scores to Banner
- June 15, 2015 Submit Planning File for Academic Programs and Major Field Assessment
- September 1, 2015 Submit Student Sub-population Selection Form
- Fall 2015 ACBSP Site Visit – Business and Computer and Information Science
- Fall 2015 Conduct Survey of Entering Student Engagement (SENSE)
- March 1, 2016 Adult Learner Success Self-Assessment Report
- January 2016 Academic Audit Self-Study Reports Due to TBR
- March 22, 2016 Healthcare Documentation Specialist & Medical Insurance Specialist Audit Site Visit
- April 12, 2016 AFA, Music Audit Site Visit
- Spring 2016 CAAHEP Site Visit – Surgical Technology (AAS)
- Spring 2016 ACFEF Site Visit – Culinary Arts
- June 15, 2016 Major Field Test/Licensure/Praxis scores submitted to OPRA
- August 1, 2016 Submit 2015-16 Annual Quality Assurance Funding Report (year 1)

Year 2: 2016-17

- May 15, 2016 Counseling & Testing upload ETS scores to Banner
- Fall 2016 CoAEMSP/CAAHEP Site Visit – Paramedic and EMT/AEMT (Certificates)
- January 2017 Academic Audit Self-Study Reports Due to TBR
- March/April 2017 Academic Auditor Team Campus Visits
- Spring 2017 Conduct Community College Survey of Student Engagement (CCSSE)
- Spring 2017 Develop Major Field Test Plan for Public Safety (AAS)
- June 15, 2017 Major Field Test/Licensure/Praxis scores submitted to OPRA
- August 1, 2017 Submit 2016-17 Annual Quality Assurance Funding Report (year 2)

Year 3: 2017-18

- May 15, 2017 Counseling & Testing upload ETS scores to Banner
- Fall 2017 Conduct Survey of Entering Student Engagement (SENSE)
- September 15, 2017 ACBSP Mid-Cycle Quality Assurance report due
- January 2018 Academic Audit Self-Study Reports Due to TBR

2015-2020 QUALITY ASSURANCE FUNDING PLAN

Bold italicized terms are defined on page 22

- March/April 2018 Academic Auditor Campus Visits
- Spring 2017 Develop Major Field Test Plan for Criminal Justice (RODP – AAS)
- Spring 2018 ATMAE Site Visit – Engineering Technology and embedded certificates
- June 15, 2018 Major Field Test/Licensure/Praxis scores submitted to OPRA
- August 1, 2018 Submit 2017-18 Annual Quality Assurance Funding Report (year 3)

Year 4: 2018-19

- May 15, 2018 Counseling & Testing upload ETS scores to Banner
- Fall 2018 ACOTE Site Visit – Occupational Therapy (AAS)
- January 2019 Academic Audit Self-Study Reports Due to TBR
- March/April 2019 Academic Auditor Team Campus Visits
- Spring 2019 Conduct Community College Survey of Student Engagement (CCSSE)
- June 15, 2019 Major Field Test/Licensure/Praxis scores submitted to OPRA
- August 1, 2019 Submit 2018-19 Annual Quality Assurance Funding Report (year 4)

Year 5: 2019-20

- May 15, 2019 Counseling & Testing upload ETS scores to Banner
- January 2020 Academic Audit Self-Study Reports Due to TBR
- March/April 2020 Academic Auditor Team Campus Visits
- Spring 2020 ASHP Site Visit – Pharmacy Technician (cert.)
- June 15, 2020 Major Field Test/Licensure/Praxis scores submitted to OPRA
- August 3, 2020 Submit 2019-20 Annual Quality Assurance Funding Report (year 5)

2020-21

- 2021 CoARC (Respiratory Care), ACEN (Nursing), and NAEYC (Early Childhood Education) Site Visits

QAF 2015-20 Five-Year Plan Overview

Standards	Program/ Activities	2015-16	2016-17	2017-18	2018-19	2019-20	Points
Standard One – Quality of Student Learning and Engagement							
1A: General Education Assessment	Annual Reporting Requirement:	General Education Test: ETS Proficiency Profile short form. Test all associate degree students who apply for graduation during any academic year (summer, fall, and spring semesters). <u>Students seeking certificate or reverse transfer degrees are excluded from the exit exam. Other exemptions must be approved by the VP of Academic Affairs. Documentation of approved exemption must be submitted to OPRA.</u>					15
1B: Major Field Assessment	Cycle Reporting Requirements	<ul style="list-style-type: none"> • Test Computer Information Technology (AAS) 	<ul style="list-style-type: none"> • Test Early Childhood Education (AAS) 	<ul style="list-style-type: none"> • Test Business (AAS) 	<ul style="list-style-type: none"> • Test Public Safety (AAS) 	<ul style="list-style-type: none"> • Test Criminal Justice (AAS) • Test Fire Science (AAS) 	15
	Annual Reporting Requirements	<ul style="list-style-type: none"> • Teaching (AST) • Nursing (AAS) • PTA (AAS) • Respiratory Care (AAS) • HIT (AAS) 	<ul style="list-style-type: none"> • Teaching (AST) • Nursing (AAS) • PTA (AAS) • Respiratory Care (AAS) • HIT (AAS) • Surgical Technology (AAS) • Emergency Med Services (AAS) 	<ul style="list-style-type: none"> • Teaching (AST) • Nursing (AAS) • PTA (AAS) • Respiratory Care (AAS) • HIT (AAS) • Surgical Technology (AAS) • Emergency Med Services (AAS) 	<ul style="list-style-type: none"> • Teaching (AST) • Nursing (AAS) • PTA (AAS) • Respiratory Care (AAS) • HIT (AAS) • Surgical Technology (AAS) • Occupational Technology Assistant (AAS) • Emergency Med Services (AAS) 	<ul style="list-style-type: none"> • Teaching (AST) • Nursing (AAS) • PTA (AAS) • Respiratory Care (AAS) • HIT (AAS) • Surgical Technology (AAS) • Occupational Technology Assistant (AAS) • Emergency Med Services (AAS) 	
	Test Development		<ul style="list-style-type: none"> • Public Safety (AAS) plan due; pilot spring 2017 	<ul style="list-style-type: none"> • Criminal Justice (AAS) & Fire Science (AAS) plans due; pilot spring 2018 • Public Safety (AAS) baseline testing 	<ul style="list-style-type: none"> • Criminal Justice (AAS) & Fire Science (AAS) baseline testing 		
1C1: Academic Programs: Accreditation and Evaluation	Anticipated Site Visit Dates:	<ul style="list-style-type: none"> • ACFEF Culinary Arts (cert./AAS concentration) • CAAHEP Surgical Technology (AAS) <i>per accreditation timeline</i> • ACBSP (Business and Computer Info Technology) 	<ul style="list-style-type: none"> • CoAEMSP/CAAHEP Paramedic & EMT/AEMT (cert.) 		<ul style="list-style-type: none"> • ATMAE Engineering Technology (AAS & embedded cert.) • ACOTE (Occupational Therapy) 	<ul style="list-style-type: none"> • ASHP Pharmacy Technician (cert.) 	15
	Annual Reporting Requirements	<p>Early Childhood Education (NAEYC), Respiratory Care (CoARC), and Nursing (ACEN) site visits scheduled for 2021; HIT (CAHIIM) –ongoing accreditation, notify OPRA if requirements change</p> <hr/> <ul style="list-style-type: none"> • ACBSP Business & Computer & Info Science mid cycle quality assurance report due 9/15/2017 • ACBSP Business & Computer & Info Science mid cycle quality assurance report due 9/15/2019 <hr/> <p>Early Childhood Education (NAEYC), Emergency Services Programs (CoAEMSP/CAAHEP), HIT (CAHIIM), and Culinary Arts (ACFEP) have annual reporting requirements</p>					

* Paralegal Studies ABA approval interim report is due September 2017; however, this is not a QAF activity.

Standards	Program/ Activities	2015-16	2016-17	2017-18	2018-19	2019-20	Points
1C2: Academic Programs: Academic Audit		<ul style="list-style-type: none"> • Fine Arts (AFA) • Healthcare Documentation Specialist (Cert.) • Medical Insurance Specialist (Cert.) 	<ul style="list-style-type: none"> • Web Technology (AAS & embedded cert.) • Public Safety (AAS) 	<ul style="list-style-type: none"> • Clean Energy Technology (AAS & embedded cert.) • Criminal Justice (AAS) 	<ul style="list-style-type: none"> • Teaching (AST) • University Parallel (AA, AS) 	<ul style="list-style-type: none"> • Production Horticulture (AAS & embedded cert.) • Professional Studies (AAS) • General Technology (AAS) • Fire Science (AAS) 	
1D: Satisfaction Studies		<ul style="list-style-type: none"> • Administer Survey of Entering Student Engagement (SENSE) 	<ul style="list-style-type: none"> • Administer Student Engagement Survey (CCSSE) 	<ul style="list-style-type: none"> • Administer Survey of Entering Student Engagement (SENSE) 	<ul style="list-style-type: none"> • Administer Student Engagement Survey (CCSSE) 	<ul style="list-style-type: none"> • Submit Comprehensive Satisfaction Studies Report (Summative Evaluation) 	10
1E: Adult Learner Success		<ul style="list-style-type: none"> • Self-Assessment 	<ul style="list-style-type: none"> • Action Plan 	<ul style="list-style-type: none"> • Status Report 	<ul style="list-style-type: none"> • Status Report 	<ul style="list-style-type: none"> • Comprehensive Report 	10
1F: Job Placement	Annual Reporting Requirement:	Report job placement results for technical degrees & certificates – data collected by Student Support Services and submitted to OPRA					10
Standard Two – Quality of Student Access and Success							
STD 2: Student Success	Annual Reporting Requirement:	Increase number of graduates (associate degree and certificates) in the following sub populations: <ul style="list-style-type: none"> • low-income, • males, • high geographic need areas (Claiborne, Grainger, Hancock, and Union counties), • health programs, and • institutional selection (students with disabilities, minority students, first generation college students, and veterans) 					25
						Total	100

WSCC 2016-2017 Academic Program Inventory

Transfer Programs

Approval Date	Academic Program	Degree	2000 CIP Code	Required Credit Hours
08/2006	Teaching	AST	08.13.0101.00	60
05/1970	University Parallel	AA	16.24.0101.01	60
05/1970	University Parallel	AS	16.24.0101.01	60
06/2012	Fine Arts	AFA	30.50.0903.00	61

Technical Degree Programs

Approval Date	Academic Program	Degree	2000 CIP Code	Required Credit Hours
10/1978	Production Horticulture	AAS	01.01.0603.00	60
	Golf Course and Turfgrass Management			
	Greenhouse Management			
07/1980	Computer Information Technology	AAS	06.11.0101.00	60
	Cyber Defense			
	Mobile Technologies			
	Networking			
	Programming			
08/2007	Web Technology	AAS	06.11.0801.00	60
	Web Development			
08/2010	Clean Energy Technology	AAS	09.15.0503.00	60
	Building Technology			
	Electricity Technology			
	Transportation Technology			
07/1988	Engineering Technology	AAS	09.15.0612.00	60
	Biomedical Equipment Technology			
	Drafting and Design			
	Electrical/Electronics			
	Electromechanical Technology			
	General Technology			
	Manufacturing			
05/1971	Early Childhood Education	AAS	12.19.0706.00	61
04/2001	Professional Studies	AAS	16.24.0102.02	60
	Information Technology			
08/1992	General Technology	AAS	21.30.0000.00	60
06/2012	Criminal Justice	AAS	27.43.0104.00	60
	Corrections			
	Law Enforcement			
05/1970	Public Safety	AAS	27.43.0107.00	60
	Fire Protection (<i>phase-out Dec 2016</i>)			
	Law Enforcement			
03/2016	Fire Science	AAS	27.43.0203.00	60
01/1999	Health Information Technology	AAS	31.51.0707.00	66
07/2013	Occupational Therapy Assistant	AAS	31.51.0803.00	68
04/1987	Physical Therapist Assistant	AAS	31.51.0806.00	69

Approval Date	Academic Program	Degree	2000 CIP Code	Required Credit Hours
03/2016	Emergency Medical Services	AAS	31.51.0904.00	60
	Advanced Emergency Medical Technician			
	Paramedic			
06/2000	Respiratory Care	AAS	31.51.0908.00	73
07/2013	Surgical Technology	AAS	31.51.0909.00	60
02/1975	Nursing	AAS	31.51.3801.00	65
03/1973	Business	AAS	32.52.0201.01	60
	Accounting			
	Agriculture Business			
	Culinary Arts			
	Hotel and Restaurant Management			
	Management			
	Paralegal Studies			

Academic Certificate Programs

Approval Date	Academic Program	Degree	2000 CIP Code	Required Credit Hours
08/2011	General Education Core	C.2	16.24.0101.01	41
08/2011	Pre-Allied Health	C.2	31.51.0000.00	23

Technical Certificate Programs

Approval Date	Academic Program	Degree	2000 CIP Code	Required Credit Hours
08/2009	Horticulture*	C.1	01.01.0601.00	22
08/2009	Landscape Management*	C.1	01.01.0605.00	21
08/2007	Web Page Authoring*	C.1	06.11.0801.00	24
06/1977	Culinary Arts*	C.1	07.12.0503.00	25
08/2010	Clean Energy Core Technology*	C.1	09.15.0503.01	11
08/2010	Clean Energy Transportation Technology*	C.1	09.15.0503.02	23
08/2010	Clean Energy Building Technology*	C.1	09.15.0503.03	23
08/2010	Clean Energy Electricity Technology*	C.1	09.15.0503.04	23
01/2011	Industrial Mechanics*	C.1	09.15.0612.01	18
01/2011	Operations Management and Quality*	C.1	09.15.0612.02	17
01/2011	Industrial Electricity*	C.1	09.15.0612.03	19
01/2011	Industrial Automation*	C.1	09.15.0612.04	20
03/2012	Early Childhood Education*	C.1	12.19.0706.01	24
12/1994	Basic Law Enforcement Officer Education*	C.1	27.43.0107.00	23
10/1998	Medical Coding*	C.1	31.51.0707.00	23
06/1997	Healthcare Documentation Specialist	C.1	31.51.0708.00	23
12/2000	Medical Insurance Specialist	C.1	31.51.0713.01	23
06/1996	Pharmacy Technician	C.1	31.51.0805.00	23
08/1993	Paramedic*	C.1	31.51.0904.00	43
08/1993	Emergency Medical Technician*	C.1	31.51.0904.02	16
06/2014	Advanced Emergency Medical Technician*	C.1	31.51.0904.03	16

*Program is embedded in a technical degree program.
Revised 03/2016

THEC Information and Approved Planning Schedules

Standard One: Student Learning and Engagement

A: General Education Assessment

Contributing Office/Department(s): Records, Counseling & Testing

Points: 15

Assessments: The Walters State Academic Affairs Committee with the chief general education officer, has chosen to test the entire graduating student population (summer, fall and spring) and to use the online abbreviated ETS Proficiency Profile exam. Walters State must utilize this assessment for the duration of the 2015-20 cycle.

Students/Exemptions: Testing for this standard applies to all undergraduate students who have applied and are eligible for graduation. Students who are pursuing certificate degrees or who are awarded an associate degree via *reverse transfer* are excluded from testing. Walters State may exclude students from testing for “good cause”. Good cause exemptions must be supported by documentation from the vice president for Academic Affairs. Exemptions should not be approved for simple inconvenience. Documentation of exemptions must be available for review by THEC staff if requested.

Documentation: Prior to testing, Students Affairs personnel should verify that students have completed general education requirements before students are allowed to test. Counseling & Testing personnel must upload test scores to banner no later than May 15 each year. Documentation of approved exemptions must be submitted to OPRA. A copy of the notification letter with WSCC’s test results from the ETS must accompany the annual Quality Assurance Funding Report Template.

**2015-20 Quality Assurance Funding
General Education Assessment Selection Form**



Institution: Walters State Community College

This form should be used to select the general education assessment and indicate if sampling will be used for the 2015-20 Quality Assurance Funding cycle.

Test Selection

- California Critical Thinking Skills Test** (CCTST)
 - Delivery Method**
 - On line
 - Traditional paper and pencil
- ETS Proficiency Profile**
 - Delivery Method**
 - On line
 - Traditional paper and pencil
 - Test Length**
 - Standard (2 hours)
 - Abbreviated (40 minutes)
- College Basic Academic Subjects Examination** (College BASE)
 - Test Option**
 - All 4 subjects (180 questions)
 - College BASE 1:1
 - Modular Format Options (select 4 from below)
 - English
 - Mathematics
 - Science
 - Social Studies
 - Essay

Population or Sample Selection

- Test entire graduating student population (summer, fall and spring)
- Test representative sample of the graduating student population

Any institution requesting to use sampling must meet a minimum threshold of a 95% confidence level with a margin of error of 3. In addition, an institution must also submit a **Sampling Plan** that includes an explanation of how graduates are selected for sampling across the institution. In order to utilize sampling, Walters must sample **56 percent** of graduates each year.

Year	Graduates	Sample Required	Percent of Graduates
3 Year Average*	832	468	56%

If during the 2015-20 cycle, there is a considerable change in the number of graduates, an institution can request a modification to the percent of graduates required for testing.

** Source: Graduate projections are based on Associate's degrees awarded in 2011-12, 2012-13 and 2013-14 as reported in the THEC Factbook.*

B: Major Field Assessment

Contributing Office/Department(s): Academic Divisions

Points: 15

Evaluation: All associate level programs are subject to major field testing unless deemed exempt (see page 8). A *major field* will be considered successful if the assessment score is either at or above the comparison score (national or institutional average). All programs will be reported once during the 2015-20 cycle with the exception of licensure programs which will be reported annually. Regardless of reporting year, all graduates must be tested each year. Walters State's testing schedule ensures that approximately 20 percent of programs are tested each year. The following testing schedule was approved by THEC:

	Program	Test	Test Plan Due
Year 1 (2015-16):	AAS Computer & Information Science	Local	
<i>Annual Report</i>	AS in Teaching AAS Nursing AAS Physical Therapist Assistant AAS Respiratory Care AAS Health Information Technology	PRAXIS CORE NCLEX NPTE CRT RHIT	
Year 2 (2016-17):	AAS Early Childhood Education	Local	
<i>Annual Report</i>	AS in Teaching AAS Nursing AAS Physical Therapist Assistant AAS Respiratory Care AAS Health Information Technology AAS Surgical Technology	PRAXIS CORE NCLEX NPTE CRT RHIT CST	
Year 3 (2017-18):	AAS Business	Local	
<i>Annual Report</i>	AS in Teaching AAS Nursing AAS Physical Therapist Assistant AAS Respiratory Care AAS Health Information Technology AAS Surgical Technology AAS Emergency Medical Services*	PRAXIS CORE NCLEX NPTE CRT RHIT CST NREMT	
Year 4 (2018-19):	AAS Public Safety	Local	July 2016
<i>Annual Report</i>	AS in Teaching AAS Nursing AAS Physical Therapist Assistant AAS Respiratory Care AAS Health Information Technology AAS Surgical Technology AAS Occupational Therapy* AAS Emergency Medical Services	PRAXIS CORE NCLEX NPTE CRT RHIT CST COTA NREMT	

	Program	Test	Test Plan Due
Year 5 (2019-20): <i>Annual Report</i>	AAS Criminal Justice	Local	July 2017
	AAS Fire Science	Local	July 2017
	AS in Teaching	PRAXIS CORE	
	AAS Nursing	NCLEX	
	AAS Physical Therapist Assistant	NPTE	
	AAS Respiratory Care	CRT	
	AAS Health Information Technology	RHIT	
	AAS Surgical Technology	CST	
	AAS Occupational Therapy	COTA	
	AAS Emergency Medical Services	NREMT	

*or the year of first graduating class

Process: All students graduating in the fall and spring terms must be tested. Exceptions for individual students (for good cause) must be approved by the vice president for Academic Affairs. Exceptions should not be approved for simple inconvenience. Twenty percent of local tests may be changed. Changes exceeding 20% require a new test plan. Local tests can be made by a single institution or in concert with other institutions. New test plans must be submitted to THEC for prior approval and must include the Plan for Creating a Locally Developed Major Field Assessment form and the credentials of cooperating instructional staff and/or external consultants.

Locally Developed Major Field Assessment Timeline	
1 st Year: Planning	Institutional Actions
<i>Summer/Fall Semesters</i>	<ul style="list-style-type: none"> • Complete the Plan form and submit to THEC • Create assessment • Secure institutional staff and/or 2 external consultants to review assessment • Send copies of all materials to campus coordinator
<i>Spring Semester</i>	<ul style="list-style-type: none"> • Make adjustments to assessment • Pilot administration
2nd Year: Baseline	<ul style="list-style-type: none"> • Assess all expected graduates from fall and spring terms using the new test. Test results will be used for comparison in the reporting year.
3rd Year: Reporting	<ul style="list-style-type: none"> • Assess all expected graduates from fall and spring terms. • Institutions must report both baseline year and reporting year data for scoring.

Documentation: For local tests, all student test scores must be submitted. For national tests, the institutional and comparison averages must be submitted; documentation must show the organization granting licensure.

Walters State Community College
2015-20 Quality Assurance Funding: Major Field Assessment

Updated: March 21 2016

2015-20 Exemptions for Major Field Assessment: Low Producing, Performance Oriented, Multidisciplinary

				Degrees Awarded				
2010 CIP	Academic Program	Degree Level	Exemption	2011-12	2012-13	2013-14	3 Yr Avg	3 Yr Total
1 06.11.0901.00	WEB TECHNOLOGY	2.3 AAS	Low Producing	0	0		0	0
2 23.32.0111.00	GENERAL TECHNOLOGY	2.3 AAS	Low Producing	0	1	1	1	2
3 09.15.0503.00	CLEAN ENERGY TECHNOLOGY	2.3 AAS	Low Producing		1	1	1	2
4 16.24.0102.02	PROFESSIONAL STUDIES	2.3 AAS	Low Producing	1	3		2	4
5 30.50.0903.00	FINE ARTS	2.3 AFA	Low Producing			3	3	3
6 01.01.0603.00	PRODUCTION HORTICULTURE	2.3 AAS	Low Producing	9	3	9	7	21
7 16.24.0101.01	UNIVERSITY PARALLEL	2.3 AA, AS	Multidisciplinary	409	480	512	467	1401
8 09.15.0612.00	ENGINEERING TECHNOLOGY	2.3 AAS	Multidisciplinary	28	18	16	21	62

2010 CIP	Academic Program	Degree Level	2010-15 Cycle: Exemption or Year	2010-15 Cycle: Test Name	2015-20 Cycle: Year	2015-20 Cycle: Test Name	2015-20 Cycle: Test Code	New Local Test Developed in 2015-20?
1 31.51.0806.00	PHYSICAL THERAPIST ASSISTANT	2.3 AAS	Annually	PTA	Annually	NPTE	34	--
2 31.51.0908.00	RESPIRATORY CARE	2.3 AAS	Annually	CRT	Annually	CRT	38	--
3 31.51.3801.00	NURSING	2.3 AAS	Annually	NCLEX	Annually	NCLEX	29	--
4 31.51.0803.00	OCCUPATIONAL THERAPY ASST	2.3 AAS	New Program 2013 Delayed til Fall 2016	--	Annually	COTA	33	--
5 31.51.0707.00	HEALTH INFORMATION TECH	2.3 AAS	Low Producing	--	Annually	RHIT	37	--
6 08.13.0101.00	TEACHING	2.3 AST	Low Producing	--	Annually	PRAXIS	31	--
7 31.51.0909.00	SURGICAL TECHNOLOGY	2.3 AAS	New Program July 2013	--	Annually	CST	43	No
8 31.51.0904.00	EMERGENCY MEDICAL SERVICES	2.3 AAS	New Program March 2016	--	Annually	NREMT	35	
9 06.11.0101.00	COMPUTER INFORMATION TECHNOLOGY	2.3 AAS	2012-13	Local	2015-16	Local	1	No
10 12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS	Low Producing	--	2016-17	Local	1	No
11 32.52.0201.01	BUSINESS	2.3 AAS	2012-13	Local	2017-18	Local	1	No
12 27.43.0107.00	PUBLIC SAFETY	2.3 AAS	Delayed	--	2018-19	Local	1	Yes
13 27.43.0104.00	CRIMINAL JUSTICE	2.3 AAS	New Program June 2012	--	2019-20	Local	1	Yes
14 27.43.0203.00	FIRE SCIENCE	2.3 AAS	New Program Aug 2016	--	2019-20			

UPDATES

- March 9 2016 Change name of Computer and Information Science to Computer Information Technology, effective Aug 2016.
- March 9 2016 Terminate AAS in Information Technology, effective Aug 2016.
- March 9 2016 Establish AAS in Fire Science (27.43.0203.00) effective Aug 2016.
- March 9 2016 Establish AAS in Emergency Medical Services (31.51.0904.00) effective Aug 2016.
- March 21 2016 Remove RODP distinction

C1: Academic Programs: Accreditation

Contributing Office/Department(s): Academic Divisions

Points: 5

Evaluation: For *accreditation eligible programs*, evaluation will be based on the percentage of eligible programs which are accredited. Only programs which appear on the THEC Academic Program Inventory are eligible under this standard except program concentrations, even if separately accredited. If multiple programs are accredited by a single agency, each program counts separately for this standard.

THEC maintains a list of approved accrediting agencies. Walters State's programs are accredited as follows, any changes of accrediting agencies must be reported to OPRA by November 30 of each cycle year:

2010 CIP	Academic Program	Accrediting Agency	Next Site Visit
06.11.0101.00	Computer & Information Science (AAS)	ACBSP	2015
06.11.0301.00	Information Technology (AAS)	ACBSP	2015
07.12.0503.00	Culinary Arts (Certificate)	ACFEF	2016
09.15.0612.00	Engineering Technology (AAS)	ATMAE	2018
12.19.0706.00	Early Childhood Education (AAS)	NAEYC	2020
31.51.0707.00	Health Information Technology (AAS)	CAHIIM	Not Required
31.51.0803.00	Occupational Therapy Assistant (AAS)	ACOTE	Fall 2018
31.51.0805.00	Pharmacy Technician (Certificate)	ASHP	2020
31.51.0806.00	Physical Therapist Assistant (AAS)	CAPTE	Spring 2015
31.51.0904.00	Emergency Medical Services	CAAHEP	TBD
31.51.0904.00	Paramedic (Certificate)	CAAHEP	2016
31.51.0904.02	Emergency Medical Technician (Certificate)	CAAHEP	2016
31.51.0904.03	Advanced Emergency Medical Technician (Certificate)	CAAHEP	2016
31.51.0908.00	Respiratory Care (AAS)	CoARC	2021
31.51.0909.00	Surgical Technology (AAS)	CAAHEP	Spring 2016
31.51.3801.00	Nursing (AAS)	ACEN	Fall 2021
32.52.0201.01	Business (AAS)	ACBSP	2015

Documentation: Each department must submit documentation stating the status of accreditation during the year of expected site visit as indicated above; documentation must show the organization granting accreditation. If site visit occurred during the year, but an accreditation decision has not been received, please provide documentation stating specific site visit dates and/or when a decision will be made, if available.

Details of any annual accreditation activities not specifically stated in this plan should also be submitted to the office of Planning, Research and Assessment as this information becomes part of the QAF submission.

C1: Academic Programs: Evaluation

Contributing Office/Department(s): Academic Divisions

Points: 10

Evaluation: For certificate and degree programs that are non-accreditable, evaluation will be based on a set of objective standards. If the program contains an *embedded certificate*, the review of this program will be completed as part of the associate degree program.

All community college programs approved by TBR as of June 2015 are subject to evaluation during the 2015-20 cycle excluding non-accreditable programs that are in phase-out or inactive status at the beginning of the cycle, become inactive during the cycle, or will not reach program maturity during the cycle. Prior to program maturity, new programs are subject to the annual Post-Approval monitoring guidelines as set forth in THEC Academic Policy A1.1 for Academic Proposals.

The following evaluation schedule was approved by THEC:

2010 CIP	Academic Program	Audit Year
30.50.0903.00	Fine Arts (AFA)	2015-16
31.51.0708.00	Health Care Documentation Specialist (Certificate)	2015-16
31.51.0713.01	Medical Insurance Specialist (Certificate)	2015-16
06.11.0801.00	Web Technology (AAS)	2016-17
27.43.0107.00	Public Safety (AAS)	2016-17
09.15.0503.00	Clean Energy Technology (AAS)	2017-18
27.43.0104.00	Criminal Justice (AAS)	2017-18
08.13.0101.00	Teaching (AST)	2018-19
16.24.0101.01	University Parallel (AA/AS)	2018-19
23.32.0111.00	General Technology (AAS)	2019-20
01.01.0603.00	Production Horticulture (AAS)	2019-20
16.24.0102.02	Professional Studies (AAS)	2019-20
27.43.0203.00	Fire Science (AAS)	2019-20

Requests for changes to the schedule must be submitted to OPRA by November 1 of the reporting year.

Process: The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. The Academic Audit must be conducted by a team of 2-4 members trained by TBR on the use of the rubrics. Audit Team members must complete the appropriate Academic Audit Rubric by degree designation. See Appendix H and I.

Annual Timeline for the Academic Audit 2015 - 2016

Planning and Self-study activities for 2015 - 2016 Cohort programs	<i>Academic Audit Coordinators, program leaders and TBR</i>	Summer & Fall 2015
Names of additional programs to be added to 2015-16 Academic Audit Cohort due to TBR	<i>From each campus as applicable</i>	Friday, September 18, 2015

Call for Auditors and Team Leaders	<i>Experienced and new</i>	Fall 2015
TRAINING SESSIONS for current Self-study Teams, future Self-study Teams & prospective Auditors	<i>Regional Sessions are organized by TBR Academic Affairs and hosted regionally</i>	September 2015
Recommendation by each Self-study Team for auditors (2) & academic auditor team site visit date due to TBR	<i>AA Campus Coordinator informs TBR Academic Affairs</i>	Friday, October 30, 2015
Formation of Auditor Teams and identification of Team Leaders	<i>Organized by TBR Academic Affairs</i>	November 2015 forward
Self-Study Reports Due to TBR Academic Audit Coordinator	<i>Electronic submission in one PDF file</i>	Friday, January 29, 2016
Academic Auditor Teams and Team Leaders finalized	<i>Organized by TBR Academic Affairs</i>	February 2016
Academic Auditor Training for Team Members, Team Leaders, and the following year's Self-study Leaders	<i>Regional Sessions are organized by TBR Academic Affairs and hosted regionally</i>	February 2016
Academic Auditor Team campus visits	<i>Arrangements made by Auditor Team Leader and AA Campus Coordinator</i>	March 14 - April 22, 2016
Academic Auditor Team Report to TBR	<i>By Auditor Team Leader</i>	May 13, 2016
Academic Auditor Team Report Submitted to Chief Academic Officer	<i>By TBR</i>	June 17, 2016
Program improvement activities	<i>Implemented by program</i>	Ongoing

Scoring: The academic auditor team will indicate whether each criterion is not evident, emerging, established, highly developed, or not applicable in the program. For non-accreditable programs, scores are calculated by averaging all scored criteria for the program being evaluated, excluding those items judged “not applicable.” This value is used to generate points for the standard.

Documentation: For each non-accreditable program evaluated, the self-study report, a completed and signed academic audit onsite evaluation checklist, academic audit rubric, and the academic audit team’s narrative report must be submitted to OPRA as soon as they are received.

Additional information on the academic audit process is included in the Academic Audit Handbook for Undergraduate Programs located on [TBR’s Academic Audit web page](#), which is updated by TBR each year. Programs should also review prior self-study reports and academic auditor team reports to ensure that all recommendations and program improvement activities are addressed.

D: Institutional Satisfaction Studies

Contributing Office/Department(s): OPRA, Academic and Campus Deans, and select Faculty

Points: 10

Evaluation: This indicator is designed to provide incentives for institutions to improve the quality of their undergraduate programs as evaluated by surveys of students at different points in their academic career.

Cycle Year	Satisfaction Study
Year 1: 2015-16	Survey of Entering Student Engagement (SENSE)
Year 2: 2016-17	Community College Survey of Student Engagement (CCSSE)
Year 3: 2017-18	Survey of Entering Student Engagement (SENSE) and SENSE/CCSSE Qualitative Analysis Report
Year 4: 2018-19	Community College Survey of Student Engagement (CCSSE)
Year 5: 2019-20	Comprehensive Satisfaction Study Report

Survey Administration: In years 1 and 3 of the cycle, SENSE will be administered to explore the perceptions of entering students regarding programs, services and environment of the institution. SENSE will be administered prior to fall break to students in courses randomly selected from those most likely to enroll entering students. In years 2 and 4 of the cycle, CCSSE will be administered to students in classes randomly selected to explore the perceptions of student regarding programs, services and environment of the institution. Walters State will follow CCSSE sampling procedures to determine the number of surveys administered based on fall enrollment counts.

For both surveys, OPRA will coordinate the process; however, Academic and Campus Deans will be requested to review potential classes to be surveyed based on CCSSE criteria and faculty will be required to administer the survey to their class if selected.

Scoring: Walters State will be evaluated based on our performance compared to other colleges of similar size. Walters State is considered to be a medium college, having 4,500 – 7,999 students during the administration term. Scoring will be based on questions selected from the survey’s engagement themes. Questions will be considered successful when the institutional average is at or above the peer mean within a 0.02 range.

Qualitative Analysis Report: In Year 3 of the cycle, Walters State will submit a Qualitative Analysis Report of the year 1 and 2 results. The report must utilize the results of both surveys to examine discrepancies in the perceptions and behaviors of newly enrolled students and all other students on campus.

Scoring: Three of the available 10 points for year 3 will be awarded based on the Qualitative Analysis Report. Acceptable analysis will be evaluated by THEC staff.

Comprehensive Report: In year 5 of the cycle, Walters State will submit an Institutional Satisfaction Study Comprehensive Report which details actions taken based on the results of the institutional satisfaction surveys administered in years 1 through 4 of the cycle.

Scoring: Reports will be assigned from 0 to 10 points based on an evaluation conducted by THEC staff using the criteria outlined in the Institutional Satisfaction Study Comprehensive Report Rubric (Appendix J).

Documentation: All documentation for this standard will be provided by CCSSE. Reports will be written by OPRA staff. Academic Divisions will be contacted to assist as necessary.

E: Adult Learner Success

Contributing Office/Department(s): OPRA, Student Support Services

Points: 10

Evaluation: Through an institutional self-assessment and engagement with adult students, institutions will create a plan to address strengths and areas needing improvement in order to develop measureable and achievable objectives to improve the services and experiences of adult students and increase adult student success. Institutions will also be evaluated on their success in improving retention and completion rates for adult learners.

Process:

Qualitative Indicators: Through self-assessment and engagement with adult students, institutions will develop a strategy to address strengths and areas needing improvement. Each year of the cycle will challenge institutions to build on previous efforts to address the particular need of adult students.

2015-16: Self-Assessment

Institutions will submit a Self-Assessment that includes the current state of adult learner access and success including baseline quantitative and qualitative measures. Institutions will conduct a survey among the adult learner population and utilize the results of the survey to assess student perceptions of the campus environment and services.

2016-17: Action Plan

Institutions will submit a strategic Action Plan that seeks to improve the quality of adult learner services and experiences and increase the quantity of adult graduates.

2017-18 and 2018-19: Status Report Institutions will submit a progress report that includes all elements of the Action Plan in order to assess the implementation status of each of the Action Plan objectives.

2019-20: Comprehensive Report

Institutions will submit a comprehensive report that includes an evaluation of the implementation status for each Action Plan objective. Institutions will also reflect upon lessons learned from the process, and suggest best practices for next cycle.

Quantitative Indicators: Institutions will also focus on the adult graduation rate and the fall to fall retention rate. Institutions should work to ensure that adult student success continues to increase through rising rates of retention and completion.

Scoring: Each year, institutions will be scored on the qualitative and quantitative elements detailed below.

Qualitative Indicators Scoring: Progress toward improving success of adult learners will be evaluated by THEC staff using scoring rubrics to distribute Quality Assurance Funding points. See Appendix K for scoring rubrics for each year.

Quantitative Indicators Scoring: Progress toward improving success of adult learners will be evaluated by comparing the three-year rolling average with the attainment in that year for both retention and completion rates. The retention and completion percent attainment will be compared to Table 11 to award points for the retention and completion rates.

Documentation: Follow up with Executive Director of Student Success Services.

F: Tennessee Job Market Graduate Placement

Contributing Office/Department(s): OPRA

Points: 10

Evaluation: The Tennessee Longitudinal Data System (TLDS) will be used for statewide job placement analysis that is uniform across all community colleges and combines employment tracking data from the Tennessee Department of Education, Tennessee Department of Labor and THEC. All certificate and associate degrees will be included with the exception of University Parallel, Professional Studies (RODP), and academic certificate programs. The Tennessee Job Market consists of individuals employed full-time and those approved for an unemployment insurance claim in Tennessee within four quarters of graduation. Graduates have four quarters from graduation to find full-time employment in order to be considered placed.

Cycle Year	Graduates Included in Analysis
Year 1: 2015-16	Summer 2013, Fall 2013 and Spring 2014
Year 2: 2016-17	Summer 2014, Fall 2014 and Spring 2015
Year 3: 2017-18	Summer 2015, Fall 2015 and Spring 2016
Year 4: 2018-19	Summer 2016, Fall 2016 and Spring 2017
Year 5: 2019-20	Summer 2017, Fall 2017 and Spring 2018

Scoring: The placement rate is calculated by dividing the total number of graduates working full-time in any of the four quarters after graduation by the total number of graduates in the Tennessee Job Market. Scoring will be based on the overall placement rate for the college. Full points will be awarded for a placement rate of 97% or higher.

Standard Two: Quality of Student Access & Success

Contributing Office/Department(s):

Points: 25

Evaluation: Walters State has selected focus populations particularly important to the institution's mission and will measure the quality of services dedicated to those students. The measure of the institutional success will be an increase in the focus population graduation rate. The following Focus Populations have been selected by Walters State staff and approved by THEC:

Low-Income

Males

High-Need Geographic Area (Claiborne, Grainger, Hancock, and Union counties)

Health Programs

Institutional Selection (given priority as listed): Students with Disabilities, Minority Students (non-white excluding unknown), First-Generation, and Veteran.

Scoring: Progress toward improving success of focus populations will be evaluated by comparing the three-year number of graduates rolling average with the attainment in that year. This ratio is derived by dividing the attainment figure by the three-year average. No attainment may exceed 100 percent. The resulting percent attainment will be rounded to the nearest whole percentage and compared to Table 11 to award points for this indicator. Points will be summed for all five focus populations.

Definitions

Accreditation Eligible Programs - a program is defined as eligible for the accreditation indicator if there is a recognized agency which accredits programs for that field and degree level.

Embedded Certificate - a technical certificate program that has been approved by the Tennessee Board of Regents, whose curriculum, content and requirements are contained within the greater requirements of a related associate degree program, and for which the related degree program assumes responsibility for quality control and assurance.

Major Field: all programming at one degree level bearing the same name. Example: B.A. and B.S. in Psychology would be considered one field.

Program Maturity - Certificate and associate degree programs: three-year period after implementation.

Reverse Transfer: a credit review of degree seeking students who transfer from a community college to a four-year institution prior to receipt of an associate degree to determine if and when the students complete the associate degree requirements and, if so, to award them an associate degree.