

TULSA COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2001 – 2002

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TCC Contact: Dr. John Kontogianes
Executive Vice President & Chief Academic Officer

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TULSA COMMUNITY COLLEGE

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EXECUTIVE SUMMARY

Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 31 years ago (1970). The American College Test (ACT) has been the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. The College Board Computerized Placement Tests (CPT) is the secondary test for entry-level assessment. The CPT is used by TCC to supplement the ACT for purposes of assisting students in selecting levels of college courses for which they have the greatest chance for success.

During the 2001 Summer and Fall Semesters and the 2002 Spring Semester, TCC evaluated incoming student proficiency levels in English and Mathematics. Screening in the Reading and Sciences occurred primarily to identify course deficiencies as required by the OSRHE policy and as approved in the TCC Assessment Plan. Test score information is used as a guideline by academic advisors, who use test data as a primary success factor, to place students in various courses at TCC.

As mentioned, the CPT was used as a secondary testing strategy for assessing student achievement reflected in entry-level course placement. The intention of this testing strategy was to compensate for the following situations: (1) designated cut-score levels on the ACT were not attained; (2) ACT scores were not available; (3) ACT scores were in question based upon length of time since tested; (4) student was identified as an “adult learner;” or (5) the validity and/or reliability of the individual’s ACT scores was questioned. The CPT, when administered, was given usually only once. However, students were allowed to take the test twice in a given semester.

Almost three-fifths (59.8%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. More than one-third (35.0%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 5.2% of these students scored within a range of scores that would place them into a remedial Reading I course.

Almost one-half (47.0%) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (25.9%) scored at the level for placement in a Reading II course. Slightly over one-fourth (27.2%) scored within the range for placement in a Reading I course.

Almost three-fifths (58.5%) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Over one-third (35.2%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 6.3% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 60.6% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.3%) scored within the range for placement in the Writing II course, and over one-fourth (26.1%) scored within the cut-score range for placement in the Writing I course.

Less than one-half (42.1%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Over one-third (36.8%) scored within a cut-score range for placement into Intermediate Algebra. One-fifth (21.1%) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 3.6% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 8.8% had scores that would place them into Intermediate Algebra. Less than one percent (0.8%) had scores that would place them into Beginning Algebra. Finally, of those tested, 86.8% tested within a cut-score range for placement into Basic Mathematics.

In 2000, the Office of Institutional Research began working with a committee of faculty and advisement personnel to examine the efficacy of placement strategies in reading based upon the CPT cut-scores. A study was conducted to explore levels of academic attainment and performance among students whose course placement test scores identified them as under-prepared. Specifically, the research question was designed to compare retention rates and performance among four distinct groups over a three-year period: 1) students who assessed below college reading level and enrolled in remedial coursework only; 2) students who assessed below college reading level and enrolled in remedial coursework concurrent with college level coursework; 3) students who assessed below college reading level but did not enroll in remedial coursework; and 4) students who assessed at or above a college reading level. This study continued throughout the 2001-2002 academic year.

Results from the retention segment of the study indicated that students who enrolled in remedial coursework concurrent with college level coursework (group 2) earned significantly more hours, or were more often retained, than both of the other under-prepared groups (groups 1 and 3). In addition, these concurrently enrolled students (group 2) earned an equal number of hours, or were as often retained, as those students who were college ready (group 4). Similar results occurred in the performance segment of the study.

Although under-prepared students who participated in the developmental program were expected to have equal performance and attainment outcomes as the group that entered with proficiency, the results suggest that these outcomes are obtained only by students who participate in the developmental program while concurrently taking college courses. Students who took only developmental courses prior to college level courses as a way to overcome academic deficiencies had performance and attainment outcomes that were equivalent to students who did not participate in the developmental program at all.

Overall, results from this study suggest that students need to develop college level reading skills to succeed and persist. Moreover, this study advances the notion that under-prepared students can succeed when they concurrently enroll in both developmental and college level coursework. Results show that development of reading skill can significantly increase persistence and performance when development occurs while taking college level courses.

Based on the new findings from the reading retention and performance study, coupled with broad-based faculty participation in the development of recommendations, TCC administration has decided to strengthen reading proficiency requirements through computer-generated enrollment blocks. Implementation of automatic enrollment blocks for reading proficiency began in May 2002. Enrollment blocks apply to courses listed in the institution's general education requirements. The Executive Vice President and Chief Academic Officer will coordinate with the Marketing Communications Office to inform area high school counselors and faculty and staff at the institution about the new requirements.

The Office of Institutional Research and Assessment continues to track attainment and performance relative to reading proficiency in response to new questions posed by the initial results. Specifically, an investigation is underway to validate Accuplacer CPT scores for reading comprehension based on student performance in developmental reading courses and corresponding Nelson-Denny Reading Test scores. In addition, the office will revisit its 2000-2001 mathematics study on student placement into both developmental and college level courses. Furthermore, proposals are being submitted to the Office of Institutional Research and Assessment by the Entry-Level Committee to examine placement in developmental writing and English Composition.

Mid-Level Assessment

The mid-level assessment strategy at Tulsa Community College (TCC) is equivalent to measuring student competencies developed in general education courses. The primary goal of this process continues to center upon the improvement of institutional effectiveness toward facilitating student chances for academic success in meeting their educational objectives.

During the 2001-2002 academic year, faculty at *Tulsa Community College* assessed the general education goals of critical thinking and effective communication using the new process developed by the General Education Goals Assessment Committee. This new process is a unique model for assessing each general education goal across all academic programs and discipline areas. The model is *context-specific* in that each goal is assessed according to the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals assessed this year was critical thinking. The general education committee has established a definition for critical thinking that was accepted across all academic programs and disciplines. The faculty agreed upon a set of expectations that, if successfully demonstrated, would characterize students who have developed critical thinking skills. Other general education goals include development of communication skills, citizenship, global awareness, and computer literacy.

In order to assess the developed competencies for students who have completed the core general education courses, each faculty member was asked to assess students in one of his/her courses. These faculty members were asked to submit a completed reporting form for the general education goal being assessed. The reporting form is designed to collect information regarding the means of assessment and the criteria for success as well as the intended use of assessment results for improving teaching and learning.

All adjunct as well as some full-time faculty members were asked to assess students' demonstration of critical thinking, while all full-time faculty administered effective communication assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 8,030 students were assessed for critical thinking, with 78% of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,591 students were assessed for effective communication, yielding an 81% success rate for those students assessed. A comprehensive feedback report, including quantitative results and proposed uses of the results, was presented to associate deans, deans, and instructional staff in early Spring 2002.

All faculty will again participate in the assessment process during the 2002-2003 academic year. Adjunct faculty will assess effective communication, while full-time faculty will assess general education goal #3, civic responsibility. Faculty mentors have been designated to help their colleagues understand and contribute to the assessment process.

Program Outcomes Assessment

Beginning this past 2001-2002 academic year, the college implemented a new course-embedded discipline and program outcomes assessment process. This new process parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for their specific disciplines or programs in general and for each course within the disciplines or programs specifically. Instructors were asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against standard criteria determined by the instructor for the particular goal assessed.

With this process, instructors have immediate feedback results from their own students and may use those results to reshape and improve instruction in their classrooms. While each instructor may define his or her own means of assessment, all instructors submit their results via a common reporting to the Office of Institutional Research and Assessment. These results have been aggregated and disseminated to the appropriate division offices. These offices, then, will use the data to identify resources and development opportunities for learning improvement at the institutional level.

Results from this course embedded assessment process indicate that 88 instructors assessed 2,969 students revealing an 84.5% success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution.

In addition to the course-embedded assessment of student performance outcomes, the outcome assessment plan focuses on the processes and services affected by the college. In order to facilitate this plan, TCC actively involves both students and community employers through the use of multiple and varied assessment methods. These outcomes assessment methods at TCC are derived from three referent group questionnaires (e.g., course/instructor evaluation, graduate student survey results, and employer survey results), student transfer data, and program accreditation/certification records. Results from these assessments are presented to program and service areas to assist program improvement and enhance student learning.

During the Spring 2002 semester, 10,435 students completed and returned the course/instructor evaluation. This instrument attempts to assess course/instructor effectiveness relative to the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93%) found the course to be a challenging and learning experience. Also, a large number of the students agree or strongly agree that faculty are patient with students' learning (92%), are well prepared for the courses taught (94%), and maintain high course standards (95%).

Results from the graduate survey indicate 63% of the respondents are continuing their education. Furthermore, 83% of the respondents indicated that they are employed. Among respondents who were employed, 60% reported that they are either working in their major field or in a discipline that is closely related to their area of study while at Tulsa Community College. Among the respondents who are working, 64% reported that they are working full-time.

In addition to counting the number of former students who are working or who are continuing their education, the survey measures the general satisfaction that former students have with their educational experiences while at Tulsa Community College. An overwhelming majority of the respondents indicated that they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (89%).

Results from the employer survey indicate that 96% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 88% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 83% confirmed that graduates are able to work independently without direct supervision.” Likewise, 83% rated the employees’ ability to perform the technical aspects of the job as “*above average*” or “*excellent*.” Communication skills were rated as “*above average*” or “*excellent*” by nearly three-fourths (72%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 85% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (66%) and to solve problems or suggest possible solutions (68%). Finally, 74% rated their employed TCC graduates’ or students’ ability to accept supervision and criticism as “*above average*” or “*excellent*.”

Graduates of Tulsa Community College's nursing and allied health programs continue to perform at a very high level when they complete their licensure and certification exams. Test results from these exams are excellent indicators on the quality and effectiveness of the college's health related programs. Feedback allows for the improvement of courses and program curricula.

Student Satisfaction Assessment

The Office of Institutional Research and Assessment has implemented a wide and varied strategy for assessing student satisfaction. Overall satisfaction domains are investigated through various climate surveys, such as course/instructor evaluations and graduate surveys (discussed above). Results from the various climate surveys were provided to all faculty and staff of TCC via electronic mail. These data are used to facilitate decision-making on program improvements, implementation of services and evaluation of services currently available.

The overall results from the course/instructor evaluation were positive. The majority of responding students (90%) would recommend the course they assessed to other students. Also, most (92%) of the respondents indicated that their expectations were met for the course they assessed.

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84% indicated positive satisfaction with general instruction, while 78% were satisfied with the TCC faculty. Likewise, most of the respondents (85%) were satisfied with their classroom experience, and three-fourths (75%) indicated a positive response to questions regarding TCC's support facilities.

1. What methods were used for entry-level course placement? What were the instruments and cut-scores used for each subject area and course?

Entry-level assessment has been an ongoing process at Tulsa Community College (TCC) since its inception 32 years ago (1970). The American College Test (ACT) is the “primary test” used to measure levels of student achievement and subsequent entry-level placement at TCC. The ACT, as an admission requirement for degree-seeking students in Oklahoma colleges and universities, provides extensive normative data useful as one indicator of students’ readiness for college level courses.

In the 1991 Fall Semester, TCC began administering the College Board Computerized Placement Tests (CPT), a computer-adapted achievement test. The Oklahoma State Regents for Higher Education (OSRHE) approved the use of the CPT as a “secondary test” for use by TCC in entry-level assessment. The CPT is used by TCC to supplement the ACT to assist students in selecting levels of college courses for which they have the greatest chance for success. More specific uses of the CPT will be provided in the methodology section of this report. Cut scores are presented in Appendix EL, page 22.

The entry-level committee devotes much of its time to improving the use of CPT test score results. Recent studies have been focused on the reading comprehension portion of the CPT and the student placement policies guided by its results. Faculty continues to review CPT cut scores in mathematics, and comparison studies to validate the relationship between ACT cut scores to CPT cut scores are currently under investigation.

2. How were instruments administered? Which students were assessed? Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

During the 2001 Summer and Fall Semesters and the 2002 Spring Semester, TCC evaluated incoming student proficiency levels in English and Mathematics. Screening in Reading and Science occurred primarily to identify course deficiencies as required by the OSRHE policy and as approved in the TCC Assessment Plan. The ACT and CPT cut-score intervals and the suggested placement courses are shown in Appendix EL, pages 22-23. Test score information is used as a guideline by academic advisors, who use test data as a primary success factor, to place students in various courses at TCC.

As mentioned, the CPT was used as a secondary testing strategy for assessing student achievement reflected in entry-level course placement. The intention of this testing strategy was to compensate for the following situations: (1) designated cut-score levels on the ACT were not attained; (2) ACT scores were not available; (3) ACT scores were in question based upon length of time since tested; (4) student was identified as an “adult learner;” or (5) the validity and/or reliability of the individual’s ACT scores was questioned. The CPT, when administered, was given usually only once. However, students were allowed to take the test twice in a given semester.

3. What were the analyses and findings from the 2001 – 2002 entry-level assessment?

The data presented in Appendix EL, page 23 show that 1,376 “freshmen” enrolled at TCC took the ACT. The average composite score for this cohort was 19.6. The average ACT sub-

test scores for these TCC freshman included: English (19.5), Mathematics (18.5), Reading (20.1), and Science Reasoning (19.9).

Placement in Reading:

From the data presented in Appendix EL, page 23, placement based upon the ACT Reading scores show that almost three-fifths (59.8%) of these new TCC students scored high enough to be placed in college level reading courses. More than one-third (35.0%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 5.2% of these students scored within a range of scores that would place them into a remedial Reading I course.

Almost one-half (47.0%) of the students who took the CPT Reading test (see Appendix EL, page 22) scored high enough to be placed into college level reading. One-fourth (25.9%) scored at the level for placement in a Reading II course. Slightly over one-fourth (27.2%) scored within the range for placement in a Reading I course.

Placement in Writing:

Almost three-fifths (58.5%) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Over one-third (35.2%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 6.3% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 60.6% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.3%) scored within the range for placement in the Writing II course, and over one-fourth (26.1%) scored within the cut-score range for placement in the Writing I course.

Placement in Mathematics:

Less than one-half (42.1%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Over one-third (36.8%) scored within a cut-score range for placement into Intermediate Algebra. One-fifth (21.1%) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 3.6% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 8.8% had scores that would place them into Intermediate Algebra. Less than one percent (0.8%) had scores that would place them into Beginning Algebra. Finally, of those tested, 86.8% tested within a cut-score range for placement into Basic Mathematics.

4. How was student progress tracked? Describe analyses of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process as a result of findings.

In 2000, the Office of Institutional Research began working with a committee of faculty and advisement personnel to examine the efficacy of placement strategies in reading based

upon the CPT cut-scores. A study was conducted to explore levels of academic attainment and performance among students whose course placement test scores identified them as under-prepared. Specifically, the research question was designed to compare retention rates and performance among four distinct groups over a three-year period: 1) students who assessed below college reading level and enrolled in remedial coursework only; 2) students who assessed below college reading level and enrolled in remedial coursework concurrent with college level coursework; 3) students who assessed below college reading level but did not enroll in remedial coursework; and 4) students who assessed at or above a college reading level. This study continued throughout the 2001-2002 academic year.

Results from the retention segment of the study indicated that students who enrolled in remedial coursework concurrent with college level coursework (group 2) earned significantly more hours, or were more often retained, than both of the other under-prepared groups (groups 1 and 3). In addition, these concurrently enrolled students (group 2) earned an equal number of hours, or were as often retained, as those students who were college ready (group 4). Similar results occurred in the performance segment of the study.

Although under-prepared students who participated in the developmental program were expected to have equal performance and attainment outcomes as the group that entered with proficiency, the results suggest that these outcomes are obtained only by students who participate in the developmental program while concurrently taking college courses. Students who took only developmental courses prior to college level courses as a way to overcome academic deficiencies had performance and attainment outcomes that were equivalent to students who did not participate in the developmental program at all.

Overall, results from this study suggest that students need to develop college level reading skills to succeed and persist. Moreover, this study advances the notion that under-prepared students can succeed when they concurrently enroll in both developmental and college level coursework. Results show that development of reading skill can significantly increase persistence and performance when development occurs while taking college level courses.

5. What other studies of entry-level assessment have been conducted at the institution?

The Office of Institutional Research and Assessment continues to track attainment and performance compared to reading proficiency in response to new questions posed by the initial results. Specifically, an investigation is underway to validate Accuplacer CPT scores for reading comprehension based on student performance in developmental reading courses and corresponding Nelson-Denny Reading Test scores. In addition, the office will revisit its 2000-2001 mathematics study on student placement into both developmental and college level courses. Furthermore, proposals are being submitted to the Office of Institutional Research and Assessment by the Entry-Level Committee to examine placement in developmental writing and English Composition.

6. What instructional changes occurred or are planned due to entry-level assessment?

Based on the new findings from the reading retention and performance study, coupled with broad-based faculty participation in the development of recommendations, TCC administration has decided to strengthen reading proficiency requirements through computer-generated enrollment blocks. Implementation of automatic enrollment blocks for reading proficiency began in May 2002. Enrollment blocks apply to courses listed in the institution's

general education requirements. The Executive Vice President and Chief Academic Officer will coordinate with the Marketing Communications Office to inform area high school counselors and faculty and staff at the institution about the new requirements.

7. What measures were used to assess reading, writing, mathematics, critical thinking, and other institutionally recognized general education competencies? Describe how assessment activities were linked to the institutional general education program competencies.

During the 2001-2002 academic year, faculty at TCC assessed the general education goals of critical thinking and effective communication using the new process developed by the General Education Goals Assessment Committee. This new process is a unique model for assessing each general education goal across all academic programs and discipline areas. The model is *context-specific* in that each goal is assessed according to the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals assessed this year was critical thinking. The general education committee has established a definition for critical thinking that was accepted across all academic programs and disciplines. The faculty agreed upon a set of expectations that, if successfully demonstrated, would characterize students who have developed critical thinking skills.

The assessment committee acknowledged that critical thinking is different in mathematics than in history, and it may be somewhat different in one history class than it is in the same history class taught by a different instructor. Therefore, a successful demonstration of critical thinking may not occur in the same manner if the context or subject matter is different. Although there are alternative means for assessing critical thinking, faculty use a common reporting form for documenting students' demonstration of critical thinking within the context of the classroom environment in which the critical thinking skills are observed. The individual assessments of each goal are aggregated to produce a picture of how well the college as a whole is progressing toward the attainment of each general education goal. The general education goal reporting forms for critical thinking and effective communication assessment are presented in Appendix ML, pages 25-26. A list of all five general education goals is also presented in Appendix ML, page 27.

The model implies an understanding that the nature of the assessment task is not new, but is changing in important ways. The assessment committee at TCC does not function as an external force to impose something brand new, but serves to investigate and facilitate the assessment process. The committee's approach is not to impose external demands, but to examine how faculty already teach and assess critical thinking within their respective disciplines and programs and to help them improve. Therefore, this model draws upon faculty wisdom and practice to capitalize on resources already in place.

The mid-level assessment strategy at TCC is based upon an attempt to measure student competencies developed in general education courses. The primary goal of this process continues to center upon the improvement of institutional effectiveness toward facilitating student chances for academic success in meeting their educational objectives.

8. Which and how many students participated in mid-level assessment? Describe how the instruments were administered and how students were selected. Describe strategies to motivate students to participate meaningfully.

In order to assess the developed competencies for students who have completed the core general education courses, each full-time and adjunct faculty member was asked to assess students in one of his/her courses. All adjunct as well as some full-time faculty members were asked to assess student demonstration of critical thinking, while all full-time faculty administered effective communication assessment. A total of 8,030 students were assessed for critical thinking, and 3,591 students were assessed for effective communication.

Faculty members select or construct a test/assignment/activity to measure students' goal-related skills in their course/discipline based on the institutionally accepted definition of the skill as defined on the common reporting form submitted to the Office of Institutional Research and Assessment. Faculty members evaluate students' skills using their own specific criteria that state the standards for intended performance explicitly. These criteria are also documented on the common reporting form. Upon completion of the test/assignment/activity, faculty members evaluate the students' performances and record them on the general education goal reporting form. The reporting forms for critical thinking and effective communication are presented in appendix ML, pages 25-26. Most faculty members assign a grade to the student for the assessment activity thereby motivating the student to perform to the best of his or her ability.

9. How was student progress tracked into future semesters and what were the findings?

The new methodology measuring general education goals was first implemented during the Fall 2000 semester and continued during the Fall 2001 semester. The purpose of this methodology is to use a faculty member's direct assessment and evaluation scheme as the fundamental tool in classroom research. Through the feedback given to the faculty, the teacher will be able to investigate the relationship between teaching and learning in the classroom. This will necessitate repeated measures of student performance in subsequent semesters, although the same student will not necessarily be assessed.

The goal of this model is to formulate a comprehensive, definitive picture of students' general education goal attainment. Benchmarking this attainment over time will allow TCC to gauge improvements made and will provide feedback on the assessment process itself. Critical thinking, for example, has now been assessed in two consecutive years. Results from these assessments indicate that the proportion of students who demonstrate Critical Thinking over the two years has remained consistent (77% and 78% respectively).

10. What were the analyses and findings from the 2001-2002 mid-level assessment?

During the Fall 2001 semester, all adjunct and some full-time faculty were asked to participate in the assessment of critical thinking, while all full-time faculty administered effective communication assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 8,030 students were assessed for critical thinking, with 78% of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,591 students were assessed for effective communication, yielding an 81% success rate for those students assessed.

In addition to quantitative results used for benchmarking, a wealth of qualitative results and feedback was provided by the instructors through the individual reporting forms. On the

forms, each faculty member is asked to respond to two “use of results” questions. The first question asks, "How will you use your assessment results to enhance student development of critical thinking skills?" In other words, what strategies are faculty members intending to use to improve student critical thinking skills *in the future* based upon assessment results? Some possible responses include:

- Revise the amount of written/oral/visual/clinical or similar work.
- Increase in-class critical thinking discussions and activities.
- Increase student collaboration and/or peer review.
- Provide more frequent or fuller feedback on student progress.
- State criteria for grading more explicitly.
- Increase guidance of students as they work on assignments.
- Increase the use of questioning methods that encourage critical thinking.
- Ask a colleague to critique critical thinking assignments/activities.
- Collect more data on critical thinking activities.
- Revise the content of critical thinking assignments/activities.
- Nothing, assessments indicate that no improvements are necessary.

A second question in the "Use of Results" section asks, "Based upon the results of your assessment, what additional resources or professional development activities would enhance teaching and learning in your area?" In other words, how can the department or the institution help faculty members in their work to improve student development of critical thinking based upon assessment results? Some possible responses include:

- Offer and/or encourage attendance at seminars, workshops or discussion groups about assessment of critical thinking.
- Consult teaching and learning experts about teaching methods for critical thinking.
- Encourage faculty to share their exercises/activities that foster critical thinking.
- Write collaborative grants to fund departmental projects to improve teaching and learning.
- Provide articles/books on college teaching and learning.
- Visit classrooms to provide feedback (Mentoring).
- Create a bibliography of resource materials.
- Examine course curriculum to determine what critical thinking skills are taught so the department can build a progression of critical thinking skills as students advance through courses.
- Nothing, assessments indicate that no improvements are necessary.

A comprehensive feedback report for each goal assessed, including quantitative results and proposed uses of the results, was presented to associate deans, deans, and instructional staff in early Spring 2001. Excerpts from the feedback reports are presented in Appendix ML, pages 28 and 35.

All faculty will again participate in the assessment process during the 2002-2003 academic year. Adjunct faculty will assess effective communication, while full-time faculty will assess general education goal #3, civic responsibility. Faculty mentors have been designated to help their colleagues understand and contribute to the assessment process.

11. What instructional changes occurred or are planned in the general education program due to mid-level assessment?

The new process of general education goal assessment, performed within the context of the courses themselves, offers many advantages to instructional changes and improvements.

The summary report in Appendix ML, page 42, documents some of these instructional changes. Collecting and evaluating assessment data within the flow of their course allows faculty to identify strengths and weaknesses in student learning in real-time and implement immediate changes as necessary. Based on assessment results, faculty can develop action plans to maintain or build on strengths and improve in weaker areas.

In order to implement these plans of action, there may also be a need for adequate resources. Therefore, assessment results and subsequent action plans ultimately become key elements in planning and program budgeting. TCC has a project management design in place to strengthen the linkage between assessment, planning, and budgeting in an attempt to improve the institution's overall effectiveness. Each step in the process is necessary for effective communication and feedback to take place.

During the Fall 2001 semester, faculty members were asked to summarize at the discipline level the changes implemented in their courses as a result of the critical thinking assessment of the previous year. This summary report is presented in Appendix ML, page 42. Whereas feedback reports offer assessment results as information to be used for future decision making, summary reports indicate the actual actions taken as a result of the assessment feedback. This document is the summary report of that first critical thinking assessment by the majority of faculty across the college. Although some workforce development programs did participate in this assessment project, the summary information for these programs was not gathered; therefore, only the university parallel disciplines that participated are represented in this report.

12. Attach a table listing the assessment measures and number of individuals assessed for the degree program or department.

Assessment Measures & Number of Individuals Assessed for the Degree Program/Department		
Department or Degree Program	Assessment Measures	# of Students Assessed
005 - ACCOUNTING	Course / Instructor Survey, Alumni Survey	410
010 - AGRICULTURAL SCIENCE	Course / Instructor Survey	8
013 - AMERICAN STUDIES	Course / Instructor Survey, Alumni Survey	4
015 - ARCHITECTURE	Course / Instructor Survey	23
020 - ART	Course Embedded, Course / Instructor Survey, Alumni Survey	109
025 - ASTRONOMY	Course / Instructor Survey	2
028 - AVIATION SCI. TECH/OSU	Course / Instructor Survey	19
030 - BIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	168
035 - BUSINESS ADMINISTRATN	Course / Instructor Survey, Alumni Survey	1141
040 - BUSINESS EDUCATION	Course / Instructor Survey	8
044 - CHILD DEVELOPMENT	Course / Instructor Survey, Alumni Survey	118
045 - CHEMISTRY	Course Embedded, Course / Instructor Survey, Alumni Survey	38
046 - COMPUTR SCI/MIS-OSU/LANG	Course Embedded, Course /	

	Instructor Survey, Alumni Survey, Employer Survey	515
047 - THEATRE	Course Embedded, Course / Instructor Survey, Alumni Survey	33
050 - DENTISTRY	Course / Instructor Survey	41
051 - ECOLOGY	Course / Instructor Survey	5
052 - ECONOMICS	Course Embedded, Course / Instructor Survey	8
053 - EARLY CHILDHOOD DEVELOP	Course / Instructor Survey	9
054 - EDUCATION	Course / Instructor Survey, Alumni Survey	221
055 - EDUCATION(ELEM)	Course / Instructor Survey, Alumni Survey	465
060 - EDUCATION(SEC)	Course / Instructor Survey, Alumni Survey	112
063 - ELECTRONIC ENG TECH - OSU	Course / Instructor Survey, Alumni Survey	49
063 - ELECTRONIC ENG TECH - NSU	Course / Instructor Survey, Alumni Survey	2
065 - ENGINEERING	Course Embedded, Course / Instructor Survey, Alumni Survey	368
070 - ENGLISH	Course Embedded, Course / Instructor Survey, Alumni Survey	81
075 - FOREIGN LANGUAGE	Course Embedded, Course / Instructor Survey	5
080 - FORESTRY	Course / Instructor Survey	4
081 - FRENCH	Course Embedded, Course / Instructor Survey, Alumni Survey	18
082 - GEOLOGY	Course Embedded, Course / Instructor Survey	12
084 - GERMAN	Course / Instructor Survey, Alumni Survey	4
085 - BUSINESS/GENERAL	Course / Instructor Survey	23
086 - INTERNATIONAL BUSINESS	Course / Instructor Survey, Alumni Survey	37
087 - GEOGRAPHY	Course Embedded, Course / Instructor Survey	6
090 - HEALTH/EDUCATION	Course / Instructor Survey	13
091 - HUMAN SERVICES	Course / Instructor Survey, Alumni Survey	71
093 - HORTICULTURE TECH. OSU	Course / Instructor Survey, Student Satisfaction Survey	22
094 - HOTEL & RESTAURANT ADMIN.	Course / Instructor Survey	2
095 - HISTORY	Course Embedded, Course / Instructor Survey, Alumni Survey	61
096 - INTERNATIONAL STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	7
097 - HUMANITIES	Course Embedded, Course / Instructor Survey, Alumni Survey	9
098 - ITALIAN	Course Embedded, Course /	2

	Instructor Survey	
099 - JAPANESE	Course Embedded, Course / Instructor Survey	3
100 - JOURNALISM	Course / Instructor Survey, Writing Standards Test, Alumni Survey	126
102 - INDIV. FAMILY & COMM. SER.	Course / Instructor Survey	1
103 - INTERIOR DESIGN OSU	Course / Instructor Survey, Alumni Survey	46
105 - LAW	Course / Instructor Survey	47
109 - LAW OFFICE	Course / Instructor Survey	7
110 - CRIMINAL JUSTICE	Course / Instructor Survey, Alumni Survey	172
115 - LIBERAL ARTS	Course / Instructor Survey, Alumni Survey	1655
120 - LIBRARY SCIENCE	Course / Instructor Survey	5
123 - MANAGEMENT	Course / Instructor Survey, Alumni Survey	58
124 - MARKETING OSU	Course / Instructor Survey	42
125 - MATHEMATICS	Course Embedded, Course / Instructor Survey , Alumni Survey	50
130 - MEDICINE	Course / Instructor Survey, Alumni Survey	177
145 - MUSIC	Course Embedded, Course / Instructor Survey	80
147 - NURSING (PRE-PROFESSIONAL)	Course / Instructor Survey	85
150 - OCEANOGRAPHY	Course / Instructor Survey	2
160 - OPTOMETRY	Course / Instructor Survey	10
165 - PHARMACY	Course / Instructor Survey	52
166 - PHILOSOPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	11
170 - PHYSICAL EDUCATION	Course / Instructor Survey, Alumni Survey	24
180 - PHYSICAL THERAPY	Course / Instructor Survey	62
185 - PHYSICS	Course Embedded, Course / Instructor Survey, Alumni Survey	12
186 - PHYSICAL SCIENCE	Course / Instructor Survey	11
190 - POLITICAL SCIENCE	Course Embedded, Course / Instructor Survey, Alumni Survey	43
195 - PSYCHOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	377
196 - QUALITY CONTROLL – NSU	Course / Instructor Survey	4
200 - RADIO & TELEVISION	Course / Instructor Survey	9
205 - RECREATION	Course / Instructor Survey	1
215 - RELIGIOUS STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	9
220 - RUSSIAN	Course Embedded, Course / Instructor Survey	7
221 - SAFETY/ENV. TECHNOLOGY	Course / Instructor Survey, Alumni Survey	5

223 - SOCIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	63
225 - SOCIAL SCIENCE	Course / Instructor Survey	6
230 - SOCIAL WELFARE	Course / Instructor Survey	18
232 - SPANISH	Course Embedded, Course / Instructor Survey, Alumni Survey	36
235 - SPEECH	Course Embedded, Course / Instructor Survey	10
240 - VETERINARY MEDICINE	Course / Instructor Survey, Alumni Survey	49
520 - BANKING	Course / Instructor Survey	4
525 - BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	258
528 - AVIATION SCIENCES TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	137
530 - ACCOUNTING ASSISTANT	Course / Instructor Survey, Employer Survey, Alumni Survey	19
550 - CHILD DEVELOPMENT	Course / Instructor Survey, Employer Survey, Alumni Survey	182
560 - FINANCIAL MANAGEMENT	Course / Instructor Survey	6
567 - COMP INTEGRAT MFCTG ENTRP	Course / Instructor Survey, Alumni Survey	3
568 - COMPUTER MAINT TECH	Course / Instructor Survey	2
570 - COMPUTER OPERATOR	Course / Instructor Survey	5
575 - COMPUTER OPRTNS MGMT	Course / Instructor Survey	5
580 - COMPUTER PROGRAMMING	Course / Instructor Survey	125
581 - COMPUTER INFORMATION SYS	Course / Instructor Survey, Employer Survey, Alumni Survey	440
582 - COMP SPEC BUS. MICROS	Course / Instructor Survey	40
585 - COMPUTER INFORMATION SYS	Course / Instructor Survey, Employer Survey	14
588 - DENTAL ASSISTING	Course / Instructor Survey, Alumni Survey	6
590 - DRAFTING / CAD	Course / Instructor Survey, Employer Survey, Alumni Survey	46
592 - DENTAL HYGIENE	Certification Exam, Course / Instructor Survey, Alumni Survey	128
593 - DESKTOP PUBLISHING	Course Embedded, Course / Instructor Survey, Alumni Survey	22
596 - DRAFTING ART MECHANICS	Course / Instructor Survey	1
600 - ELECTRICAL ENGINEER TECH	Course / Instructor Survey, Employer Survey	30
630 - EMERGENCY MEDICAL TECH	Course / Instructor Survey, Alumni Survey	12
631 - GRAPHICS/IMAGING TECH	Course / Instructor Survey	8
639 - HEALTH CARE SUPERVISOR	Course / Instructor Survey	1
640 - ROBOTICS & AUTOMAT TECH	Course / Instructor Survey	2
641 - HEALTH CARE ADMIN	Course / Instructor Survey	13
643 - HEALTH INFORMATION TECH	Course / Instructor Survey,	23

	Employer Survey, Alumni Survey	
645 - HUMAN SERVICES	Course / Instructor Survey, Employer Survey, Alumni Survey	87
648 - INDUSTRIAL SUPERVISION	Course / Instructor Survey	2
650 - ELECTRONICS TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	59
651 - CIVIL ENGINEERING TECH	Course / Instructor Survey, Employer Survey	19
653 - INDUSTRIAL MANAGEMENT	Course / Instructor Survey	1
654 - INTERIOR DESIGN	Course / Instructor Survey, Employer Survey, Alumni Survey	65
655 - INTERPRETER PREPARATION	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	76
659 - FINANCE	Course / Instructor Survey	2
660 - INDUSTRIAL ENGINEER TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	6
672 - INTERNATIONAL BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	14
673 - INTERNATIONAL LANG STUDY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	61
680 - FIRE PROTECTION TECH	Course / Instructor Survey , Alumni Survey	135
685 - OCCUPATION THERAPY ASST	Course / Instructor Survey, Alumni Survey	27
687 - OFFICE ASSISTANT	Course / Instructor Survey	1
698 - MECHANICAL ENGINEER TECH	Course / Instructor Survey	0
701 - RESPIRATORY THERAPY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	42
703 - INSURANCE	Course / Instructor Survey, Employer Survey, Alumni Survey	7
706 - ACCOUNTING ASSOCIATE	Course / Instructor Survey, Employer Survey, Alumni Survey	68
708 - LEGAL SECRETARY	Course / Instructor Survey	13
710 - LEGAL ASSISTANT	Course / Instructor Survey, Alumni Survey	106
722 - NUMERICAL CONTRL/MACH TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	24
729 - MANUFACTURING ENG TECH	Course / Instructor Survey, Employer Survey	11
731 - MARKETING	Course / Instructor Survey, Employer Survey, Alumni Survey	90
732 - E-BUSINESS	Course / Instructor Survey	1
739 - BIO MED EQUIP TECH	Course / Instructor Survey, Alumni Survey	8
741 - MEDICAL LABORATORY TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	38
750 - MEDICAL ASSISTANT	Course / Instructor Survey,	44

	Employer Survey, Alumni Survey	
760 - MEDICAL OFFICE ADMIN	Course / Instructor Survey, Employer Survey, Alumni Survey	41
764 - MEDICAL TRANSCRIPTIONIST	Course / Instructor Survey	1
774 - MANAGEMENT	Course / Instructor Survey, Employer Survey, Alumni Survey	130
780 - HORTICULTURE TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	50
791 - NURSING	Certification Exam, Course / Instructor Survey, Alumni Survey	883
795 - HUMAN RESOURCES	Course / Instructor Survey, Employer Survey, Alumni Survey	62
800 - PETROLEUM LAND TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	6
809 - PHARMACY TECHNOLOGY	Course / Instructor Survey, Alumni Survey	9
828 - PATIENT CARE TECHNICIAN	Course Embedded, Course / Instructor Survey, Alumni Survey	25
831 - PHYSICAL THERPY ASSNT	Course / Instructor Survey, Alumni Survey	103
840 - LAW ENFORCEMENT	Course / Instructor Survey, Alumni Survey	30
842 - POSTAL SERVICE LEADER	Course / Instructor Survey	1
844 - REAL ESTATE	Course / Instructor Survey	0
849 - QUALITY CONTROL TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	32
860 - CONSTRUCTION TECH	Course / Instructor Survey	0
870 - RADIOGRAPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	82
910 - ADMINISTRATIVE OFFICE TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	36
912 - PURCHSING & MATERIALS MGMT	Course / Instructor Survey, Employer Survey, Alumni Survey	22
913 - SAFETY/ENV. TECH	Course / Instructor Survey, Alumni Survey	7
917 - SMALL BUS. MGMT ENTREPRE	Course / Instructor Survey, Employer Survey, Alumni Survey	11
919 - SURGICAL TECHNOLOGY	Course / Instructor Survey, Alumni Survey	11
921 - SURVEYING TECHNOLOGY	Course / Instructor Survey	14
927 - STAGE PRODUCTION TECH	Course / Instructor Survey	1
930 - TRANS/TRAFFIC MANAGEMENT	Course / Instructor Survey	1
940 - TELECOMMUNICATIONS TECH	Course / Instructor Survey, Alumni Survey	127
945 - TRAVEL & TOURISM	Course / Instructor Survey, Alumni Survey	6
950 - WELDING TECHNOLOGY	Course / Instructor Survey	3
955 - VETERINARY TECHNOLOGY	Course / Instructor Survey, Alumni Survey	72

13. What were the analyses and findings from the 2001-2002 program outcomes assessment?

The purpose of the outcomes assessment at Tulsa Community College (TCC) is to assess what is being taught and learned at TCC. Results were presented to program and service areas to assist program improvement and enhance student learning. The outcome assessment plan focuses on processes as well as products. In order to facilitate this plan, TCC actively involves both instructors and students through the use of multiple and varied assessment methods. Specifically, outcomes assessment at TCC is derived from course-embedded assessments, three referent group questionnaires (e.g., course/instructor evaluation, graduate student survey results, and employer survey results), and program accreditation/certification records.

Analyses

Course-Embedded Assessment

Beginning this past 2001-2002 academic year, the college implemented a new course-embedded discipline and program outcomes assessment process. This new process parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for their specific disciplines or programs in general and for each course within the disciplines or programs specifically. Instructors were asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against standard criteria determined by the instructor for the particular goal assessed.

With this process, instructors have immediate feedback results from their own students and may use those results to reshape and improve instruction in their classrooms. While each instructor may define their own means of assessment, all instructors submit their results via a common reporting to the Office of Institutional Research and Assessment. These results have been aggregated and disseminated to the appropriate division offices. These offices, then, will use the data to identify resources and development opportunities for learning improvement at the institutional level.

Course/Instructor Evaluations

Course/instructor evaluation surveys were administered during the Spring 2002 semester. A copy of this survey is provided in Appendix OA, page 58. The course/instructor evaluations were collected anonymously from students during class time at the end of each course. On the survey, students evaluated critical issues regarding their own performance in the class (e.g., applied study time, prior preparation, etc.), the instructor (e.g., preparedness, organization, presentation of information, etc.) and the course (e.g., relevancy, etc.). Instructors were provided, at the completion of each course, a summary of the results. Instructors may then use the results to gauge and/or modify their presentation of course material. Course/instructor evaluations continue to be important tools for giving faculty feedback on their teaching effectiveness and the value of their courses as perceived by the

students. Faculty utilize the assessment results in the on-going evaluation of their courses and teaching methods. Course/instructor evaluations are also utilized by the division chairs in the on-going evaluation of instruction in each division. This tool has been particularly useful in assessing and improving instruction performed by TCC's adjunct faculty.

Graduate Student Survey

The survey of Tulsa Community College graduates is administered annually (e.g., approximately six-months after TCC graduation ceremonies) to allow students the opportunity to apply and assess the relevance of their learning experiences with TCC. Information received from the survey of Tulsa Community College graduates is widely distributed and utilized. Results are shared with faculty, division chairs, department heads, advisory committee members, and college administrators. Feedback to departments and instructional discussion allows for the improvement of services and the refinement of courses and program curricula. Data from this instrument have provided information for program adjustment, staff development, and the development of other aids to improve instructional effectiveness.

Employer Survey

The employer survey is administered after data from the survey of graduates have been compiled. TCC graduates responding to the graduate survey provide specific information (e.g., supervisor name, address, etc.) about their employment. Subsequently, these identified supervisors are solicited for perceptions and attitudes about TCC graduates. Results are shared with faculty, division chairs, advisory committee members, and college administrators. Feedback to the faculty and instructional divisions allows for the improvement of services and the refinement of courses and program curricula. Data from this instrument have provided information for program adjustment, staff development, and the development of other aids to improve instructional effectiveness. This information provides important feedback for the college's Workforce Development Program evaluation and advisory meetings. The college utilizes this information to assist in curriculum and course revision in over 50 Workforce Development programs.

Findings

Course-Embedded Assessment

Results from the course embedded assessment process indicate that 88 instructors assessed 2,969 students revealing an 84.5% success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution. Responses were aggregated for each discipline/program and distributed to the appropriate units for use in budgeting and planning. The aggregated responses for the English discipline are presented in Appendix OA, page 49, as an example.

Course/Instructor Evaluation Results:

During the Spring 2002 semester, 10,435 students completed and returned the course/instructor evaluation. This instrument attempts to assess course/instructor effectiveness relative to the student's perspective. Overall, the results from this measure were positive. The majority of responding students (93%) found the course to be a challenging and learning experience. Also, a large number of the students agree or strongly agree that faculty are patient with students' learning (92%), are well prepared for the courses taught (94%), and maintain high course standards (95%). Other item level results are provided in Appendix OA, page 60.

Graduate Survey Results:

Results from the graduate survey indicate 63% of the respondents are continuing their education. Furthermore, 83% of the respondents indicated that they are employed. Among respondents who were employed, 60% reported that they are either working in their major field or in a discipline that is closely related to their area of study while at Tulsa Community College. Among the respondents who are working, 64% reported that they are working full-time.

In addition to rating the number of former students who are working or who are continuing their education, the survey measures the general satisfaction that former students have with their educational experiences while at Tulsa Community College. An overwhelming majority of the respondents indicated that they would be at least somewhat likely to make the same decision if they had the opportunity to attend TCC again (89%). In fact, 66% indicated that they would very likely make the same choice, and 14% were moderately likely to return to TCC given what they now know.

When asked to compare the quality of education received at TCC with the perception of educational quality at other colleges, 13% indicated that it is about the same. However, 22% indicated that they thought the quality of education at TCC is better than that received at other colleges. In addition, 23% reported that they were more than adequately prepared by TCC to continue their education and 23% indicated that they were prepared exceptionally well.

Employer Survey Results:

Results from the employer survey indicate that 96% of the participating employers report that they are "*satisfied*" or "*very satisfied*" with the performance of the employed TCC graduates and students. In addition, 88% of the respondents rated the employed TCC graduates' or students' ability to work productively as "*above average*" or "*excellent*," while 83% confirmed that graduates are able to work independently without direct supervision." Likewise, 83% rated the employees' ability to perform the technical aspects of the job as "*above average*" or "*excellent*." Communication skills were rated as "*above average*" or "*excellent*" by nearly three-fourths (72%) of the employers. The general attitude toward the work performed was rated as "*above average*" or "*excellent*" by 85% of the participating employers. Employers reported that TCC graduates are "*above average*" or "*excellent*" in their ability to identify, analyze problems (66%) and to solve problems or suggest possible

solutions (68%). Finally, 74% rated their employed TCC graduates' or students' ability to accept supervision and criticism as "*above average*" or "*excellent*."

14. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Specific Program Outcomes:

Dental Hygiene: Accredited by the Commission on Dental Accreditation. The program received full accreditation November 2000 and the next site will be in 2007.

Health Care Administration: Student enrollments demonstrate a preference for the HCA accelerated program. They continue to enroll in the HCA classes held in community health facilities. There are currently 16 HCA majors and we expect to graduate 3 students in Health Care Administration during the academic year 2002-2003. Students, who are completing programs at Oklahoma Career Technical Programs in Surgical Technology, continue to co-enroll in Tulsa Community College courses. Students also continue to show interest in the Risk Management and Legal Issues in Health Care courses. We are currently planning outreach programs to provide information about HCA courses to new populations. These new populations include; rural health facilities, Native American Indian Tribe community health representatives, physicians, clinic managers, nursing home administrators and to managers of long term care facilities. An outreach program workshop for managers of rural health facilities is being planned to provide information regarding current topics related to rural health and to acquaint those that attend, with the HCA curriculum.

Health Information Technology: Accredited by the Commission Accreditation of Allied Health Educational Programs (CAAHEP) in conjunction with the Council on Accreditation (COA) of the American Health Information Management Association (AHIMA). The program received full accreditation October 2001. The next accreditation survey programs are eligible to sit for the Registered Health Information Technician (RHIT) certification examination administered by the AHIMA. The Health Information Technology Coding and Reimbursement Certificate Program received full approval November 2001 from the AHIMA Council on Accreditation. The next comprehensive assessment of the certificate program will occur during the 2004-05 academic year. Graduates of the certificate program are eligible to sit for the Clinical Coding Associate (CCA) certification examination administered by the AHIMA. With additional coding experience, two to three years as recommended by the AHIMA, they become eligible to sit for the Clinical Coding Specialist (CCS) or Clinical Coding Specialist – Physician Based (CCS-P) certification examinations.

Medical Assistant: Accredited by the Council on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Curriculum Review Board (CRB) of the American Association of Medical Assistants (AAMA). A scheduled site visit for re-accreditation was completed in November 2000. In February of 2001, the CAAHEP and AAMA-CRB boards approved and continued full accreditation for seven years. Graduates from CAAHEP accredited programs are eligible to sit for the AAMA Certification Examination for the credential of Certified Medical Assistant (CMA). Pass rate for May 2002 graduates was 100%. The program accepted fourteen (14) students into the Medical

Assistant option fall 2002. The CRB approved the new Program Director and Medical Advisor in August 2002.

Medical Laboratory Technology: Accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Medical Laboratory Technology Program was re-accredited for seven (7) years on April 30, 2002.

Nursing: Pharmacology content will be integrated throughout the curriculum based on analysis of student performance, NCLEX results, and survey of teaching practices throughout Oklahoma ADN programs. Detailed report of this planned change was submitted and approved by the Oklahoma Board of Nursing in March 2002. Impact of this change will be measured by tracking graduate performance on NCLEX related to pharmacology concepts and through mid-level standardized testing.

Effective Spring 2003, the admissions process has been changed to ensure that applicants are more likely to meet the requirements at the time they are accepted into the program. Applicants will now submit a portfolio that includes their transcripts, GPA, CNA certification, current CPR card (copy), health record, and agreement for the background check when applying to the program. Applicants who have not completed the program prerequisites will not be included in the applicant pool. We anticipate that this will reduce our application pool initially, but will increase our enrollment and retention rates. Measurement will be retention rates.

PAR System test data bank will be implemented beginning in Fall 2002. This will support ongoing reliability and validity analysis of each course and testing processes. Future test questions will be categorized by NCLEX test plan categories, nursing process components, and critical thinking taxonomy.

Occupational Therapy Assistant: Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The re-accreditation site visit was completed March 10-12, 1997. The final report was received and re-accreditation status was granted until 2003/2004.

Patient Care Technician: The Patient Care Technician Program is based on the Oklahoma Board of Nursing mandated curriculum and no instructional changes have been made other than those directed by the Board. These changes include the elimination of nasopharyngeal and chronic tracheostomy suctioning, pulse oximetry, and chest percussion. The Board also reduced the required number of clinical hours has been changed to a minimum of 40 hours for similar programs in the state. The Tulsa Community College Patient Care Technician program exceeds that number.

Graduates of the program taking the Advanced Unlicensed Assistive Personnel Certification in the past academic year have a pass rate of 100%. Hospitals in the Tulsa community continue to utilize the Patient Care Technicians in a variety of clinical areas.

Phlebotomy (Part of MLT Program): Phlebotomy Certificate Program approval is given by National Accrediting Agency for Clinical Laboratory Sciences. The program was approved for four (4) years in April of 2001.

Physical Therapist Assistant: Accredited by American Physical Therapy Association (APTA). Site visit for accreditation was October 1997 and received full accreditation. Next site visit scheduled

in 2008. The licensure exam pass rate for the past three years is 95% with 100% for the 2001 graduates. Eighty-five (85) percent of the 2001 graduates were employed in Oklahoma.

Radiography: Accredited by Joint Review Committee on Education in Radiologic Technology (JRCERT). Program has site visit in March 2002, responded to recommendation in October 2002, will be acted on by the JRC at their spring 2003 meeting. Pass rate for year 2001 graduates 100%, 2002 graduates 93%.

Recommendations Based on Program Outcomes Assessment

Course-Embedded Discipline/Program Goal Assessment

Action plans based on the results from each assessment have been aggregated by discipline/program into a feedback report. This report provides both the action plans of each individual instructor and their recommendations for changes and improvements made to the institution's processes and services. Faculty will include this report in its overall discipline/program review. Administrators will review this feedback report and incorporate necessary changes into this year's decisions and budget plans. An excerpt from the full feedback report, including the English discipline goal assessment, is presented in Appendix OA, page 49.

Graduate Survey

This survey and other assessment tools have provided the college with important data that are utilized to enhance instruction and lab/LRC support roles. Those individuals who utilize this information do so in relation to other informal information sources to discuss the need for change. Given the consistently positive responses, few programmatic changes were made beyond adjustments for technology, new material, etc.

Employer Survey

The information obtained from this survey provides important feedback for TCC's Workforce Development program evaluation and advisory meetings. Specifically, TCC utilizes this information to assist in curriculum and course revision in over 50 Workforce Development programs.

Specific Program Outcomes

Test results from the licensure and certification exams taken by the Nursing and Allied Health Program Graduates are widely distributed and utilized. Results are shared with faculty, division chairs, advisory committee members, and college administrators. Feedback to the faculty and instructional divisions allows for the improvement of courses and program curricula. Test results from these exams are excellent indicators on the quality and effectiveness of the college's health related programs. These outcome indicators provide information that could lead to equipment purchases, program adjustment, staff development and the development of other aids to improve institutional effectiveness.

15. What assessment activities were used to measure student satisfaction? Describe the measures used, which students were assessed, how many students, and how they were selected.

The assessment of student satisfaction at Tulsa Community College is intended to generate student feedback and appraisal regarding the extent to which TCC is meeting students' educational needs. Furthermore, this information is directly utilized by many referent groups within TCC to improve instruction, create new programs or services, identify dysfunctional elements, and improve or adjust existing program delivery systems. The Office of Institutional Research and Assessment has implemented a wide and varied strategy for assessing student satisfaction. Overall satisfaction domains are investigated through various climate surveys, such as course/instructor evaluations and graduate surveys.

New course/instructor evaluation surveys, designed during the 2000-2001 academic year, were administered during the Spring 2002 semester. A copy of this survey is provided in Appendix OA, page 58. The course/instructor evaluations were collected anonymously from students during the class time at the end of each course. On the survey, students evaluated critical issues regarding their own performance in the class (e.g., applied study time, prior preparation, etc.), the instructor (e.g., preparedness, organization, presentation of information, etc.) and the course (e.g., relevancy, etc.). A total of 10,435 students completed and returned the course/instructor evaluation.

The TCC graduate survey was administered approximately six-months following graduation ceremonies to allow students the opportunity to apply and assess the relevance of their learning experiences with TCC. The survey included four dimensions designed to assess the perceptions of former students regarding their educational experiences while attending Tulsa Community College. The four dimensions were general instruction, faculty, classes, and support facilities. Surveys were mailed to all 1,532 graduates for the 2000-2001 academic year with 31 surveys returned undeliverable and 368 (25%) returned completed.

16. What were the analyses and findings from the 2001-2002 student satisfaction assessment?

The overall results from the course/instructor evaluation were positive. The majority of responding students (90%) would recommend the course they assessed to other students. Also, most (92%) of the respondents indicated that their expectations for the course they assessed were met. Other item level results are provided in Appendix OA, page 60.

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84% indicated positive satisfaction with general instruction, while 78% were satisfied with the TCC faculty. Likewise, most of the respondents (85%) were satisfied with their classroom experience, and three-fourths (75%) indicated a positive response to questions regarding TCC's support facilities.

17. What changes occurred or are planned due to student satisfaction assessment?

Results from the various climate surveys were provided to all faculty and staff of TCC via electronic mail. These data are used to facilitate decision-making on program improvements, implementation of services and evaluation of services currently available.

TCC has recently opened a new Southeast Campus math and science facility, including space for technology-equipped classrooms, updated laboratories, and private faculty offices. Construction is now underway on new health and wellness centers to be used by both students and staff at the Southeast and West campuses.

Also in response to student comments, the college recognizes a need for better utilization of registration, advising, and financial services. Plans, therefore, are being developed to incorporate all of these functions into new “Welcome Centers” to better facilitate the front-line experience of student enrollment. In addition, a retention task force is reviewing possibilities to establish early warning and academic alert systems that provide services that help at-risk students attain their educational goals.

Appendix For Entry Level Assessment (EL)

CPT Results
(July 1, 2001 - June 30, 2002)

Frequency Distribution of Results:

Reading

Score Range	Course Placement	Number of Tests (%)
80 to 120	College Level Reading	<u>2,852 (47.0%)</u>
66 to 79	ENG 0913 (Reading II)	<u>1,572 (25.9%)</u>
0 to 65	ENG 0903 (Reading I)	<u>1,650 (27.2%)</u>
Total		<u>6,074</u>

Sentence Skills

Score Range	Course Placement	Number of Tests (%)
80 to 120	ENG 1113 (Fresh. Comp I)	<u>3,453 (60.6%)</u>
66 to 79	ENG 0933 (Writing II)	<u>759 (13.3%)</u>
0 to 65	ENG 0923 (Writing I)	<u>1,488 (26.1%)</u>
Total		<u>5,700</u>

Mathematics

Score Range	Course Placement	Number of Tests (%)
AS 0 to 112	MTH 0003 (Basic Mathematics)	<u>5,510 (86.8%)</u>
AS 113 to 120	MTH 0013 (Begin. Algebra)	<u>50 (0.8%)</u>
EA 77 to 120 CLM 0 to 40	MTH 0123 (Intermed. Algebra)	<u>557 (8.8%)</u>
EA 77 to 120 CLM 41 to 120	MTH 1513 (College Alg)	<u>230 (3.6%)</u>
Total		<u>6,347</u>

* Percentages may not sum to 100% due to rounding.

Frequency Distribution of ACT Results: 2001 – 2002

Reading

Score Range	Course Placement	Number of Tests (%)
19+	College Level Reading	<u>823 (59.8%)</u>
13-18	ENG 0913 (Reading II)	<u>482 (35.0%)</u>
0-12	ENG 0903 (Reading I)	<u>71 (5.2%)</u>
	Total	<u>1,376</u>

English

Score Range	Course Placement	Number of Tests (%)
19+	ENG 1113 (Fresh. Comp I)	<u>805 (58.5%)</u>
13-18	ENG 0933 (Writing II)	<u>484 (35.2%)</u>
0-12	ENG 0923 (Writing I)	<u>87 (6.3%)</u>
	Total	<u>1,376</u>

Mathematics

Score Range	Course Placement	Number of Tests (%)
19+	MTH 1513 (College Algebra)	<u>579 (42.1%)</u>
16-18	MTH 0123 (Intermed. Algebra)	<u>507 (36.8%)</u>
9-15	MTH 0013 (Begin. Algebra)	<u>290 (21.1%)</u>
0-8	MTH 0003 (Basic Mathematics)	<u>0 (0%)</u>
	Total	<u>1,376</u>

Science

Score Range	Course Placement	Number of Tests (%)
19+	College Level	<u>868 (63.1%)</u>
0-18	Basic Biology <i>or</i> Basic Physical Science	<u>508 (36.9%)</u>
	Total	<u>1,376</u>

* Percentages may not sum to 100% due to rounding.

Appendix For Mid-Level Assessment (ML)

General Education Assessment Record For Goal #1: Critical Thinking

Course Number, Section, and
Course Title

Assessment Period (Semester / Year)

Name of the person submitting this
report

Date Submitted

General Education Goal # 1: Critical Thinking

Students who have developed critical thinking skills will be able to demonstrate *at least one* of the following:

- **comprehend complex ideas, data, and concepts;**
- **make inferences** based on careful observation;
- **make judgements** based on specific and appropriate criteria;
- **problem solve** using specific processes and techniques;
- **recognize relationships** between the arts, culture, and society;
- **develop new ideas** by synthesizing related and/or fragmented information
- **apply knowledge and understanding** to different contexts, situations, and/or specific endeavors; and,
- **recognize the need to acquire new information.**

Means of Assessment & Criteria for Success:

1. How do you assess critical thinking, as defined above, in your class?

Describe one specific activity that you use to determine if your students have these skills, and indicate which of the above objectives can be demonstrated by this activity. The activity can be a specific question on an exam, a report, or any assignment that you believe is appropriate for measuring a student's critical thinking skills.

2. How do you know if a student has successfully demonstrated critical thinking skills? What are the specific criteria associated with the activity that you chose that enable you to differentiate between students who have these critical thinking skills and those who do not?

Note: A grade is the *result* of some assessment. The grade is not the assessment; therefore, if a grade or score is the outcome, what criteria were used to assign the particular grade/score?

3.(a.) How many students did you assess? _____

(b.) How many of the students assessed successfully demonstrated critical thinking based upon your criteria? _____

4. Provide / attach an example of your assessment activity (e.g., exam question, class assignment, etc.).

Use of Assessment Results:

How will you use your assessment results to enhance student potential to develop critical thinking skills? Provide evidence of how you are linking results back to teaching and learning (items 1, 2, and 4 above).

Based upon the results of your assessment, what additional resources or professional development activities would enhance teaching and learning in your area? These resources and activities should be included in project management for your discipline or program.

General Education Assessment Record For Goal #2: Effective Communication

Mark what applies:

- Traditional Classroom
- Internet Course
- Telecourse
- ITV Course

Course Number, Section, and Course Title

Assessment Period (Semester / Year)

Name of the person submitting this report

Date Submitted

General Education Goal # 2: Effective Communication

Students who have developed effective communication skills will be able to demonstrate *at least one* of the following:

- **organized, coherent, and unified written presentations** (in the language of your discipline) for various audiences and situations;
- **organized, coherent, and unified oral presentations** (in the language of your discipline) for various audiences and situations.

Means of Assessment & Criteria for Success:

5. How do you assess effective communication, as defined above, in your class?

Describe one specific activity that you use to determine if your students have these skills, and indicate which of the above objectives can be demonstrated by this activity. The activity can be a specific question on an exam, a report, or any assignment that you believe is appropriate for measuring a student's effective communication skills.

6. How do you know if a student has successfully demonstrated effective communication skills? What are the specific criteria associated with the activity that you chose that enable you to differentiate between students who have these effective communication skills and those who do not?

Note: A grade is the *result* of some assessment. The grade is not the assessment; therefore, if a grade or score is the outcome, what criteria were used to assign the particular grade/score?

7. (a.) How many students did you assess? _____

(b.) How many of the students assessed successfully demonstrated effective communication based upon your criteria?

8. Provide / attach an example of your assessment activity (e.g., exam question, class assignment, etc.).

Action Plan (based on assessment results):

Plans for the Instructor: How will you use your assessment results to enhance student potential to develop effective communication? **Based on your results, what will you START doing, STOP doing, or CONTINUE doing?**

Plans for the Institution: Based upon the results of your assessment, what additional resources or professional development activities could TCC provide that would enhance teaching and learning of this goal in your area?

Tulsa Community College

General Education Goals For All Disciplines and Programs

Preamble

General Education is at the core of the academic curriculum for all degree-seeking students. The General Education goals of the College are met by combining the General Education course requirements with the coursework for each major or program as listed in the curriculum patterns found in the College catalog. Together, courses taken for the General Education requirements and those taken for specific degrees will ensure that graduates of Tulsa Community College have the skills, knowledge, and attitudes to carry them successfully through their work and their personal lives. Tulsa Community College graduates will be able to demonstrate:

Goal #1: Critical Thinking

Critical thinking skills include the ability to comprehend complex ideas, data, and concepts; to make inferences based on careful observation; to make judgements based on specific and appropriate criteria; to solve problems using specific processes and techniques; to recognize relationships among the arts, culture, and society; to develop new ideas by synthesizing related and/or fragmented information; to apply knowledge and understanding to different contexts, situations, and/or specific endeavors; and to recognize the need to acquire new information.

Goal #2: Effective Communications

Effective communication is the ability to develop organized, coherent, unified written and oral presentations for various audiences and situations.

Goal #3: Civic Responsibility

Preparation for civic responsibility in the democratic society of the United States includes acquiring knowledge of the social, political, economic, and historical structures of the nation in order to function effectively as citizens in a country that is increasingly diverse and multicultural in its population and more global in its view and functions.

Goal #4: Global Awareness

Global awareness includes knowledge of the geography, history, cultures, values, ecologies, languages, and present day issues of different peoples and countries, as well as an understanding of the global economic, political and technological forces which define the interconnectedness and shape the lives of the world 's citizens.

Goal #5: Computer Proficiency

Computer proficiency includes a basic knowledge of operating systems, word processing, and Internet research capabilities.

General Education Assessment

Goal #1: Critical Thinking

Feedback Report
Fall 2001

Excerpt

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

The Assessment Model

The faculty-driven General Education Assessment Committee at Tulsa Community College has developed a unique model for assessing general education goals across all academic programs and disciplines. The model is context-specific in that each goal is assessed according to the methods most appropriate for the context in which the goal is observed. For example, one of the general education goals for all learners is critical thinking. The General Education Assessment Committee first established an assessable definition for critical thinking that was accepted across all academic programs and disciplines.

The committee acknowledged that critical thinking is different in math than in history, and it may be somewhat different in one history class than it is in the same history class taught by a different instructor. Therefore, a successful demonstration of critical thinking may not occur in the same manner if the context or subject matter is different. While there are alternative means for assessing critical thinking, faculty do use a common reporting form for documenting students' demonstration of critical thinking within the context of the classroom environment in which the critical thinking skills are observed.

The reporting form is designed to collect information regarding the means of assessment and the criteria for success as well as the intended use of assessment results for improving teaching and learning. The aggregation of these reports produces a picture of how well each discipline and, ultimately, the college is progressing toward the attainment of critical thinking as a general education goal as well as provides documentation of needed resources and development used during the planning and budgeting process.

Implementation

Assessment of the general education goal for critical thinking began with a small pilot group of faculty during the Spring 2000 semester. Critical thinking skills were assessed for 227 students across five program/discipline areas. Results of that group indicate that 84% of the students assessed at TCC successfully demonstrated critical thinking based upon the context-specific criteria for measuring skills associated with the critical thinking goal. The individual faculty members who participated in the pilot study were trained as mentors for other faculty within their respective disciplines. Workshops and training sessions were offered to demonstrate the reporting form and possible assessment techniques and responses.

During the Fall 2000 semester, all full-time faculty within the disciplines represented by the general education goals assessment committee members were asked to assess critical thinking. At that time, a total of 105 full-time faculty assessed 2,455 students, representing 15% of TCC's unduplicated student population. Results from that assessment indicate that 77% of the students assessed successfully demonstrated critical thinking as defined in the college's general education goals.

Finally, during the Fall 2001 semester, the general education goals assessment process was implemented college-wide. Any full-time faculty member who had not previously assessed critical thinking, in addition to all adjunct faculty members, administered the critical thinking assessment. A total of 87 full-time faculty members and 382 adjunct faculty members evaluated 8,030 students, representing 48% of TCC's unduplicated student population. This semester's results indicate that 78% of the students assessed successfully demonstrated critical thinking.

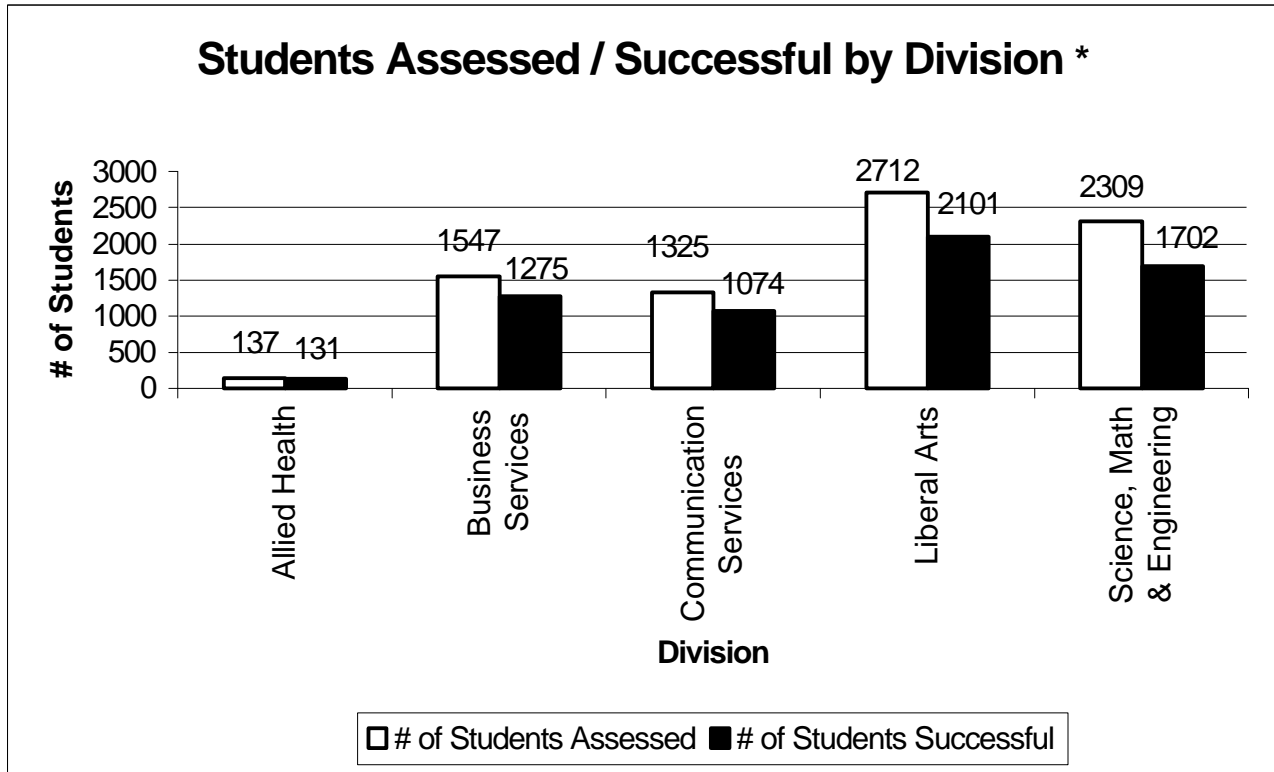
Those faculty members who had previously assessed critical thinking moved on to assess effective communication, the second of the general education goals. The long-range plan is to have all five general education goals assessed by the 2004-2005 academic year. By that time, the institution should have a clear overall picture of the extent to which students are demonstrating the attainment of general education knowledge and/or skills.

Critical Thinking Assessment Participation and Quantitative Results

Faculty Participation

Division	# of Full-Time Faculty Participating	# of Adjunct Faculty Participating
Allied Health	6	6
Business Services	26	66
Communication Services	11	71
Liberal Arts	22	128
Science, Math & Engineering	22	111
TCC Total:	87	382

Results by Division



* The numbers reported represent students assessed by both full-time and adjunct faculty within each division.

Percent Successful for Critical Thinking Fall 2001

(for use in benchmarking successful achievement from year to year)

Discipline (# of Submissions)	Division	# of Students Assessed	Percent Successful
Accounting	Bus.	222	78%
Allied Health	AH	6	100%
Art	LA	152	80%
Aviation Sciences	SME	5	100%
Biology	SME	640	82%
Business	Bus.	204	89%
Chemistry	SME	214	76%
Child Development	LA	32	59%
Chinese	Comm.	11	82%
Computer Information Systems	Bus.	57	100%
Computer Science	Bus.	607	80%
Criminal Justice	LA	41	76%
Dental Hygiene	AH	28	100%
Design Engineering	SME	42	98%
Developmental Studies	Comm./LA	173	73%
Economics	Bus.	119	69%
Engineering	SME	25	84%
English	Comm./LA	1174	81%
French	Comm.	42	88%
Geography	LA/SME	123	81%
Greek	Comm.	8	63%
Health Information Technology	AH	7	100%
Hebrew	Comm.	5	100%
History	LA	506	78%
Horticulture Technology	SME	15	73%
Human Resources	Bus.	20	95%
Human Services	LA	6	100%
Humanities	LA	275	67%
Insurance	Bus.	10	100%
Interpreter Preparation	LA	14	93%
Journalism and Mass Communications	Comm.	29	90%
Legal Assistant	Bus.	27	100%
Management	Bus.	84	82%
Marketing	Bus.	88	90%
Mathematics	SME	1149	69%
Medical Assistant Technology	AH	18	72%
Music	LA	115	86%
Occupational Therapy Assistant	AH	8	88%
Philosophy	LA	59	69%
Physical Education	SME	15	100%
Physics	SME	145	49%
Political Science	LA	230	80%
Psychology	LA	771	76%
Purchasing and Materials	Bus.	49	86%
Quality Control Technology	SME	16	88%
Radiography	AH	27	100%
Religious Studies	LA	14	71%
Respiratory Therapy	AH	43	100%
Sociology	LA	34	79%
Spanish	Comm.	16	75%
Speech	Comm.	130	90%
Speech	LA	68	100%
Telecommunications	Bus.	60	85%
Theatre	Comm.	15	67%
Veterinary Technology	SME	37	92%
Tulsa Community College Total:		8030	78%

Use of Results: Critical Thinking (Fall 2001)

Allied Health Division

Allied Health

Individual Use of Results (Changes in the Classroom)

Word games (as described above) prove very helpful in the critical thinking of medical terminology. Unfortunately, physicians do not always use the correct terms, and our practitioners are expected to know the difference. (Physicians do not have to take "Medical Terminology" in their pre-med studies!)

Institutional Use of Results (Resources/Development)

Using real-life medical reports is a valuable tool, without patient-identifying data, of course. My instructor's manual has some of these reports and they are utilized.

Dental Hygiene

Individual Use of Results (Changes in the Classroom)

Students are required to score 90% proficiency in assessing patient data.

If the future, students will be separated into groups that will make formal presentations to their classmates who in turn will debate content of the presenting group's presentation. The teacher will moderate these debates and interject challenging ideas and questions where appropriate.

In addition, evaluation criteria will be developed for essay type questions that will measure finer degrees of demonstrated accomplishment. Examples of these degrees will also be presented to students by the teacher. This will provide for assessments that are more critical and self-directing than "pass/fail" for a specific essay type question.

Institutional Use of Results (Resources/Development)

Utilization of the 8th floor and other resources.

No additional resources or developmental assistance appears to be needed at this time. Projected development can be accomplished with current resources and abilities.

Health Information Technology

Individual Use of Results (Changes in the Classroom)

I will use these assessment results to develop better coverage of judgment skills in my lectures and worksheets, and by offering examples of applying knowledge and understanding in different contexts of pharmacotherapy.

Institutional Use of Results (Resources/Development)

As an adjunct instructor, none of my background is in "education." Therefore, professional development activities might be helpful in developing a better understanding of "education" concepts.

Medical Assistant

Individual Use of Results (Changes in the Classroom)

Encouragement to the students and by example of excellent reports and their presentation in class.

I will continue to utilize this activity both on quizzes and exams as well as in class discussions to assist students in developing critical thinking skills to apply knowledge of what they have learned in the class to a broader knowledge and appreciation of medical terminology.

Institutional Use of Results (Resources/Development)

Training aids, videos, tapes, etc.

Additional films and medical transcription tapes would provide other opportunities for students to learn additional medical terminology and apply previously learned skills.

Occupational Therapy Assistant

Individual Use of Results (Changes in the Classroom)

Each classes collective performance influences how I organize, present and alter course content in subsequent semesters.

Institutional Use of Results (Resources/Development)

Possibly animated anatomy software.

Radiography

Individual Use of Results (Changes in the Classroom)

I am able to tell how much was retained by the work handed in. So far, all students assessed have passed.

Institutional Use of Results (Resources/Development)

No other resources are needed.

Respiratory Therapy

Individual Use of Results (Changes in the Classroom)

No Response

In reviewing the report, I have each student discuss the potential outcome for the patient with the "plan" for the patient.

The student receives immediate feedback from both the instructor and the other students on both the content and the effectiveness of the presentation. Improvement is thus often noted in subsequent presentations.

Areas not completed successfully by a student are remediated & reassessed until student is successful.

Institutional Use of Results (Resources/Development)

No Response

Continue assessments with "SOAP" and oral reporting.

Increased exposure to case studies by other medical personnel

Updated computer software for PFT machine & subsequent instructor training.

Business Services Division

Accounting

Individual Use of Results (Changes in the Classroom)

If they have questions, they may place a question on the discussion board which will be answered by either myself or another student. The instructor reads all posted responses.

No Response

An instructor must be constantly aware of each student's comprehension of subject matter. Evidence of gaps in knowledge must be addressed over and over until necessary judgements and problem solving is evident.

Because of the high degree of achievement evidences, there are no major changes planned, except to assign more practice problems on business-style bank reconciliations. However, since I feel the textbook is deficient on the number of back reconciliation problems needed for this course level (only 2 problems) I plan to find more bank reconciliation problems and assign them as homework.

It seems the students are not applying critical thinking when the problem is presented in class. I will have them work on a similar problem in class & demonstrate critical thinking vs. problem solving.

Institutional Use of Results (Resources/Development)

The resource that would improve the results from this assessment would be preassessment of basic math skills and an accounting lab. Students lacking basic math skills should not be allowed to enroll in accounting. Students lacking prerequisite math or reading skills are currently allowed to enroll in college level courses and are not successful. This first exercise is designed to determine whether sufficient math skills are present. An accounting lab with a qualified paraprofessional tutor would be able to help students with problems.

No Response

Resources needed are more time in class to work with individual students. There are sometimes large differences between students in their ability to grasp new concepts.

A pre-assessment of basic reading and language skills along with an accounting tutor would help all around. Students lacking basic reading and language skills should not be allowed to enroll in accounting. Accounting at this level is much, much more depended on good language skills than mathematical skills alone. Although having good math skills helps with the analytical applications required in accounting. Since Accounting is the critical "boot camp" of all business programs, an accounting tutor or paraprofessional as tutor would lower attrition just as the schools use of math tutors helps student success and retention in those programs.

None.

Using the results of this semester's tests and homework I will be able to improve my presentation materials. I adjusted the test style and content when I noticed some students struggling with the material early on in the class. That is when I also started giving group assignments and papers as homework, to get the students interacting more and talking over the material with other students.

No Response

Results of the assessment are discussed in review of the project, whether the students arrived at the correct result or not. The thought processes that had to be applied are highlighted to enhance the students understanding of the need to fully recognize that they had to use critical thinking in their work, that they needed to always be aware of options and that they needed to use all available information in arriving at their conclusions.

None Identified.

Based on the results of the above, a 50% successful demonstration of critical thinking skills demonstrated the need for a simple change in the teaching techniques of more detailed problem reviews in class. Every homework assignment is now reviewed in class on a line-by-line basis, if needed. This review has increased the interactive dialog between instructor and students as well as dialog between students to student. The technique has proving beneficial by the resulting average score rising on subsequent assignments. The average for this assignment was 3.4, subsequently the scores have rising to an average of 4.8 on the next assignment.

I feel that the class would be greatly enhanced with the use of proper computer and projection capabilities in the classroom. If the interactive aspect and the effective dialog were achieved via the use of "what if" scenarios that could be demonstrated in real-time during class. The hardware required would be a notebook computer, and a projection screen that would fit over the current overhead projectors currently in use. This would help the subject matter of this class come alive. The current use of only stagnate overheads, and whiteboards makes it very difficult to fully explain somewhat complex techniques in an effective way.

Exam results are discussed in class and the solutions to exam questions are gone over thoroughly with emphasis on the proper technique used to solve the problems correctly. Students are encouraged to work problems missed and hand those in to be reevaluated for correctness. Increased usage of e-mail to assist students outside of class.

Attendance at teaching seminars or other accounting related seminars.

Use more "real-life" data and situations so that students can relate to the information.
Have students that understand the material present it to the class - student presentations.
Increased feedback on homework assignments.

Better use of computing facilities. Demonstrations using spreadsheets for accounting analysis.
Continued attendance of Accounting and Finance development workshops.

There will be an increased emphasis and explanation of critical thinking required for the course in the syllabus. Future essays will show whether the students are demonstrating an appropriate mastery of the synthesizing of fragmented information.

No Response

Business

Individual Use of Results (Changes in the Classroom)

The assessment results indicate that the students are required using good communication and critical thinking skills to correctly respond to the questions asked. Future questions for papers should require the use of these skills to assure appropriate learning. Students who do not demonstrate these skills should be given extra counsel by e-mail or phone to encourage the development of these skills.

Institutional Use of Results (Resources/Development)

Additional resources/professional development that would be useful are increased availability of technical resources to internet faculty to increase their use of technology in their internet courses. Technical resources could increase the amount of interactivity between students and faculty.

General Education Assessment

Goal #2: Effective Communication

Feedback Report
Fall 2001

Excerpt

Prepared by

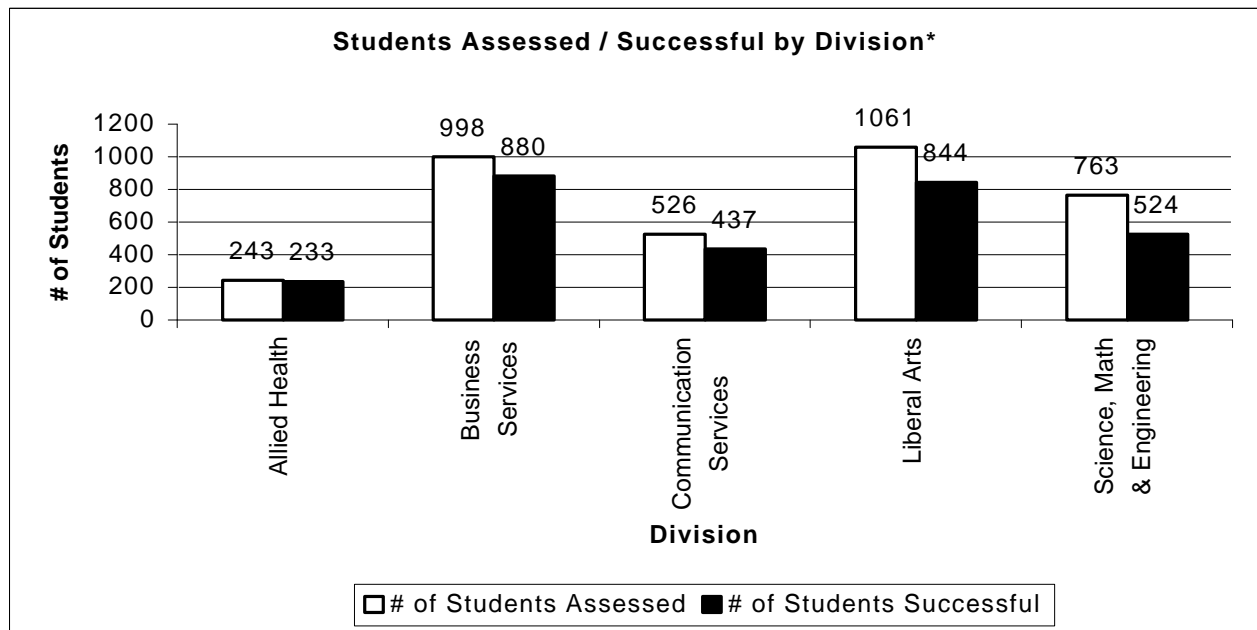
Tulsa Community College
Office of Institutional Research and Assessment

Effective Communication Assessment Participation and Quantitative Results

Faculty Participation

Division	# of Full-Time Faculty	# of Full-Time Faculty Participating	Percentage of Faculty Participating
Allied Health Division	26	18	69%
Business Services Division	58	43	74%
Communication Services Division	32	21	66%
Liberal Arts Division	80	49	61%
Science, Math & Engineering Division	57	42	74%
Tulsa Community College Total:	280	173	62%

Results by Division



* The numbers reported represent students assessed by both full-time and adjunct faculty within each division.

Percent Successful for Effective Communication Fall 2001
(for use in benchmarking successful achievement from year to year)

Discipline (# of Submissions)	Division	# of Students Assessed	Percent Successful
Accounting	Bus.	87	90%
Art	LA	31	77%
Aviation Sciences	SME	20	75%
Biology	SME	159	80%
Business	Bus.	75	71%
Chemistry	SME	86	56%
Child Development	LA	51	94%
Computer Information Systems	Bus.	97	94%
Computer Science	Bus.	404	88%
Dental Hygiene	AH	42	100%
Design Engineering Technology	SME	30	67%
Developmental Studies	Comm. / LA	77	75%
Economics	Bus.	112	85%
Electronics Technology	SME	13	77%
Engineering	SME	38	87%
English	Comm. / LA	409	80%
French	Comm.	8	100%
Geography	LA	80	90%
Geology	SME	10	100%
Health Information Technology	AH	8	100%
History	LA	120	79%
Horticulture Technology	SME	15	100%
Human Services	LA	12	100%
Humanities	LA	180	76%
Interior Design	Bus.	20	90%
Interpreter Preparation	LA	40	85%
Japanese	Comm.	26	100%
Journalism and Mass Communications	Comm.	14	100%
Legal Assistant	Bus.	27	93%
Management	Bus.	52	88%
Marketing	Bus.	74	95%
Mathematics	SME	280	58%
Medical Assistant	AH	17	94%
Medical Laboratory Technology	AH	12	58%
Music	LA	34	41%
Occupational Therapy Assistant	AH	11	100%
Philosophy	LA	28	96%
Physical Therapy Assistant	AH	73	96%
Physics	SME	112	76%
Political Science	LA	47	79%
Psychology	LA	199	78%
Radiography	AH	41	98%
Religious Studies	LA	10	80%
Respiratory Therapy	AH	39	100%
Russian	Comm.	7	100%
Sociology	LA	34	88%
Speech	Comm. / LA	180	82%
Telecommunications	Bus.	50	100%
Tulsa Community College Total:		3591	81%

Use of Results: Effective Communication (Fall 2001)

Allied Health Division

Dental Hygiene

Individual Use of Results (Changes in the Classroom)

Ongoing discussions of patient care increase critical thinking skills and communication skills w/ patients and faculty.

Students must demonstrate effective communication skills as part of their "real" patient assignments at the end of the semester.

I continue to develop methods of patient/dental health education presentations.

Institutional Use of Results (Resources/Development)

No Response

No Response

Multi media / technical usage in classroom presentation.

Health Information Technology

Individual Use of Results (Changes in the Classroom)

If it looks as though the students are not effectively demonstrating or are not aware of the things they can do to enhance communication, I will spend more time on this and we will practice more scenarios.

Institutional Use of Results (Resources/Development)

A film demonstrating these skills would be helpful.

Medical Assistant

Individual Use of Results (Changes in the Classroom)

I have found this to be a very useful tool in this course to enhance student learning. I shall continue to utilize this both in internet courses and in the traditional classroom to continue to promote effective communication skills. These types of exercises would also lend themselves well to oral classroom discussions in the traditional classroom setting as well as to discussions on the Discussion Board forums of internet classes. I do feel that I need to more clearly state effective communication goals and objectives for the students and also be more explicit in the grading criteria.

Encouragement to the students and by example of excellent reports. Requiring responses from member of the class relative to information in the reports.

Institutional Use of Results (Resources/Development)

Additional films that would also promote thoughtful discussion, both in the traditional classroom setting as well as in the internet courses via the Discussion Board forums would enhance teaching and learning. Also, collaborative efforts among faculty for sharing innovative ideas would be helpful.

Training aids, videos, tapes, etc.

Medical Laboratory Technology

Individual Use of Results (Changes in the Classroom)

I will continue to provide assignments that require written and oral communication skills. I will provide feedback to students about their skill level and continue to emphasize the importance of effective communication.

In addition to the presentation/paper the student must submit 5 questions that they consider good test questions. These usually show up on the final exam.

Institutional Use of Results (Resources/Development)

1. I'd like to incorporate the writing skills modules available in the Writing Center into our program. Apparently the requirement of English Comp I and II is not sufficient to assure adequate writing skills.
2. One of the unsuccessful students has participated in the ESL courses at TCC. Her written work is not adequate to meet all the criteria for this assessment, although it is better than several in this class for whom English is a first language. Of greater concern, although not measure here, is her inability to comprehend or communicate orally. There must be a better assessment of the outcomes of those ESL classes.

No additional Resources.

Occupational Therapy Assistant

Individual Use of Results (Changes in the Classroom)

Peer & professional communication - personal accountability and responsibility are weaknesses for the person who did not meet expectations. Performance in this area is tied to future performance in Level II clinical Fieldwork I try to make fewer announcements in class, for example, and instruct students to refer to my faculty page for updates and announcements. Students, in turn, notify me by email or phone when absent. This area is an ongoing challenge for a few of our students.

Oral communication - Students seems less academically prepared, compared to a few year ago. Some of our students come from less advantaged backgrounds and, consequently, have significant problems with oral and written grammar and usage. This is a concern on Level II fieldwork when they will write in medical charts, which are considered legal documents. We have added more oral report activities, both formal and informal, in each of our courses.

Written communication - Because more of our students are coming with weaker writing skills we had both 1st year and 2nd year students complete the grammar diagnostic test from the Writing Lab. While we are uncertain if this will have the ability to predict who will be a successful at clinical documentation, it helped us put a finger on where are students are falling down. It raises a question as to whether we can require our students to remediate or seek tutoring in the Writing Lab and tie it to a grade. Because I had one class of weaker writers last spring, I had them do several rewrites until the product was satisfactory. While this did promote growth, according to the students willing to do the rewrites, clinical practice does not work this way. One must be able to think and write on one's feet, integrating changing patient conditions and treatment plan. We continue to require our students to write in a variety of ways to develop this skill.

Written communication is essential in a field that requires documentation for reimbursement. It is essential that all students in the occupational therapy assistant program grasp the concepts of documentation. If a student were not successful with this assignment they would be referred to the writing lab for assistance.

Institutional Use of Results (Resources/Development)

We are seeking tools to help students become stronger at clinical documentation. Whether this means acquiring software packages to have in the PC lab or writing lab or workbooks, we need to continue to seek out other resources.

The students need live subjects to assess and treat in order to learn effective documentation skills. Computerized documentation in the medical setting is becoming more common. Students should have the opportunity to document on the computer in school. The writing lab is an essential service to students in the occupational therapy assistant program.

Physical Therapy Assistant

Individual Use of Results (Changes in the Classroom)

The exercise above is an example of collaborative learning in the anatomy course. It is stressed to students throughout the PTA program that much of physical therapy has to do with being capable of teaching someone a task of skill. The syllabus outlines the expectations of student participation as part of the Teaching Methods. The course objective # 21 describes the list of Generic Abilities, which includes a comprehensive plan designed to guide the student through self-assessment and self-development as per 10 criteria which include communication, commitment to learning, etc.

I do not allow for student self appraisal or feedback after presentation. I shall attempt to do this.

Students have many opportunities to practice written & oral communication.

Institutional Use of Results (Resources/Development)

I do not foresee the expenditure of resources to support this particular element of my course. In terms of professional development as it relates to fostering better communication skills in my students, I believe it would be beneficial for me to seek continuing education on topics such as group facilitation, coaching skills, critical thinking, team-building, etc.

No Response

The curriculum seems to support good verbal communication development.

Radiography

Individual Use of Results (Changes in the Classroom)

I am requiring more critical thinking activities in lab to encourage more written material in laboratory.

As a result of this assignment I have incorporated a class about writing scientific papers into my curriculum. Also, much feedback is given.

I am using the information the student gives me to see how well they understand their instructions. So far, all have succeeded.

Institutional Use of Results (Resources/Development)

I have required additional software to enhance radiographic technique learning. The software is called the Computer Simulated X-ray Machine.

None.

None at this time.

Respiratory Therapy

Individual Use of Results (Changes in the Classroom)

Students are observed by an instructor & corrected as the interview & physical exam are performed. Additional information &/or techniques are used to insure student comprehension.

See attached "Clinical Case Study Grade Report" [No Response indicated on this report]

Institutional Use of Results (Resources/Development)

None.

Use of clinical assessment and decision-making simulations on CD-ROM which we have already purchased.

Business Services Division

Accounting

Individual Use of Results (Changes in the Classroom)

There will be an increased amount of and emphasis on written work over and above the 25 basic accounting homework problems required by the course. The instructor will provide more frequent feedback through in-class quizzes that are oriented toward communication rather than accounting principles.

If they have questions, they may place a question on the discussion board which will be answered by either myself or another student. The instructor reads

Based upon the success already achieved, I plan to continue making the preparation of general journal entries a major part of the Financial Accounting course.

Institutional Use of Results (Resources/Development)

The college can encourage all faculty members to share exercises and activities that foster communication. The college can encourage its learning resource centers to provide funding for articles/books on college teaching and learning (specifically the American Accounting Association's monthly journal regarding accounting education and the National Business Education Associations' newsletter).

An accounting lab with a qualified paraprofessional tutor would be able to help students with problems.

No Response

Business

Individual Use of Results (Changes in the Classroom)

Students will be encouraged to continue to use good communication skills in writing their papers. Additional interactive activities will be encourage to allow for the presentation to students more information and ideas for effective communication.

I find that requiring students to read cases, comprehend the situations presented, and then develop written responses to prepared questions provides me with excellent opportunities to help students develop better communication skills. I can ask them to further develop points they have made, restate their original premise, look at the situation from another point of view, etc.

Institutional Use of Results (Resources/Development)

Additional technical assistance for Internet faculty would be extremely useful.

The development of effective written communication skills is an on-going process. Some students need reading lab support services, but students who take courses over the Internet seem less willing that traditional students to avail themselves of campus services. I don't know if any thought has been given to have some support materials available via the Internet.

I read the submissions, making comments as appropriate, and return them to the students. Of special importance are the notes regarding appropriate/inappropriate application of accounting theories to the specific situation described.

Additional instructions and information will be given to the students in the online directions about utilizing the effective communications skills given above in a written research presentation. Research papers submitted in the future will show whether the students are demonstrating an appropriate mastery of the effective communications abilities.

The weekly market assignment is directly related to the topics covered in the textbook and in the Introduction to Business course. Students will be able to use this information to become more knowledgeable in their jobs, place of business, and the stock market and 1 other college level coursework. This assignment enable students to be more comfortable communication business issues with their peers and superiors.

No additional resources are needed at this time to further the attainment of this goal.

Online communication and assistance from Reading and Writing Lab Assistants made available for Internet Students would be very helpful to Internet Students.

Computer/internet assisted teaching equipment in the room; Updated business videos available in the media lab; Paid guest speakers with specialized training in these areas; Seminars and continuing education about assessment of effective communications.

Computer Information Systems

Individual Use of Results (Changes in the Classroom)

Develop additional projects that require students to prepare organized, coherent, and unified oral presentations.

Next semester, I will include information on using the Assets feature of Dreamweaver to ensure that students can check their sites for Web-safe browser colors.

The students did not do as well at the beginning of the semester. Towards the end of the semester, most students were comfortable with speaking in front of the class and answered questions clearly.

This project (in various formats and topics) is used each semester in my applications classes. The topic makes it easy for students to communicate their ideas because the topic is one of his/her own choice. Each semester I find ways to improve this project while having student incorporate new technology in their presentations.

In this class, students are being taught to alter images. Some of the skills being taught include photo retouching, photo salvaging, removing parts of the image or adding additional items to the image. Students must be made aware of the ethics involved in image adjustment and the legal consequences of changing images. This assignment is a jumping point to an in-depth discussion of this issue. By making the student put their opinion on paper prior to the oral discussion, the students are prepared to debate their point and are willing to listen to others opinions.

Institutional Use of Results (Resources/Development)

Encourage faculty to share their exercises/activities that foster the development of organized, coherent, and unified oral presentations.

There are no specific resources that are needed at this time.

None are needed.

I would like to see storage drives on classroom computers so that students may continue to include additional pictures, videos, music (sounds), and other multi-media in their presentations.

for this are, I do not see a need for additional resources.

General Education Assessment

Goal #1: Critical Thinking

Fall 2000

Summary Report

Prepared by

The Office of Institutional Research and Assessment
Tulsa Community College

The History

In 1999, faculty of Tulsa Community College (TCC), with support from administrators, met to define general education goals that could be applied to all courses across the college. From this discussion, five specific goals were defined as necessary for all students to learn, regardless of their discipline or program of study. A faculty committee then began forming a process to determine the extent to which students in the classrooms of TCC meet these goals. This process is now known at TCC as general education assessment.

After the faculty committee performed a successful pilot test of the process, a wider range of faculty within the college then implemented general education assessment. The first general education goal to be evaluated by faculty members was critical thinking.

The Process

Each faculty member used at least one assignment, activity or exam as his or her assessment tool from which to evaluate the learning demonstrated by the students toward critical thinking. The results and action plans for both the instructor and the institution were documented. The Office of Institutional Research and Assessment aggregated these results into a formal feedback report for use in benchmarking and institutional planning.

The Report

Whereas feedback reports offer assessment results as information to be used for future decision making, summary reports indicate the actual actions taken as a result of the assessment feedback. This document is the summary report of that first critical thinking assessment by the majority of faculty across the college. Although some workforce development programs did participate in this assessment project, the summary information for these programs was not gathered; therefore, only the university parallel disciplines that participated are represented in this report.

How Assessment Results Were Used: Critical Thinking Assessment (Fall 2000)

Discipline	Use of Results
Art	<p>What we did in the classroom as a result of our assessments...</p> <p>I incorporated references to political developments and art history in my drawing class. Computers were used to illustrate basic concepts in design.</p> <p>What the institution did to help us in the classroom...</p> <p>Computer technology in art lab has been approved for upgrading in January 2002. Additional hardware has been added.</p>
Biology	<p>What we did in the classroom as a result of our assessments...</p> <ol style="list-style-type: none"> 1. At Metro: clarified the role of the computer lab in student assignments 2. Attempted: a) enforce existing and additional reading skills required for enrollment b) attempt to add a math (basic) requirement 3. Challenged students to observe data – draw appropriate inference 4. Made more explicit the directions to students for assignments and include assessment expectations (i.e., grading criteria) <p>What the institution did to help us in the classroom...</p> <ol style="list-style-type: none"> 1. Some faculty: requested additional training in leading group discussions 2. Nothing specific was requested
Chemistry	<p>What we did in the classroom as a result of our assessments...</p> <p>The results listed in the Gen. Ed. Assessment report were incorrect, making interpretation of these difficult. Interpret what we already do in the classroom as individuals. Nothing was done as a group (this is the first time I've ever met with all full-time chemistry).</p> <p>What the institution did to help us in the classroom...</p> <p>We received a copy of Bloom's taxonomy</p>
Engineering	<p>What we did in the classroom as a result of our assessments...</p> <p>Nothing. Goals were exceeded.</p> <p>What the institution did to help us in the classroom...</p> <p>Nothing. Goals were exceeded.</p>

Discipline	Use of Results
English	<p>What we did in the classroom as a result of our assessments...</p> <ul style="list-style-type: none"> Clarify objectives prior to beginning assignment Address critical thinking earlier in the semester Expand critical thinking activities to more assignments Present Gen Ed goals to students at the beginning of the semester Modify reading selections <p>What the institution did to help us in the classroom...</p> <p>Nothing</p>
Foreign Languages	<p>What we did in the classroom as a result of our assessments...</p> <ul style="list-style-type: none"> Thoroughly cover the syllabus; Demand more speaking in class and grading students for each session; Giving quizzes every meeting time. We introduced the 20 Italian regions; We compared cultures through readings. Integrate more culture with language; More skills to incorporate grammatical... <p>What the institution did to help us in the classroom...</p> <p>CD ROMS and Laser Discs were added to the department collection;</p>
Geography	<p>What we did in the classroom as a result of our assessments...</p> <p>Geography implemented a broad application of applicable equipment to bolster detailed lectures and writing assignments. Laboratory work allowed student display of knowledge gained by applying lecture material in meaningful situations.</p> <p>What the institution did to help us in the classroom...</p> <p>The various administrative levels offered no interference to the academic process which speaks well. Divisions facilitated requests of budget and materials from project management requests years ago suddenly appeared.</p>
Geology	<p>What we did in the classroom as a result of our assessments...</p> <p>Last year's critical thinking assessment score was 89%. Students enrolled in geology typically display above average academic success. The geology discipline has maintained the current level of exceptional classroom instruction.</p> <p>What the institution did to help us in the classroom...</p> <p>Based on last year's result the geology discipline division level continued to provide value-based service support.</p>

Discipline	Use of Results
History	<p>What we did in the classroom as a result of our assessments...</p> <ul style="list-style-type: none"> Rewrote the syllabus to reflect critical thinking objectives Rewrote instructions for papers Rewrote essay questions to carefully measure critical thinking skills <p>What the institution did to help us in the classroom...</p> <p>The associate deans at Metro and West campus and N.E. facilitated & supported the process of utilizing critical thinking skills.</p>
Humanities	<p>What we did in the classroom as a result of our assessments...</p> <ol style="list-style-type: none"> 1. Develop more student-centered learning modules 2. Giving more attention earlier to students' ability and willingness to process the material (read, write, study) 3. Attended teaching workshops and continue to seek additional activities to inspire me so that I can develop more student-centered learning experiences 4. Concentrated on specific character analysis and other literary analysis 5. Analyze and modify/reword tests, assignments and instructions 6. Short lecture before exam <p>What the institution did to help us in the classroom...</p> <ol style="list-style-type: none"> 1. Was allowed to take 8th Floor classes and Lead Teacher training 2. Provided a working computer 3. More media and maps 4. Assured all of my classroom needs were provided 5. Strong support / added media upon faculty request 6. Provided videos and updated versions of materials and hardware / supported faculty development (especially in the global area) 7. Provided a stereo system and a DVD player for film classes
Journalism & Mass Communications	<p>What we did in the classroom as a result of our assessments...</p> <ol style="list-style-type: none"> 1. Began offering Introduction to Mass Communication as an Internet course this year. In developing the course, I made sure to include assignments and course components focusing on the development of critical thinking skills. 2. The textbook we are now using in Introduction to Mass Comm (all sections of the course) contains a specific section in each chapter that is devoted to critical thinking. 3. Incorporated more assignments/exercises in all courses to foster critical thinking 4. List and clarify critical thinking objectives for assignments. 5. Rewrote exam questions to include critical thinking component. <p>What the institution did to help us in the classroom...</p> <p>Our division met to discuss the issue and faculty were given resource materials to help us become more knowledgeable about aspects of teaching critical thinking.</p>

Discipline	Use of Results
Mathematics	<p>What we did in the classroom as a result of our assessments...</p> <p style="padding-left: 40px;">Sharing ideas and techniques that were implemented in the classroom.</p> <p>What the institution did to help us in the classroom...</p> <p style="padding-left: 40px;">Provided adjunct technology training on two campuses Brena Bellovich went to Project Kaleidoscope in Utah</p>
Music	<p>What we did in the classroom as a result of our assessments...</p> <p style="padding-left: 40px;">In Music Theory – Began to emphasize more the relation of the theory class to music they are actually practicing and performing. In history & applied lessons & ensembles – emphasized relation between theoretical analysis.</p> <p>What the institution did to help us in the classroom...</p> <p style="padding-left: 40px;">They allow us to have requirements such as in #1 & support us in case of student complaint or protest.</p>
Philosophy	<p>What we did in the classroom as a result of our assessments...</p> <p style="padding-left: 40px;">Had more class discussions of assignments after they were turned in to show examples of good critical thinking skills and spot weak points</p> <p>What the institution did to help us in the classroom...</p> <p style="padding-left: 40px;">Supported master teacher workshop and allowed travel to conferences</p>
Physical Education	<p>What we did in the classroom as a result of our assessments...</p> <p style="padding-left: 40px;">Integrating technology into the classroom via 1) Internet usage and 2) e-mail correspondence. Students are now required to meet with a nurse for real world life activities. Students are also now required to perform a pre- and a post-personal assessment.</p> <p>What the institution did to help us in the classroom...</p> <p style="padding-left: 40px;">Stationary Bike (Schwin John Pro) Futrex: Body Composition Assessment Leg Extension Machine (Cybex)</p>
Speech	<p>What we did in the classroom as a result of our assessments...</p> <ul style="list-style-type: none"> ▪ Group problem solving exercise in which Dewey's Reflective Thinking Process ~ ▪ Utilized critical thinking skills to structure organization according to organizational patterns. ▪ Utilized critical thinking skills to analyze audience for speech introductions <p>What the institution did to help us in the classroom...</p> <p style="padding-left: 40px;">Provided support where necessary.</p>

Appendix For Outcomes Assessment (OA)

English Discipline Review

Course-Embedded Assessment Report

Spring 2002

Goal Assessed: 1: Effective writing: Use appropriate techniques to communicate ideas in a unified and coherent manner.

Course	Activity	Criteria	# Assessed	# Successful	Instructor's Action Plan	Institutional Action Plan
ENG 1213	Students were to write an in-class essay of 500-750 words. See attached assignment sheet.	<p>To determine whether students successfully met the discipline goal #1, their in-class essay needed to</p> <ul style="list-style-type: none"> - Contain fewer than 5 major mechanical (spelling, punctuation, grammar, usage) errors - Present a clear thesis and at least three clear topic sentences - Employ a clear, effective organizational strategy - Divide logically into focused, internally organized paragraphs - Employ college-level, formal vocabulary - Demonstrate the ability to write a variety of sentence structures <p>These criteria are explained in greater detail in the Southeast Campus Student Manual for Composition I and II.</p>	21	17	<p>Most of the “appropriate techniques” for written communication are introduced in Composition I and improved upon in Composition II. In the future, I need to provide more specific feedback regarding how well-prepared students are for the class, and I need to provide this feedback early in the semester so that students can take appropriate steps, such as seeking tutoring or enrolling in a self-paced course, to improve their writing skills.</p> <p>Students also need help studying for and preparing for an in-class essay exam. I will devote a little more time helping students prepare for the exam, but since my course is not a study course, I am not able to devote a great deal of time to study skills.</p>	The college can encourage and/or require students to take a study-skills class. Students who failed to meet the criteria stated above did not spend adequate time studying the specific writing skills over which they were being assessed.
ENG 2333	The goal was assessed through a quiz on concise technical writing style. The students were instructed to revise 15 wordy sentences.	<p>The evaluation criteria included the following:</p> <ul style="list-style-type: none"> - Clear, specific diction used - Redundancies avoided - Unnecessary prepositional phrases removed - Passive voice removed <p>Students successfully meet the goal by scoring 70% or more correct.</p>	13	10	I plan to raise these scores by providing interactive practice exercises for the students to complete before taking the assessment.	Students access to Academic.com learning objects should provide the necessary drill and practice before the quiz.

As part of a semester-long novel project in Honors American Literature from 1865 - a project that included the independent activities of selecting a novel from the period, reading that novel, and compiling an annotated bibliography of secondary sources on that novel - students were to complete the project with a written critical analysis of the novel. This assignment would test their ability to critically read texts on their own, to conduct independent research, and to synthesize their findings in writing. Prior to the due date of this assignment, students had completed a shorter critical analysis that did not require secondary sources, as well as two exams, which included essays sections among other written components.

- 1) degree and quality of independent thinking displayed in the critical analysis
- 2) number and quality of secondary sources
- 3) quality of synthesis of secondary sources, including correct use of MLA documentation
- 4) quality of essay form
- 5) degree of grammatical correctness
- 6) quality of MLA format

5 Although I was extremely pleased with four of the six analyses, there was too much of a disparity between those for A grades, one C grade, and one F grade (project not completed). There are a number of improvements that could be made to the process to improve student learning, particularly for those students who are not as effective at working independently. I plan to keep the progressive, semester-long schedule and the supportive handouts. However, I need to increase the amount of in-class discussion about research and writing projects, as well as incorporating mandatory conferences in order to catch problems early on. Attempts to check up on their progress in class were ineffectual. Some form of drafting workshop that does not take up valuable class time might also need to be explored. I am also considering having all students work on the same novel in order to improve the support network, if this can be done without sacrificing too many of the benefits that come from working independently on a scholarly project.

Workshops / conferences / professional literature that aid professors in developing effective assignments.

Goal Assessed: 2: Critical reading: Analyze and evaluate increasingly complex readings while considering community and global contexts.

Course	Activity	Criteria	# Assessed	# Successful	Instructor's Action Plan	Institutional Action Plan
ENG 1113	<p>Students read two selections offering different opinions as to whether women should serve in front-line combat. Achievement of critical reading meant the student was able to</p> <ul style="list-style-type: none"> - determine the authors' claims - decide which of the two claims was stronger - identify the writing strategies, i.e. examples, appeals to needs, values, use of language, etc. - analyze writing strategies for audience persuasion, strength, effectiveness, and credibility 	<p>Writing Exam #2 was used to evaluate competency. Students who achieved the above were able to write:</p> <ul style="list-style-type: none"> - an introduction that included a summary of the two claims - a thesis/claim that set forth which of the two was stronger - topic sentences that stated the writing strategy to be examined - body paragraphs that identified explicit textual evidence of the writing strategy and included analysis of that support in light of audience needs and receptivity. <p>Is the essay an analysis? Is the essay an analysis of writing strategies? Does the essay indicate an understanding of the effect of writing strategies? Does the essay indicate an ability to evaluate the relative merits of two writer's using the same strategy? Overall, does the essay distinguish between the point of an argument and the writing strategies used to make an argument?</p>	11	10	This assigned will be refined and repeated as it seems to encourage students to analyze why a piece of writing is, or isn't, effective in light of audience needs and expectations.	In the writing labs, as students work on their computer, if instructors could project an individual's work on the screen for the class to review and critique, students could get immediate feedback, feedback they could instantly incorporate into their work, and the class could participate in the analysis of the writing. The lesson loop would be seamless and quick, including benefits both to the individual student and the class as a whole, as the students would be required to participate.
ENG 1213	<ol style="list-style-type: none"> 1. Find and read a scholar's print source for an analysis of Eudora Welty's "A Worn Path." 2. Find its thesis 3. Find the three categories of proof the scholar used. 4. Write an abstract (in 100 words or fewer) of the article using good word choices, sentence continuity, and mechanical skills. Cite both primary and secondary sources on this page. 5. Include a Works Cited page. Use MLA style. 6. Order: <ol style="list-style-type: none"> a. A cover page entitled An Abstract of a Published Critical Article about "A Worn Path." b. Your abstract page with primary and secondary sources cited. c. Your Works Cited page. 	<ol style="list-style-type: none"> 1. Did the student find an article in a valid literary publication? 2. Does the student's abstract reveal that he/she read the article well enough to write its thesis? 3. Are the categories of proof for scholar's thesis communicated well? 4. Are both primary and secondary sources cited clearly using MLA style? 5. Are citations on the "Works Cited" page fully cited? 6. Does student follow assignment "order"? <p>A = 5 of 6 requirements fulfilled B = 4 of 6 requirements fulfilled C = 3 of 6 requirements fulfilled D = 2 of 6 requirements fulfilled</p> <p>(A student needs a C to be successful)</p>	16	15	Results will be used to work toward improving reading skills. For example, reading skills will be reviewed to respond to notes written on papers for each student. As a class I will use sample papers to reveal good abstracting skills, use the board to answer questions, etc.	Use more Writing Center tutors to improve reading skills in order to critically analyze works and have them refer troubled readers to the Reading courses and lab. More new faculty are needed to adequately reinforce writing skills of revision, essay development, and analysis of assigned readings. This would increase the college budget, but would promote better critical reading and writing skills. Another professional change that would help is to lower maximum class size for Composition II, English 1213; change the limit from 25 to 15.

Goal Assessed: 3: Informed Discussion: Articulate critical responses to a variety of works.

Course	Activity	Criteria	# Assessed # Successful Instructor's Action Plan	Institutional Action Plan
ENG 2413	<p>Working through chapters focused upon three genres, short story, poetry, and drama. Each genre was presented chronologically and in terms of a number of different topics. Each student was required to come to class prepared to respond to several readings each class meeting. Chapter by chapter, I assessed Informed discussion through small group discussion, large group discussion, daily discussion notes, and journal entries. In an introductory lecture I presented students with a document I prepared "Guidelines for Discussion." This document provided students with the criteria for responding to each genre. Criteria included genre-specific terminology, formatting and length information as well as specific questions based upon the type of literary analysis appropriate to the genre under discussion. Students came to each class meeting with discussion notes in hand. They received a daily grade for this. Each class period began with small group discussion. By this I mean the class broke into groups of three or more and discussed their responses to the texts they read for that class. Large group discussion followed this. During this part of the class, each student responded to discussion individually as members of one large group. Discussion centered on the questions listed at the end of each selection as well as to comments brought up in small group.</p>	<p>I checked off daily discussion notes and participation in verbal discussion, which were evaluated according to the criteria listed above. Students who came prepared with the discussion notes in hand and those who talked in small and large group discussion met these goals. Written and daily discussion were evaluated informally, which is to say responses could be hand-written, and comments off-the-cuff, as long as they related to the topic at hand. At the end of each chapter students were assigned a journal, which was slightly more formal. Journal entries required students to apply the literary and topical concepts introduced in the chapter to one or more selections we read and to one of the questions asked in the end of the chapter. I evaluated these responses in terms of their fit with the question, use of examples from the selections they used, and acknowledgement and use of chapter topics and appropriate terms.</p>	<p>11</p> <p>8 Results are linked to teaching and learning in terms of providing examples for me and for future students. I read these to see how well students understand daily concepts being discussed so that I can fine-tune or add explanation to assignment revision. I will be seeking student permission to use sample responses on the blackboard site so that future students will have a model to look at. Also I can get an idea of what selections were most interesting to students based upon what they say and write about selections. The daily work allows me to add information needed before students tackle chapter journal entries.</p>	<p>The course could be enhanced with the use of professional development in video streaming as well as the purchase of DVD's on works under discussion. I was unable to find videos or DVD's covering the plays in the book either at Tulsa County or TCC LRC. Video streaming training would allow professor to discuss genre and author issues along with works under discussion. The benefit of this would be two-fold. First, it would give students the opportunity to access lecture materials more than once and two the professor would be able to better integrate visual materials, terminology, and lecture.</p>

ENG 2413	Each student must write a 3-page analysis of 1) a selected short story, 2) a selected poem, and 3) the TCC theater production for the current semester (1940's radio hour). In consideration of the short story, the student will examine the elements of plot character, setting, narrative point of view, and theme. To analyze a poem, the student will consider versification (rhyme, meter, stanza, other sound devices), symbol imagery, and figurative language. The analysis of drama will require consideration of theme, character, and production (staging and player performance).	I examine each analytical essay to determine whether the stated criteria have been met. I write comments on each paper identifying any critical elements that have been omitted from the discussion.	28	24 Increase student collaboration in small discussion groups. Demonstrate analysis techniques on samples in class. Schedule conferences with students while they work their analysis.	Encourage faculty to share their exercises / activities that foster effective analysis.
ENG 2543	Essay exams. Assign a variety of readings in English literature. Discuss readings in class. Provide essay exams that required critical responses to these readings.	Students have achieved this goal if their responses to essay exam questions demonstrate an understanding of the readings and the ability to discuss specific aspects of the readings.	15	13 Essay exams not only test students' comprehension of assigned readings but also provide them the opportunity for critical discussion of the readings. I plan to continue using essay exams.	None.

Students were required to read an assigned text before coming to class to discuss it. Often, at the end of the previous class, I would give students an issue to consider about the next reading. Then we started the discussion by giving each student a chance to comment on the issue. My questions were always analytical questions rather than factual questions; therefore students were not responding to WHAT happened in the text, but they were analyzing some aspect of the text, such as the structure, characterization, setting, point of view, style, imagery or symbolism in the text being read.

I evaluated students' responses by examining how well they understood the issue being discussed using three categories: excellent, average, or a less than adequate response. Excellent: the student understood the question being asked and offered a thoughtful response that brought out a specific aspect of the text. Students were able to make a connection to another work we had read during the semester. Average: the student showed less understanding of the issue being discussed and had difficulty connecting to other works read during the semester. Less than Adequate: the student did not address the issue being discussed with clarity and thought.

8 Informed Discussion lets students see the importance of analyzing literature connecting ideas of the various writers studied and eventually connecting the ideas to their own lives. By assessing students' participation in the discussion process, the instructor is able to design future discussions that benefit students' understanding of the literature. In addition to the discussion, short analytical papers that are written for the class as well as essay exam questions requiring critical analysis rather than summary of the text demonstrate the validity of informed discussion.

The size of this particular class was critical to the success of informed discussion in the classroom. Literature classes should be kept small so that the instructor is able to listen and comment on each student's ideas regarding the meaning of the literature. For instance, one of the students made the connection between the experience of the clerk and the typist in *The Waste Land* to Gabriel Conroy in James Joyce's "The Dead." I was able to bring evidence from both texts and let the student decide that the connection she made was not valid. Instead of being told that her deduction was not supported by the text, she was able to see that it was not and she was able to understand the text more clearly. In a larger class, time often does not permit each student to demonstrate his or her understanding of the text being read. Having reassigned time for professional development would enhance the instructor's ability to provide a quality classroom experience for each student and each student's particular learning style.

Students demonstrate attainment of the above stated goal when each is able to articulate competency levels in comprehension, identification, analysis, synthesis, and evaluation of literary concepts within a given text (after reading the assignments and participating in a class discussion over the literary concepts and the texts).

1. Students are to demonstrate an understanding and application of the following literary concepts: structuralism, post-structuralism, epic novel, magic realism, and surrealism.
2. Students are to demonstrate an understanding and application of the following novel components: theme, narrative structure, characterization, setting, plot, central conflict, and resolution.
3. Students are to demonstrate an understanding of the novels' cultural, social, and political issues within a global context.
4. Students are to articulate their understanding and analyses of items 1, 2, and 3 in discussions, in reader-responses, and in responses to essay test questions.

In this specific sample assessment, the concept of magic realism was used. To demonstrate the student's ability to synthesize this concept with other concepts learned during the coursework, the student was asked to relate the application of magic realism to the epic qualities in a specific novel. (Much of this knowledge was attained during a discussion of the concepts and of the literary works, which is explicated in my response to "Use of this Assessment" in this report. A 1-3 scale measured students' demonstration of skills required by the course objectives. ("3" the highest and "1" the lowest). Category two and three students demonstrated acceptable competency levels. Category one students did not demonstrate skills necessary to fulfill the specific outcome objectives. Listed are the criteria for each category:

Category Three: The student mastered the three following criteria, which demonstrated the learning of literary concepts and components in Honors Novel.

1. The student comprehended the definitions of literary concepts, meaning each was able to state the meaning of the term in her own words.
2. By the time the student completed the course, the student accurately identified examples of the concepts in the literary texts read during the semester, signifying that the student was able to apply the new knowledge to each of the literary works analyzed during the semester.
3. The students successfully analyzed and evaluated the authors' use of the literary concept in the texts, signifying mastery of the highest level of critical thinking skills. The analysis and evaluations were deemed successful when students were able to articulate an assertion about the concept in relation to the text, to supply

5 The results in this assessment met my expectations and affirmed the teaching methodologies I had chosen for this self-paced honors course. I realized during the orientation session of the course that all of the students were average-bright and highly motivated, possessing a basic understanding of novel structure. To meet the discussion component in our discipline goals, I required group discussion sessions to review each novel read in the course. By pairing the discussions with reader-response questions that were due before and after the discussion session, I was able to monitor student comprehension and application of the material covered during the discussion sessions.

When I assigned the first reader-response question about magic realism, the students had only read the information concerning magic realism and a novel (*Away by Jane Urquhart*), which is an example of magic realism. The students had not discussed this literary concept with each other when they answered the first reader-response question. Of the five responses to the first questions listed in the assessment tool attached, only three scored in category two or three. Two of the students did not understand the meaning of the concept. (I had chosen this concept for evaluation because magic realism is a concept that is still being defined by the experts in the field, and the definitions are still very broad. I wanted to see if students could find the common elements within multiple definitions and synthesize them into a definition they could support in an analysis/evaluation question.)

We met for a two-hour discussion of the novel, and during that discussion we compared over 15 definitions of magic realism. We discussed the reader-responses, and two students presented research that contained information concerning

We need to continue development of nontraditional courses and new courses (ENG 2993) that implement teaching methodologies outside the realms of the standard courses, which require 1040 minutes of time in the classroom. This course required students to perform independent study, to participate in online discussions, and to research their own areas of interest in relationship to the reading assignments, as well as to deliver oral presentations of their research at the discussion group meetings. I would, however, include a traditional model of group discussion in any self-paced literature course I designed, based on the results of this assessment.

Also, this experience reinforced the need for support labs for students. Each student was able to use the Writing Center to access Blackboard and their email systems to communicate with me in this self-paced course. Much of the discussion that occurred in the course was Online. The Writing Center and LRC staff also helped my students with their research projects, which is an important resource for the student enrolled in a self-paced course.

examples as evidence for the assertion, and to draw logical conclusions from the argument presented. The arguments were presented with little or no faulty logic, vagueness of terminology, or unclear articulation.

Category Two: The student demonstrated competency levels in most of the three criteria listed below:

1. The student comprehended and were able to apply most of the definitions (at least 60%) of literary concepts, meaning each student was able to state the meaning of the term in his/her own words.
2. The student was able to accurately identify some examples of the concepts in the literary texts read during the semester (at least 60% of the time), signifying that the student was able to apply the new knowledge to the literary works analyzed during the semester.
3. The student was able to accurately analyze and evaluate most of the literary concepts and components within the required reading texts (at least 60%), but the analyses or the conclusions contained some faulty logic, vagueness in terms used, and/or unclear articulation of the assertions, examples, or conclusions.

Category Three: The student was unable to articulate critical responses concerning literary concepts and components, which were established in the outcome objectives.

1. The student did not demonstrate comprehension of at least 70% of the literary concepts, nor was the student able to correctly identify examples of the literary concept within a given text (70% of the time).
2. Most of the analyses and/or evaluations of the texts articulated in discussions, reader-responses, and/or exam essay questions contained faulty logic, vagueness in terminology used, and/or unclear articulation of the assertions, examples or conclusions.

magic realism. We also discussed another concept students had been asked to analyze—the epic qualities of the novel. (During the discussion, the epic qualities of the novel were not connected to the magic realism aspects of the novel, but students were asked to synthesize these concepts in a final exam question.)

In a second reader-response question, students were asked to evaluate another novel for its magic realism qualities; however, this novel is classified as a surrealistic novel, not a magic realism novel. Of the three students that responded, two students demonstrated category 2 and 3 skills, but one student remained in category one. Another two-hour discussion was held on the *The Body Artist* by Don DeLillo and on concepts of magic realism and surrealism.

All this discussion was meant to prepare students for a final exam question that would require them to understand and identify the concepts within the scope of the novels, as well as synthesize their knowledge of the two concepts in an analysis/evaluation question. In the final exam question, all five students were able to meet category two and three criteria.

I concluded from the assessment results that without the group discussions several students would not have met the criteria in category two or three. Also, the responses of students who had already met the criteria in category two or three were more complex than either of the early responses had been.

**Tulsa Community College
Instructor/Course Survey**

Students: Please complete the INSTRUCTOR/COURSE SURVEY. Your thoughts and comments regarding instructors and courses are valuable to Tulsa Community College. The completed survey will be available to the instructor only after grades for the course are submitted.

I. As A Student In This Class:

1. I attended the first day of class. Yes No

5 = Not Applicable
4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

2. My skills were adequate for this class in:

Math ① ② ③ ④

Reading ① ② ③ ④

Writing ① ② ③ ④

3. I attended class regularly. ① ② ③ ④

4. I prepared for each class. ① ② ③ ④

5. I turned in papers and assignments on time. ① ② ③ ④

6. I was free to ask questions and contribute to class discussions. ① ② ③ ④

7. So far in this class, my grades reflect my level of performance. ① ② ③ ④

II. The Instructor, At the Beginning of the Course:

8. The instructor explained the syllabus.
 Yes No

9. The instructor explained what work would be required.
 Yes No

10. The instructor explained how required work would be evaluated.
 Yes No

III. The Instructor Throughout the Semester:

5 = Not Applicable
4 = Strongly Agree
3 = Agree
2 = Disagree
1 = Strongly Disagree

11. The instructor set and maintained high course standards. ① ② ③ ④

12. The instructor was well prepared for each class. ① ② ③ ④

13. The instructor explained topics clearly. ① ② ③ ④

14. The instructor encouraged understanding and applying facts as well as memorizing them. ① ② ③ ④

15. The instructor encouraged the students' creative thinking. ① ② ③ ④

16. The instructor encouraged the students' critical thinking. ① ② ③ ④

17. The instructor was available for consultation during posted office hours or by appointment. ① ② ③ ④

18. The instructor was patient with students' learning. ① ② ③ ④

19. The instructor alternated methods of instruction (handouts, films, overheads, the Internet). ① ② ③ ④

20. The instructor returned graded work as promised. ① ② ③ ④

21. The instructor returned papers, tests, and assignments with helpful comments. ① ② ③ ④

IV. Generally:

22. The instructor's attitude toward the subject matter was:

- Enthusiastic Uninspired
- Interested Bored
- Neutral

23. Information and dates for major assignments were announced and/or distributed through the syllabus, handouts, or course materials:

- Always Rarely
- Frequently Never
- Sometimes

24. Regarding course subject matter, the instructor's ability to answer students' questions suggests:

- Mastery Limited Knowledge
- Strong Competence Slight Familiarity
- Adequate Knowledge

25. The instructor responded to students' questions in a manner that was:

- Respectful Impatient
- Patient Inappropriate
- Reasonable

Summary of Course:

26. My expectations for this course were met. <input type="checkbox"/> Yes <input type="checkbox"/> No	27. This course was a challenging and learning experience for me. <input type="checkbox"/> Yes <input type="checkbox"/> No	28. I would recommend this course to other students. <input type="checkbox"/> Yes <input type="checkbox"/> No
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Discipline/Program Specific Response:

Additional Comments:

The following comments will be seen only by your instructor and may be made anonymously.

Course Call Number:

☐	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
①	☐	③	④	⑤	⑥	⑦	⑧	⑨	⑩
①	②	③	④	☐	⑥	⑦	⑧	⑨	⑩
①	②	③	④	⑤	⑥	⑦	⑧	☐	⑩
①	②	③	④	⑤	☐	⑦	⑧	⑨	⑩

1 2 5 9 6



**Course/Instructor Evaluation Results, Spring 2001**

Survey Items	Students who “Agree” or “Strongly Agree”
The instructor set and maintained high course standards.	9,118 (95%)
The instructor was well prepared for each class.	8,921 (94%)
The instructor explained topics clearly.	8,436 (89%)
The instructor encouraged understanding and applying facts as well as memorizing them.	8,709 (92%)
The instructor encouraged the students’ creative thinking.	8,165 (86%)
The instructor encouraged the students’ critical thinking.	8,527 (91%)
The instructor was available for consultation during posted office hours or by appointment.	7,768 (83%)
The instructor was patient with students’ learning.	8,552 (92%)
The instructor alternated methods of instruction.	7,701 (82%)
The instructor returned graded work as promised.	8,643 (93%)
The instructor returned papers, tests, and assignments with helpful comments.	8,050 (86%)

Survey Items	Students who Responded “Yes”
The instructor explained the syllabus.	9,556 (99%)
The instructor explained what work would be required.	9,408 (99%)
The instructor explained how work would be evaluated.	8,950 (97%)
My expectations for this course were met.	8,660 (92%)
This course was a challenging and learning experience for me.	9,054 (93%)
I would recommend this course to other students.	8,852 (90%)

Survey Items	Students who Responded as Described
The teacher’s attitude toward the subject matter was either “enthusiastic” or “Interested”:	7,715 (91%)
Information and dates for major assignments were either “always” or “frequently” announced and/or distributed through the syllabus, handouts, or course materials:	8,482 (95%)
Regarding course subject matter, the instructor’s ability to answer students’ questions suggests either “mastery,” “strong competency,” or “adequate knowledge”:	9,082 (98%)
The instructor responded to students’ questions in a manner that was either “respectful,” “patient,” or “reasonable”:	8,549 (97%)

Total Number of Students Assessed*	10,435
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* The above percentages represent the ratio of those students responding as described over the total number of students responding to the item indicated.