

TULSA COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2002 – 2003

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TULSA COMMUNITY COLLEGE

ANNUAL STUDENT ASSESSMENT REPORT 2002-2003

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 2002 Summer and Fall Semesters and the 2003 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.

More than half (56.3%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. More than one-third (37.3%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 6.4% of these students scored within a range of scores that would place them into a remedial Reading I course.

About two-fifths (41.6%) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (27.3%) scored at the level for placement in a Reading II course. Almost one-third (31.1%) scored within the range for placement in a Reading I course.

More than half (55.2%) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Approximately one-third (36.7%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 8.1% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 59.0% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.1%) scored within the range for placement in the Writing II course, and over one-fourth (27.9%) scored within the cut-score range for placement in the Writing I course.

More than one-third (38.9%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Again, over one-third (38.5%) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (22.5%) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.9% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 8.2% had scores that would place them into Intermediate Algebra. One percent (1.0%) had scores that would place them into Beginning Algebra. Finally, of those tested, 88.0% tested within a cut-score range for placement into Basic Mathematics.

The Entry-Level Assessment Committee completed the first year of a three-year project for reading assessment and development. This first year included a change in TCC enrollment practice

and a program of data collection. In May 2002, the college re-instituted an enrollment control for reading competency for courses listed in the general education requirements for transferable degree programs. Because institutional research indicated that students showed the best pattern of success when they took developmental reading courses concurrently with college level courses, students with reading skills below the college level were permitted to enroll in college level courses, provided they also enrolled in developmental reading courses.

Our assessment and development project ties future recommendations for reading development to empirical evidence of student success. Therefore, the committee continued to collect pre- and post-testing data for developmental reading throughout the 2002-03 academic year from Accuplacer CPT-Reading scores, ACT-Reading scores, and Nelson-Denny Reading Test scores. These data will be analyzed and reviewed during the 2003-2004 academic year.

The Entry-Level Assessment Committee also reviewed the results of a research study on course placement in mathematics requested from the Office of Institutional Research and Assessment. Overall, the study strongly suggests the need for some revisions in our placement program for developmental mathematics. First, the study showed that, while the ACT Mathematics test serves as an effective placement tool for *college algebra*, it **does not** predict success in *developmental* mathematics. TCC's secondary placement instrument, *Accuplacer's* Computerized Placement Test (CPT), is a much more reliable predictor of student success in developmental math. Second, the study shows that CPT cut scores for developmental math may need revision.

Based on the studies results, the committee recommended that the cut score for placement into Beginning Algebra be reduced to a score of 90 on the Arithmetic Skills test and the cut score for placement into Intermediate Algebra be increased to a score 90 on the Elementary Algebra test. In addition, the committee recommended that, although the ACT can be used reliably for placement in College Algebra, students should enroll in developmental mathematics based on their scores on the CPT test, not the ACT test. Since TCC does not restrict enrollment in developmental math courses, no action is needed in our enrollment process to respond to these recommendations. But the Entry Level Assessment Committee invites dialogue about these recommendations within the academic divisions and in the Counseling Centers when we reconvene in the Fall 2003.

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 2002-2003 academic year, faculty at TCC assessed the general education goals of effective communication and civic responsibility using a process developed by the General Education Goals Assessment Committee. This 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 effective communication. The general education committee has established a definition for effective communication 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 effective communication skills.

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 faculty members were asked to participate in the assessment of effective communication, while all full-time faculty members administered civic responsibility assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 3,782 students were assessed for effective communication, with 83% of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,788 students were assessed for effective communication, yielding an 82% 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 2003.

All faculty will again participate in the assessment process during the 2003-2004 academic year. Adjunct faculty will assess civic responsibility, while full-time faculty will assess general education goal #4, global awareness. Full-time faculty members serve as mentors to help their adjunct colleagues understand and contribute to the assessment process.

Program Outcomes Assessment

The college implemented a new course-embedded discipline and program outcomes assessment process during the 2001-2002 academic year. The use of this new process continued through the 2002-2003 academic year, and parallels that of mid-level (general education) assessment. Faculty members defined learning outcome goals and competencies for each specific discipline or program 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 in real-time 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.

Results from the course embedded assessment process indicate that 164 instructors assessed 3,661 students revealing an 83.4% 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 2003 semester, 11,336 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 (93%), are well prepared for the courses taught (94%), and maintain high course standards (95%).

Results from the graduate survey indicate 66% of the respondents are continuing their education. Furthermore, 84% 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, 59% 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 (99%).

Results from the employer survey indicate that 89% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 76% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 76% confirmed that graduates are able to work independently without direct supervision.” Likewise, 76% 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 (70%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 71% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (53%) and to solve problems or suggest possible solutions (71%). Finally, 65% 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 for the course they assessed were met.

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84% indicated positive satisfaction with general instruction, while 81% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (84%) and with TCC's support facilities (80%).

ANNUAL STUDENT ASSESSMENT REPORT 2002-2003

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 at Tulsa Community College (TCC) has been an ongoing process since the College opened 33 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 25.

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 2002 Summer and Fall Semesters and the 2003 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 25-26. 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. Additionally, the school provides free tutorial and laboratory centers to assist students who demonstrate skill deficiency in English and Mathematics.

3. What were the analyses and findings from the 2002 – 2003 entry-level assessment?

The data presented in Appendix EL, page 26 show that 995 “freshmen” enrolled at TCC took the ACT. The average composite score for this cohort was 49.3. The average ACT sub-test scores for these TCC freshman included: English (19.1), Mathematics (18.4), Reading (19.8), and Science Reasoning (19.5).

Placement in Reading:

From the data presented in Appendix EL, page 26, placement based upon the ACT Reading scores show that more than half (56.3%) of these new TCC students scored high enough to be placed in college level reading courses. More than one-third (37.3%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 6.4% of these students scored within a range of scores that would place them into a remedial Reading I course.

About two-fifths (41.6%) of the students who took the CPT Reading test (see Appendix EL, page 25) scored high enough to be placed into college level reading. One-fourth (27.3%) scored at the level for placement in a Reading II course. Almost one-third (31.1%) scored within the range for placement in a Reading I course.

Placement in Writing:

More than half (55.2%) 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 (36.7%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 8.1% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 59.0% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (13.1%) scored within the range for placement in the Writing II course, and over one-fourth (27.9%) scored within the cut-score range for placement in the Writing I course.

Placement in Mathematics:

More than one-third (38.9%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Approximately one-third (38.5%) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (22.5%) scored within the range for placement in Beginning Algebra. Finally, only one student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.9% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 8.2% had scores that would place them into Intermediate Algebra. One percent (1.0%) had scores that would place them into Beginning Algebra. Finally, of those tested, 88.0% 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.

Reading Assessment and Development Project

The Entry-Level Assessment Committee completed the first year of a three-year project for reading assessment and development. This first year included a change in TCC enrollment practice and a program of data collection. In May 2002, the college re-instituted an enrollment control for reading competency for courses listed in the general education requirements for transferable degree programs. Because institutional research indicated that students showed the best pattern of success when they took developmental reading courses concurrently with college level courses, students with reading skills below the college level were permitted to enroll in college level courses, provided they also enrolled in developmental reading courses.

Our assessment and development project ties future recommendations for reading development to empirical evidence of student success. Therefore, the committee continued to collect pre- and post-testing data for developmental reading throughout the 2002-03 academic year from Accuplacer CPT-Reading scores, ACT-Reading scores, and Nelson-Denny Reading Test scores. These data will be analyzed and reviewed during the 2003-2004 academic year.

Mathematics Placement Research

The Entry-Level Assessment Committee reviewed results from the research project initiated concerning course placement in developmental and college level mathematics. The research study indicated that placement practices for college algebra are sound. It appears, however, that adjustments to cut scores for placement in developmental mathematics may be appropriate. An informational memo was prepared for the Vice President for Academic Affairs, the Provost for Student Affairs, the Deans of Instruction, the Deans of Student Services, the Associate Deans, and the Directors of Counseling. The memo outlines our preliminary recommendations and invites dialogue in the Fall 2003 to consider the implications of our research.

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

Writing Placement

The Entry-Level Assessment Committee has developed specifications for the Office of Institutional Research and Assessment to validate our placement practices for developmental writing and Freshman Composition. The committee will analyze the results beginning Fall 2003.

Institutional Use of the Student Waiver

In March 2003 the college re-established a documentation process for the developmental study waiver process for students over age 21. The new process captures the student's signature and ensures a more thorough dialogue between students and advisors when students choose to waive our placement recommendations. The Entry-Level Assessment Committee recommended this measure to prepare for a more thorough examination of the

course waiver policy, which has long generated faculty concern for its impact on student success.

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

The Entry-Level Assessment Committee reviewed the results of a research study on course placement in mathematics requested from the Office of Institutional Research and Assessment. Overall, the study strongly suggests the need for some revisions in our placement program for developmental mathematics. First, the study showed that, while the ACT Mathematics test serves as an effective placement tool for *college algebra*, it **does not** predict success in *developmental* mathematics. TCC's secondary placement instrument, *Accuplacer's* Computerized Placement Test (CPT), is a much more reliable predictor of student success in developmental math. Second, the study shows that CPT cut scores for developmental math may need revision. To summarize:

1. CPT cut score adjustments needed:

- Mth 0013 Beginning Algebra: Arithmetic Skills recommended cut score: 90
(Current cut score: Arithmetic Skills 113)
- Mth 0123 Intermediate Algebra: Elementary Algebra recommended cut score: 90
(Current cut score: Elementary Algebra 77)

2. Use of the ACT:

- Students should enroll in developmental mathematics based on their scores on the CPT test, not the ACT test.
- The ACT can still be used reliably for placement in College Algebra

Since TCC does not restrict enrollment in developmental math courses, no action is needed in our enrollment process to respond to these recommendations. But the Entry Level Assessment Committee invites dialogue about these recommendations within the academic divisions and in the Counseling Centers when we reconvene in the Fall 2003.

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 2002-2003 academic year, faculty at TCC assessed the general education goals of effective communication and civic responsibility using a process developed by the General Education Goals Assessment Committee. This 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 effective communication. The general education committee has established a definition for effective communication 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 effective communication skills.

The assessment committee acknowledged that effective communication 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 effective communication may not occur in the same manner if the context or subject matter is different. Although there are alternative means for assessing effective communication, faculty use a common reporting form for documenting students' demonstration of effective communication within the context of the classroom environment in which the effective communication 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 effective communication and civic responsibility assessment are presented in Appendix ML, pages 29-30. A list of all five general education goals is also presented in Appendix ML, page 31.

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 effective communication 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 faculty members were asked to assess student demonstration of effective communication, while all full-time faculty members administered civic responsibility assessment. A total of 3,782 students were assessed for effective communication, and 3,788 students were assessed for civic responsibility.

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 effective communication and civic responsibility are presented in Appendix ML, pages 29-30. 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 has continued through the Fall 2002 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 instructor 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 effective communication over two years has remained consistent (81% and 83% respectively).

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

During the Fall 2002 semester, all adjunct faculty members were asked to participate in the assessment of effective communication, while all full-time faculty members administered civic responsibility assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 3,782 students were assessed for effective communication, with 83% of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,788 students were assessed for effective communication, yielding an 82% 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 2002. Excerpts from the feedback reports are presented in Appendix ML, pages 32 and 39.

All faculty will again participate in the assessment process during the 2003-2004 academic year. Adjunct faculty will assess civic responsibility, while full-time faculty will assess general education goal #4, global awareness. 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. 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. Aggregated results for general education goal assessments administered through the new process indicate high faculty requests for professional development (12.8% of responses), Resource media (10.7%), lab and testing center support (8.1%) and classroom equipment, technology and software (7.8%). 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; faculty requests based on assessment provide the basis for annual planning and budget preparation. Each step in the process is necessary for effective communication and feedback to take place.

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 Embedded, Course / Instructor Survey, Alumni Survey	369
010 - AGRICULTURAL SCIENCE	Course / Instructor Survey	4
013 - AMERICAN STUDIES	Course / Instructor Survey, Alumni Survey	3
015 - ARCHITECTURE	Course / Instructor Survey	26
020 - ART	Course Embedded, Course / Instructor Survey, Alumni Survey	95
028 - AVIATION SCI. TECH/OSU	Course Embedded, Course / Instructor Survey	17
030 - BIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	220
035 - BUSINESS ADMINISTRATN	Course / Instructor Survey, Alumni Survey	1238
040 - BUSINESS EDUCATION	Course / Instructor Survey	12
044 - CHILD DEVELOPMENT	Course / Instructor Survey, Alumni Survey	207
045 - CHEMISTRY	Course Embedded, Course / Instructor Survey, Alumni Survey	55
046 - COMPUTR SCI/MIS-OSU/LANG	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	358
047 - THEATRE	Course / Instructor Survey, Alumni Survey	27
050 - DENTISTRY	Course / Instructor Survey	47
051 - ECOLOGY	Course / Instructor Survey	1
052 - ECONOMICS	Course Embedded, Course / Instructor Survey	15
053 - EARLY CHILDHOOD DEVELOP	Course / Instructor Survey	12
054 - EDUCATION	Course / Instructor Survey, Alumni Survey	237
055 - EDUCATION(ELEM)	Course / Instructor Survey, Alumni Survey	474
060 - EDUCATION(SEC)	Course / Instructor Survey, Alumni Survey	143
063 - ELECTRONIC ENG TECH - OSU	Course Embedded, Course / Instructor Survey, Alumni Survey	36
063 - ELECTRONIC ENG TECH - NSU	Course Embedded, Course / Instructor Survey, Alumni Survey	5
065 - ENGINEERING	Course / Instructor Survey, Alumni Survey	400
070 - ENGLISH	Course Embedded, Course / Instructor Survey, Alumni Survey	73
075 - FOREIGN LANGUAGE	Course Embedded, Course / Instructor Survey	8

080 - FORESTRY	Course / Instructor Survey	4
081 - FRENCH	Course Embedded, Course / Instructor Survey, Alumni Survey	16
082 - GEOLOGY	Course / Instructor Survey	12
084 - GERMAN	Course / Instructor Survey, Alumni Survey	5
085 - BUSINESS/GENERAL	Course / Instructor Survey	12
086 - INTERNATIONAL BUSINESS	Course / Instructor Survey, Alumni Survey	70
087 - GEOGRAPHY	Course Embedded, Course / Instructor Survey	6
090 - HEALTH/EDUCATION	Course / Instructor Survey	16
091 - HUMAN SERVICES	Course Embedded, Course / Instructor Survey, Alumni Survey	129
093 - HORTICULTURE TECH. OSU	Course Embedded, Course / Instructor Survey, Student Satisfaction Survey	24
094 - HOTEL & RESTAURANT ADMIN.	Course / Instructor Survey	4
095 - HISTORY	Course Embedded, Course / Instructor Survey, Alumni Survey	55
096 - INTERNATIONAL STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	6
097 - HUMANITIES	Course Embedded, Course / Instructor Survey, Alumni Survey	11
098 - ITALIAN	Course Embedded, Course / Instructor Survey	6
099 - JAPANESE	Course Embedded, Course / Instructor Survey	4
100 - JOURNALISM & MASS COMM.	Course Embedded, Course / Instructor Survey, Writing Standards Test, Alumni Survey	157
102 - INDIV. FAMILY & COMM. SER.	Course / Instructor Survey	1
103 - INTERIOR DESIGN OSU	Course Embedded, Course / Instructor Survey, Alumni Survey	49
105 - LAW	Course / Instructor Survey	44
109 - LAW ENFORCEMENT	Course / Instructor Survey	6
110 - CRIMINAL JUSTICE	Course Embedded, Course / Instructor Survey, Alumni Survey	196
115 - LIBERAL ARTS	Course / Instructor Survey, Alumni Survey	1770
120 - LIBRARY SCIENCE	Course / Instructor Survey	1
123 - MANAGEMENT	Course Embedded, Course / Instructor Survey, Alumni Survey	59
124 - MARKETING OSU	Course Embedded, Course / Instructor Survey	72
125 - MATHEMATICS	Course Embedded, Course / Instructor Survey, Alumni Survey	61
130 - MEDICINE	Course / Instructor Survey, Alumni Survey	218
145 - MUSIC	Course Embedded, Course / Instructor Survey	99

147 - NURSING (PRE-PROFESSIONAL)	Course Embedded, Course / Instructor Survey	99
150 - OCEANOGRAPHY	Course / Instructor Survey	3
160 - OPTOMETRY	Course / Instructor Survey	8
165 - PHARMACY	Course / Instructor Survey	121
166 - PHILOSOPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	9
170 - PHYSICAL EDUCATION	Course Embedded, Course / Instructor Survey, Alumni Survey	32
180 - PHYSICAL THERAPY	Course / Instructor Survey	43
185 - PHYSICS	Course Embedded, Course / Instructor Survey, Alumni Survey	11
186 - PHYSICAL SCIENCE	Course Embedded, Course / Instructor Survey	3
190 - POLITICAL SCIENCE	Course Embedded, Course / Instructor Survey, Alumni Survey	48
195 - PSYCHOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	399
196 - QUALITY CONTROLL – NSU	Course / Instructor Survey	5
200 - RADIO & TELEVISION	Course / Instructor Survey	2
205 - RECREATION	Course / Instructor Survey	1
215 - RELIGIOUS STUDIES	Course / Instructor Survey, Alumni Survey	14
220 - RUSSIAN	Course / Instructor Survey	7
221 - SAFETY/ENV. TECHNOLOGY	Course / Instructor Survey, Alumni Survey	8
223 - SOCIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	63
225 - SOCIAL SCIENCE	Course / Instructor Survey	5
230 - SOCIAL WELFARE	Course / Instructor Survey	12
232 - SPANISH	Course / Instructor Survey, Alumni Survey	45
235 - SPEECH	Course Embedded, Course / Instructor Survey	12
240 - VETERINARY MEDICINE	Course Embedded, Course / Instructor Survey, Alumni Survey	40
520 - BANKING	Course / Instructor Survey	2
525 - BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	259
528 - AVIATION SCIENCES TECH	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	152
530 - ACCOUNTING ASSISTANT	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	9
550 - CHILD DEVELOPMENT	Course / Instructor Survey, Employer Survey, Alumni Survey	241
560 - FINANCIAL MANAGEMENT	Course / Instructor Survey	1
567 - COMP INTGRAT MFCTG ENTRP	Course / Instructor Survey, Alumni Survey	1
568 - COMPUTER MAINT TECH	Course / Instructor Survey	3

570 - COMPUTER OPERATOR	Course / Instructor Survey	5
580 - COMPUTER PROGRAMMING	Course / Instructor Survey	74
581 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	372
582 - COMP SPEC BUS. MICROS	Course / Instructor Survey	19
585 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Employer Survey	32
588 - DENTAL ASSISTING	Course / Instructor Survey, Alumni Survey	11
590 - DESIGN ENGINEERING TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	51
592 - DENTAL HYGIENE	Course Embedded, Certification Exam, Course / Instructor Survey, Alumni Survey	145
593 - DESKTOP PUBLISHING	Course Embedded, Course / Instructor Survey, Alumni Survey	17
594 - DIAGNOSTIC MED. SONOGRAPHY	Course / Instructor Survey	1
596 - DRAFTING & MECH. DESIGN TECH	Course / Instructor Survey	2
600 - ELECTRICAL ENGINEER TECH	Course / Instructor Survey, Employer Survey	19
630 - EMERGENCY MEDICAL TECH	Course / Instructor Survey, Alumni Survey	21
631 - GRAPHICS/IMAGING TECH	Course / Instructor Survey	12
639 - HEALTH CARE SUPERVISOR	Course / Instructor Survey	1
640 - ELECTROMECHANICAL TECH	Course / Instructor Survey	1
641 - HEALTH CARE ADMIN	Course / Instructor Survey	14
643 - HEALTH INFORMATION TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	34
645 - HUMAN SERVICES	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	70
650 - ELECTRONICS TECHNOLOGY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	35
651 - CIVIL ENGINEERING TECH	Course / Instructor Survey, Employer Survey	14
654 - INTERIOR DESIGN	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	67
655 - INTERPRETER PREPARATION	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	82
659 - FINANCE	Course / Instructor Survey	2
660 - INDUSTRIAL ENGINEER TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	3
672 - INTERNATIONAL BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	14

673 - INTERNATIONAL LANG STUDY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	44
674 - MUSIC / ENTERTAINMENT BUS	Course / Instructor Survey	1
680 - FIRE PROTECTION TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	132
685 - OCCUPATION THERAPY ASST	Course / Instructor Survey, Alumni Survey	27
696 - LODGING/FOOD SERVICE MGT	Course / Instructor Survey	1
701 - RESPIRATORY THERAPY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	86
703 - INSURANCE	Course / Instructor Survey, Employer Survey, Alumni Survey	3
706 - ACCOUNTING ASSOCIATE	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	67
708 - LEGAL SECRETARY	Course / Instructor Survey	5
710 - LEGAL ASSISTANT	Course / Instructor Survey, Alumni Survey	114
722 - NUMERICAL CONTRL/MACH TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	17
729 - MANUFACTURING ENG TECH	Course / Instructor Survey, Employer Survey	11
731 - MARKETING	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	81
732 - E-BUSINESS	Course / Instructor Survey	3
739 - BIO MED EQUIP TECH	Course / Instructor Survey, Alumni Survey	5
741 - MEDICAL LABORATORY TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	40
750 - MEDICAL ASSISTANT	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	47
760 - MEDICAL OFFICE ADMIN	Course / Instructor Survey, Employer Survey, Alumni Survey	13
764 - MEDICAL TRANSCRIPTIONIST	Course / Instructor Survey	1
774 - MANAGEMENT	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	111
780 - HORTICULTURE TECHNOLOGY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	40
791 - NURSING	Course Embedded, Certification Exam, Course / Instructor Survey, Alumni Survey	1183
795 - HUMAN RESOURCES	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	66
800 - PETROLEUM LAND TECH	Course / Instructor Survey,	1

	Employer Survey, Alumni Survey	
809 - PHARMACY TECHNOLOGY	Course / Instructor Survey, Alumni Survey	33
828 - PATIENT CARE TECHNICIAN	Course Embedded, Course / Instructor Survey, Alumni Survey	10
831 - PHYSICAL THERPY ASSNT	Course / Instructor Survey, Alumni Survey	117
840 - LAW ENFORCEMENT	Course / Instructor Survey, Alumni Survey	26
844 - REAL ESTATE	Course / Instructor Survey	1
849 - QUALITY CONTROL TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	24
870 - RADIOGRAPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	191
909 - OFFICE ADMINISTRATION	Course / Instructor Survey	2
910 - ADMINISTRATIVE OFFICE TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	15
912 - PURCHSING & MATERIALS MGMT	Course / Instructor Survey, Employer Survey, Alumni Survey	32
913 – SAFETY & LOSS CONTROL TECH	Course / Instructor Survey, Alumni Survey	2
917 - SMALL BUS. MGMT ENTREPRE	Course / Instructor Survey, Employer Survey, Alumni Survey	5
919 - SURGICAL TECHNOLOGY	Course / Instructor Survey, Alumni Survey	7
921 - SURVEYING TECHNOLOGY	Course / Instructor Survey	10
927 - STAGE PRODUCTION TECH	Course / Instructor Survey	5
930 - TRANS/TRAFFIC MANAGEMENT	Course / Instructor Survey	2
939 - TECHNOLOGY	Course / Instructor Survey	2
940 - TELECOMMUNICATIONS TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	65
945 - TRAVEL & TOURISM	Course / Instructor Survey, Alumni Survey	2
950 - WELDING TECHNOLOGY	Course / Instructor Survey	8
955 - VETERINARY TECHNOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	71

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 review and accreditation/certification records.

Analyses

Course-Embedded Assessment

The college implemented a new course-embedded discipline and program outcomes assessment process during the 2001-2002 academic year. The use of this new process continued through the 2002-2003 academic year, and parallels that of mid-level (general education) assessment. Faculty members defined learning outcome goals and competencies for each specific discipline or program 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 in real-time 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 2003 semester. A copy of this survey is provided in Appendix OA, page 59. 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 164 instructors assessed 3,661 students revealing an 83.4% 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. An excerpt of the full report is presented in Appendix OA, page 51.

Course/Instructor Evaluation Results:

During the Spring 2003 semester, 11,336 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 (93%), are well prepared for the courses taught (94%), and maintain high course standards (95%). Other item level results are provided in Appendix OA, page 61.

Graduate Survey Results:

Results from the graduate survey indicate 66% of the respondents are continuing their education. Furthermore, 84% 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, 59% 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 (99%). In fact, 78% indicated that they would very likely make the same choice, and 13% 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, 17% indicated that it is about the same. However, 19% indicated that they thought the quality of education at TCC is better than that received at other colleges. In addition, 32% reported that they were more than adequately prepared by TCC to continue their education and 25% indicated that they were prepared exceptionally well.

Employer Survey Results:

Results from the employer survey indicate that 89% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 76% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 76% confirmed that graduates are able to work independently without direct supervision.” Likewise, 76% 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 (70%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 71% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (53%) and to solve problems or suggest possible solutions (71%). Finally, 65% 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:

Biology: In review of assessment results, the following interventions are proposed:

- All General Biology (BIO 1114) classes will include no fewer than 10 laboratory experiences
- All Introduction to Biology for Majors (BIO 1224) classes will include no fewer than 10 common laboratory objectives

- All Biology lab courses intended for Biology majors or for Allied Health workforce development majors (BIO 1224, 1314, 1323, 1404, 1604, 2134, 2154, 2164) will include no fewer than 10 on campus hands-on/wet laboratory sessions.
- All Biology textbooks will be written at the College Reading level.
- To provide consistency in student experience, Biology for Majors (BIO 1224) will have a common course book. This book will be selected by full-time faculty whose primary teaching responsibility is BIO 1224.
- All full-time Biology faculty are encouraged to teach at least one section of BIO 1224.

Dental Hygiene: Accredited by the Commission on Dental Accreditation. The program received full accreditation November 2000 and the next site will be in 2007. National Board and Clinical Board pass rates for 2003 graduates equals 100%.

English: In review of assessment results, the following interventions are proposed:

- Provide interactive practice of composition and grammar skills via the internet
- Increased access to computer-equipped classrooms with multimedia presentation stations. Access to the Internet is essential.
- Rescue the older filmstrips on literature: works and authors' biographies, and begin to order the media in new video format. Check with same vendor.
- Delay cancellation of both required and elective classes in special topics, literature, and creative writing until the close of enrollment for that semester.
- Request for additional full-time faculty and full-time support staff will be submitted in Project Management 2003.

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 21 HCA majors and we expect to graduate 2 students in Health Care Administration during the academic year 2003-2004. Students who are completing programs at Oklahoma Career Technical Programs in Surgical Technology continue to co-enroll in Tulsa Community College courses. Students who are working in the health field also continue to show interest in the Risk Management and Legal Issues in Health Care courses. We are developing outreach programs to provide information about HCA courses to new potential student populations. These new populations include rural health facilities, Native American Indian Tribe community health representatives, physicians, clinic managers, nursing home administrators, managers of long term care facilities, and the Hispanic community.

Health Information Technology: Accredited by the Commission Accreditation on 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 will occur during the 2004-05 academic year. Graduates of the program are eligible to sit for the Registered Health Information Technician (RHIT) certification examination administered by the AHIMA. The Health Information Technology Coding and Reimbursement Specialist 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 ANIMA. With additional coding experience, two to three years as recommended by the AFBMA, 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 2003 graduates was 100%. The program accepted 19 students into the Medical Assistant option, 17 students into the Medical Administrative Assistant option, 32 students into the Medical Transcription option, and 10 students into Insurance & Physician Reimbursement option in fall 2003. The CRB approved the new Program Director and Medical Advisor in August 2002. The next site survey will be in 2007.

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

Nursing:

- No major instructional changes are anticipated for the academic year 2003-04 within the Nursing Program.
- NCLEX-RN licensure pass rate continues to improve among TCC nursing graduates. The current pass rate is 86%. TCC's pass rate exceeds the Okalahoma rate of 83% and is equivalent to the national pass rate of 86%.
- The following assessments were initiated to track instructional changes reported in 2002.

Goals	Accomplishments	Recommendations
1. Compile graduate and employer evaluations for Dec 01 and May 02 graduating classes	1. Surveys submitted, data collected. <ul style="list-style-type: none"> • Return rate 26% for graduates. 24 surveys received from employers. • Overall response revealed a high level of satisfaction among graduates and employers. 	1. Implement strategies to increase survey return rate (see April minutes)
2. Improve timeliness of data availability from student's instructor and course evaluations	2. Implemented online student evaluation process <ul style="list-style-type: none"> • Issues related to confidentiality raised & addressed 	2. Compare return rates with new process
3. Assess civic responsibility for TCC Annual Assessment	3. Completed and submitted to Institutional Research in December. <ul style="list-style-type: none"> • Performance of 297 students assessed 	3. Assess cultural competence for TCC 2003-2004 Annual Assessment

	<ul style="list-style-type: none"> • 4679 hours of community service identified • Faculty reported that activities will continue as components of all courses 																
4. Start cohort tracking for graduation and attrition rates	<p>4. Cohort tracking initiated.</p> <ul style="list-style-type: none"> • Attrition rate by level reported <table border="1"> <thead> <tr> <th>Level</th> <th>Fall 02 Attritio n Rate</th> <th>Average Attritio n Rate</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>2</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>3</td> <td>Psy 0% OB 3% Ped 5%</td> <td>2% 3% 11%</td> </tr> <tr> <td>4</td> <td>5%</td> <td>5%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Evaluation of pharmacology content integration throughout curriculum initiated • NUR 1431 Pharm/Dose failure rate improved to 16% compared to previous average of 21% 	Level	Fall 02 Attritio n Rate	Average Attritio n Rate	1	39%	30%	2	17%	18%	3	Psy 0% OB 3% Ped 5%	2% 3% 11%	4	5%	5%	4. Continue cohort tracking
Level	Fall 02 Attritio n Rate	Average Attritio n Rate															
1	39%	30%															
2	17%	18%															
3	Psy 0% OB 3% Ped 5%	2% 3% 11%															
4	5%	5%															

Occupational Therapy Assistant: Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The re-accreditation site visit was completed October 20-22, 2003. The final report will be forthcoming, and we anticipate receiving full re-accreditation status. The OTA faculty developed and implemented a formal marketing program which contributed to the selection of 16 qualified students for the 2003-04 OTA Program. This gives the OTA Program a total of 24 students. TCC and OU Schusterman Center continue to collaborate on community-based treatment programs and professional/paraprofessional relationships.

Patient Care Technician: No major instructional changes have been initiated. The following represent actions initiated to improve the learning environment.

1. Work with the Oklahoma Board of Nursing to determine if non-acute care sites could be utilized for clinical experience, especially for Phlebotomy and Electrocardiogram training.
2. Look at creative ways to share lab space with Nursing and other programs in the TCC community.
3. Obtain better placement for multimedia station to allow better access for students, and to facilitate classroom presentations.
4. Obtain more models for practice in lab and replace old ones that are no longer usable.
5. Continue to implement new and creative teaching in the classroom to facilitate the learning environment.
6. Continue to assess leveling of program with Level I and Level II Nursing psychomotor skills, critical thinking, communication, and civic responsibility.

7. Continue to work with advisory committee to determine community needs.

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 the Commission on Accreditation of Physical Therapy Education (CAPTE). Site visit for accreditation was October 1997 with full accreditation. Next site visit scheduled in 2008. The licensure exam pass rate for the past three years is 100%. Ninety percent (90%) of the 2002 graduates were employed within 6 months of graduation.

Psychology: In review of assessment results, the following interventions are proposed:

- Reduce class sizes
- Increase and update media offerings
- Reduce the number of adjunct faculty members to realize consistency throughout the discipline.
- Encourage faculty to experiment with non-traditional learning techniques.
- Support off campus “for credit” classes

Radiography: Accredited by Joint Review Committee on Education in Radiologic Technology (TRCERT). Program had site visit in March 2002, responded to recommendation in October 2002, will be acted on by the JRC at their spring 2003 meeting. Accreditation valid until 2007. Pass rate for year 2001 graduates 100%; 2002 graduates 93%; 2003 graduates’ pass rate 84% for those who have taken the certification exam (19 of 27 graduates).

Respiratory Care: Accredited by the Committee on Accreditation for Respiratory Care (CoARC). The program was approved for accreditation through January 25, 2012 at the July 2003 CoARC meeting.

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 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 is presented in Appendix OA, page 51.

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 2003 semester. A copy of this survey is provided in Appendix OA, page 59. 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 11,336 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. A probability sampling procedure was used to select the

sample size needed to be 99% certain that 95% of the population was represented within the sampling range. Surveys were delivered to 879 graduates for the 2001-2002 academic year and 173 (20%) returned completed.

16. What were the analyses and findings from the 2002-2003 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 61.

Results from the graduate survey also indicate strong student satisfaction. Of those who responded, 84% indicated positive satisfaction with general instruction, while 81% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (84%) and with TCC's support facilities (80%).

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 and posted on an intranet bulletin board. 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.

In response to student comments, the college has recognized a need for better utilization of registration, advising, and financial services. Plans continue to better facilitate the front-line experience of student enrollment through the development of new "Welcome Centers"; construction on the first of these welcome centers (at the Metro Campus) begins in the Spring, 2004.

Appendix For Entry Level Assessment (EL)

CPT Results
(July 1, 2002 - June 30, 2003)

Frequency Distribution of Results:

Reading

Score Range	Course Placement	Number of Tests (%)
80 to 120	College Level Reading	<u>3,507 (41.6%)</u>
66 to 79	ENG 0913 (Reading II)	<u>2,300 (27.3%)</u>
0 to 65	ENG 0903 (Reading I)	<u>2,619 (31.1%)</u>
Total		<u>8,426</u>

Sentence Skills

Score Range	Course Placement	Number of Tests (%)
80 to 120	ENG 1113 (Fresh. Comp I)	<u>3,847 (59.0%)</u>
66 to 79	ENG 0933 (Writing II)	<u>855 (13.1%)</u>
0 to 65	ENG 0923 (Writing I)	<u>1,815 (27.9%)</u>
Total		<u>6,517</u>

Mathematics

Score Range	Course Placement	Number of Tests (%)
AS 0 to 112	MTH 0003 (Basic Mathematics)	<u>6,278 (88.0%)</u>
AS 113 to 120	MTH 0013 (Begin. Algebra)	<u>72 (1.0%)</u>
EA 77 to 120 CLM 0 to 40	MTH 0123 (Intermed. Algebra)	<u>582 (8.2%)</u>
EA 77 to 120 CLM 41 to 120	MTH 1513 (College Alg)	<u>205 (2.9%)</u>
Total		<u>7,137</u>

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

Frequency Distribution of ACT Results: 2002 – 2003

Reading

Score Range	Course Placement	Number of Tests (%)
19+	College Level Reading	560 (56.3%)
13-18	ENG 0913 (Reading II)	371 (37.3%)
0-12	ENG 0903 (Reading I)	64 (6.4%)
	Total	995

English

Score Range	Course Placement	Number of Tests (%)
19+	ENG 1113 (Fresh. Comp I)	549 (55.2%)
13-18	ENG 0933 (Writing II)	365 (36.7%)
0-12	ENG 0923 (Writing I)	81 (8.1%)
	Total	995

Mathematics

Score Range	Course Placement	Number of Tests (%)
19+	MTH 1513 (College Algebra)	387 (38.9%)
16-18	MTH 0123 (Intermed. Algebra)	383 (38.5%)
9-15	MTH 0013 (Begin. Algebra)	224 (22.5%)
0-8	MTH 0003 (Basic Mathematics)	1 (0%)
	Total	995

Science

Score Range	Course Placement	Number of Tests (%)
19+	College Level	594 (59.7%)
0-18	Basic Biology <i>or</i> Basic Physical Science	401 (40.3%)
	Total	995

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

Appendix For Mid-Level Assessment (ML)

General Education Assessment Record For Goal #2: Effective Communication

<hr/> Course Number, Section, and Course Title	<hr/> <i>Assessment Period (Semester / Year)</i>
<hr/> Name of the person submitting this report	<hr/> Date Submitted

Mark what applies:

- Traditional Classroom
 Internet Course
 Telecourse
 ITV Course

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:

1. 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.

2. 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?

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

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

4. 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?

General Education Assessment Record For Goal #3: Civic responsibility

**Course Number, Section, and Course
 Title**

*Assessment Period (Semester /
 Year)*

**Name of the person submitting this
 report**

Date Submitted

Mark what applies:

- Traditional
 Classroom
 Internet Course
 Telecourse
 ITV Course

General Education Goal # 3: Civic Responsibility

Students who have developed civic responsibility will be able to demonstrate *at least one* of the following:

- Social, political, economic and/or historical knowledge related to the United States
- Involvement in any collegiate or civic organization or a social action project
- Participation in some aspect of a campus, municipal, state and/or national election
- Participation in a service-learning activity

Assessment Activity and Criteria for Evaluating Student Performance:

1. **Describe one specific activity that you used to determine if your students demonstrate civic responsibility** and indicate which of the above objectives can be met 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 civic responsibility.

2. **What were the elements of the activity** (specific criteria) **that enable you to differentiate between students who demonstrated civic responsibility skills and those who did not?** Describe your criteria for evaluating these elements.

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 performance elements and 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 civic responsibility based upon your criteria? _____

4. 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 civic responsibility? **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 #2: Effective Communication

Feedback Report
Fall 2002

Excerpt

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Tulsa Community College

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 effective communication. The General Education Assessment Committee first established an assessable definition for effective communication that was accepted across all academic programs and disciplines.

The committee acknowledged that effective communication 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 effective communication may not occur in the same manner if the context or subject matter is different. While there are alternative means for assessing effective communication, faculty do use a common reporting form for documenting students' demonstration of effective communication within the context of the classroom environment in which the effective communication 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 effective communication as a general education goal as well as provides documentation of needed resources and development used during the planning and budgeting process.

2002 Effective Communication Assessment Summary

TCC's general education goal of effective communication has been assessed for two consecutive academic years. During the Fall 2001 semester, full-time faculty administered context-specific, course-embedded assessments to measure overall student attainment of effective communication, with 62% of the full-time faculty participating. Adjunct faculty, then, administered an assessment of the same goal for the first time during the Fall 2002 semester, with 26% of adjunct faculty participating (down from 45% the previous year, when they assessed critical thinking).

Results from Fall 2002 indicate that 3,782 students were assessed for effective communication, an increase from the 3,591 students assessed for effective communication in the Fall 2001. In addition to an increase in number of students assessed, results also show an increase in the overall success of those students to communicate effectively (from 81% in Fall 2001 to 83% in Fall 2002), based on the context-specific criteria defined by each faculty member.

While some faculty members comment that they will continue their course presentation as done in the past, many indicate that they will be implementing changes to their course format and/or content to accommodate potential improvements in student success toward effective communication. The qualitative section of this report documents the plan of action determined by each faculty member who administered the assessment.

Of use to administrators are the recommendations by faculty members for institutional action plans. Many faculty members indicate that the institution is currently providing all of the necessary resources for student success of effective communication in the context of their classes. However, some faculty members have listed potential improvements to be made by the college, in professional development, modified processes and added resources, which will ultimately aid in the successful student attainment of effective communication. These recommendations should be considered during the college's planning and budgeting processes.

Table 1: Faculty Participation by Division

<i>Division</i>	<i># of Adjunct Faculty Participating</i>	<i>% of Adjunct Faculty Participating</i>
Allied Health	1	5%
Business Services	34	21%
Communication Services	63	44%
Liberal Arts	103	37%
Science, Mathematics, & Engineering	24	9%
TCC Total:	225	26%

Table 2: Students Assessed / Successful by Division

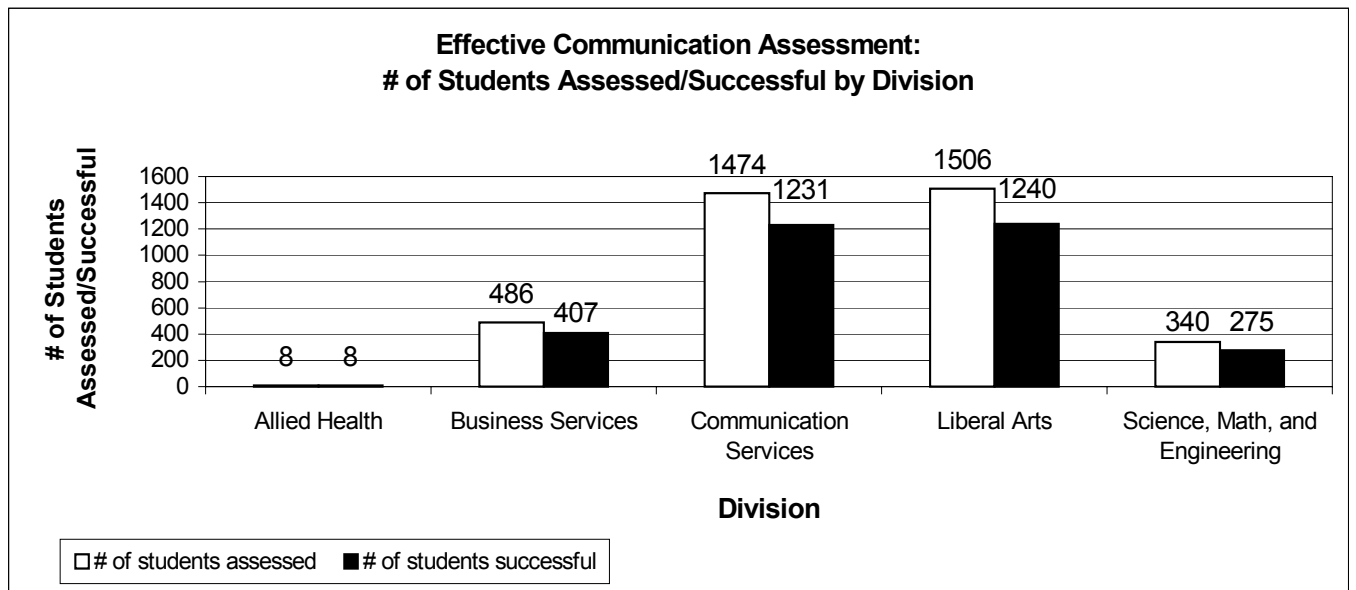
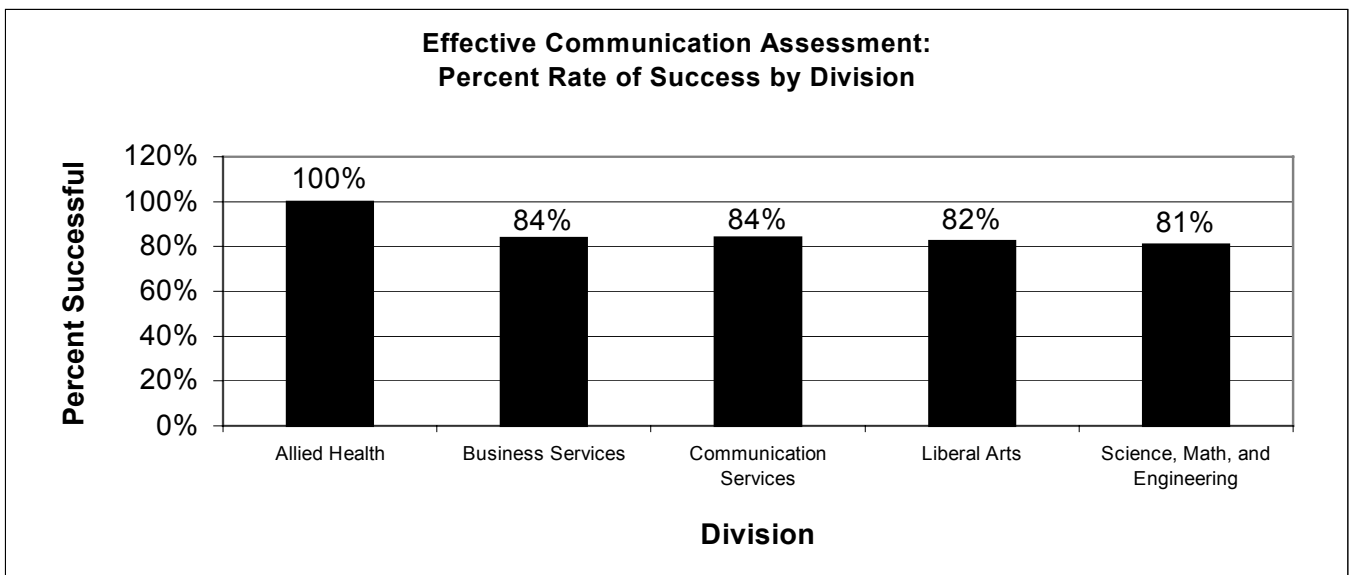


Table 3: Percent Rate of Success by Division



Tulsa Community College

<i>Discipline/Program (# of submissions)</i>	Division	<i>Number of students assessed</i>	<i>Percent Successful</i>
Accounting (7)	Bus.	118	75%
Art (8)	LA	62	81%
Aviation Sciences (1)	Sci. Mth. Egr.	18	89%
Biology (4)	Sci. Mth. Egr.	78	100%
Business (8)	Bus.	108	81%
Chemistry (3)	Sci. Mth. Egr.	44	86%
Child Development (3)	LA	46	80%
Computer Science (10)	Bus.	116	87%
Criminal Justice (2)	LA	30	100%
Developmental Studies (17)	CS / LA	247	87%
Drafting (1)	Sci. Mth. Egr.	9	78%
Economics (3)	Bus.	43	93%
English (49)	CS / LA	933	84%
Fire Protection Technology (1)	LA	24	100%
Geography (4)	LA	59	88%
Health Information Technology (1)	AH	8	100%
History (15)	LA	255	82%
Humanities (6)	LA	106	78%
Interpreter Preparation (1)	LA	6	67%
Journalism and Mass Communications (3)	CS	34	85%
Management (5)	Bus.	78	91%
Marketing (1)	Bus.	14	86%
Mathematics (11)	Sci. Mth. Egr.	154	73%
Music (6)	LA	53	91%
Philosophy (4)	LA	67	84%
Physics (2)	Sci. Mth. Egr.	28	64%
Physical Education (1)	Sci. Mth. Egr.	9	67%
Political Science (7)	LA	223	83%
Psychology (25)	LA	534	82%
Purchasing and Materials Management (1)	Bus.	9	67%
Religion (1)	LA	6	83%
Sociology (2)	LA	35	54%
Speech (13)	CS / LA	247	78%
Theatre (2)	CS	13	77%
TULSA COMMUNITY COLLEGE TOTAL:		3782	83%

Assessment Instruments, Results and Action Plans

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
Accounting	I assessed student performance on a Review assignment that I posted on the Electronic Blackboard for an organized, coherent, and unified written presentation. Students were supposed to read the review, the posted notes and instructions and prepare Formal Financial Statements for a company.	Written skill and proficiency was assessed on a 5 point scale, with 5 being the highest and 3 being said to communicate the required information effectively. 5 Points: Formal Statements were completed perfectly with no spelling or grammar mistakes. The placement of all items on the statement was correct and all of the financial information was accurate. 4 Points: Formal Statements were completed almost perfectly with fewer than 3 spelling or grammar mistakes. There were less than two placement errors and all of the financial information was accurate. 3 Points: Formal Statements were completed with fewer than 6 spelling or grammar mistakes. There were less than five placement errors and all of the financial information was accurate. 2 Points: Formal Statements were completed with numerous spelling, grammar, and placement errors. The financial information was only partially accurate. 1 Point: Financial Statements were incomplete with numerous spelling, grammar, and placement errors. The financial information was incomplete or inaccurate. 0 Points: No assignment was completed.	13	10	Although 10 of the 13 achieved the required proficiency, I will use a classroom lesson to introduce the formal statements and their construction. Effective use of an overhead projector or a Power Point presentation in addition to the notes and written material would enhance student performance.	It would be beneficial to have access to a computer and Power Point software to develop class presentations to show the basic principals of accounting.
	Oral presentation on Managerial accounting. Assignment to present Budget and performance information on operations to the class.	Those who can use the terms of the discipline and communicate the financial results of operations using cost accting terminology	12	12	Start - giving them small presentation tasks to reduce timidness	None listed.
	We do group case studies during classes where they communicate together. The students also take turns in class answering questions.	The students class assignments are graded so the answring & explanation of the solution is reflected in the grade.	13	13	Have communication incorporated in Participation grade (10% of course grade).	Provide some clear educational tools to help us in using effective communication.
	We do a group study project outside of class time where they complete a written project together. Students also present & explain homework problems to the class	I use facilitation concepts in class & get the students involved in class discussions. I assign the students a participation grade of (10% of course grade). Communication is representative in that grade. The students who are quiet & do not participate I ask them a lot of questions which they respond to the class & me.	10	10	I will continue to get students to open up & participate in the	Some training and literature to help improve or skills in this

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
Accounting	To assess critical thinking I chose problem 9-20 from the lecture and class text. This problem required that the students demonstrate the skills of 1) organizing information in coherent format to properly communicating objectives and 2) ability to apply knowledge and understanding of learned techniques in written form for proper presentation and acceptance by all levels of an organization. A copy of the stated problem and solution are attached.	Using a 10-point system to evaluate the completeness and correctness of the problem. Each student that completed the assignment was awarded points for their use of the communicating the accounting techniques required and correctly applied to successfully complete the assignment. Point deductions were made for either mis-application of techniques or inappropriate application of the processes	22	11	Based on the results of the above, a 50% successful demonstration of effective communication 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 communication between instructor and students as well as dialog/communication between students. The technique has proving beneficial by the resulting average score rising on subsequent assignments. The average for this assign was 7.74, subsequently the scores have rising to an average of 8.2 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" scenario's that could be demonstrated in real-time during class. The hardware required would be a notebook computer (which I supplied personally), and a projection capabilities. This helps 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. If possible it should be a standard to have computer projection capabilities available for all classrooms The current situation for classrooms that do not have the installed equipment is to schedule a mobile unit (only 1 available at Metro) that is a low quality projector. Also, some of the currently installed equipment is either not set-up correctly or needs adjustments to allow the projected images to be more easily viewed.
	I use short answer / essay type questions on my exams to assess a student's ability to explain accounting concepts and information. I encourage the students to try and explain this information in such a way that someone who has never had accounting might be able to understand.	I look for logical and understandable answers. A student that can only repeat what is in the text does not have as high a level of effective communication skills as one that can fully explain the concepts	40	25	I will be encouraging more student participation in class, perhaps requiring students to present a homework problem or an accounting concept for the entire class.	I do not believe any additional resources are needed at this time.

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
Accounting	<p>I assessed student's written communication through use of a Discussion Board. Students are required to submit at least three of the following for every Chapter:</p> <p>a.) Post successful Hints or Tips you have learned to help other students who are working through the chapter,</p> <p>b.) Respond to questions from other students, or</p> <p>c.) Ask a question.</p>	<p>This is the only way that students are able to communicate with each other due to the nature of this class (being online). Grades were awarded based on a 5 point scale (per chapter):</p> <p>5 points – The student performed three of the above criteria and they were “significant” (please refer to description of “significant” below).</p> <p>4 points – The student performed three of the above criteria, but one of the responses or questions was NOT significant OR the student performed two of the above criteria and they were significant.</p> <p>3 (or 2)points - The student performed two of the above criteria, but one of the responses or questions was NOT significant OR the student significantly contributed once. (The difference in points depends on the detail given and time in took in responding.)</p> <p>1 point – The student participated in the discussion board, but did not have any significant responses to contribute.</p> <p>0 points – Student did not contribute/answer.</p> <p>Responses must be significant. “I agree,” “I was going to say that,” etc. are not significant responses.</p>	8	8	<p>START: In my syllabus, I am going to specify the importance of writing in full sentences and using proper spelling and grammar when utilizing discussion boards. I have one student who uses all capital letters when communicating with others, but is great with participating in the Discussion Board.</p> <p>CONTINUE: I post grades related to the Discussion Board on Blackboard. Students are then able to look at their grades and ask me if they have questions about the points awarded.</p>	I feel I have excellent support in the Business and IT Division. No additional support needed at this time.
Art	I assess effective communication by the students demonstrating their understanding of color mixing through a series of color mixing exercises. The student is given six colors which he must demonstrate proficiency in reproducing without teacher assistance or in-put from fellow student.	The student demonstrates his level of proficiency bases on sight and his understanding of color. He must achieve the proper mix, value, temperature, and brightness / dullness of the hues he has been given in order to be successful	15	13	I am going to expand on the "color test" by giving each student a small swatch of fabric & request that they reproce the design as well as color.	Create a class on color theory.

General Education Assessment

Goal #3: Civic Responsibility

Feedback Report
Fall 2002

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 civic responsibility. The General Education Assessment Committee first established an assessable definition for civic responsibility that was accepted across all academic programs and disciplines.

The committee acknowledged that civic responsibility 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 civic responsibility may not occur in the same manner if the context or subject matter is different. While there are alternative means for assessing civic responsibility, faculty do use a common reporting form for documenting students' demonstration of civic responsibility within the context of the classroom environment in which the civic responsibility 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 civic responsibility as a general education goal as well as provides documentation of needed resources and development used during the planning and budgeting process.

2002 Civic Responsibility Assessment Summary

The Fall 2002 semester marked the initial assessment of TCC's general education goal of civic responsibility. During the Fall 2002 semester, full-time faculty administered context-specific, course-embedded assessments to measure overall student attainment of civic responsibility, with 50% of the full-time faculty participating (down from 62% last year, when they assessed effective communication).

Results from Fall 2002 indicate that 3,788 students were assessed for civic responsibility, an increase from the 3,591 students full-time faculty assessed for effective communication in the Fall 2001. Of those students assessed for civic responsibility during the Fall 2002 semester, 82% were considered successful based on the context-specific criteria defined by each faculty member.

While some faculty members comment that they will continue their course presentation as done in the past, many indicate that they will be implementing changes to their course format and/or content to accommodate potential improvements in student success toward effective communication. The qualitative section of this report documents the plan of action determined by each faculty member who administered the assessment.

Of use to administrators are the recommendations by faculty members for institutional action plans. Many faculty members indicate that the institution is currently providing all of the necessary resources for student success of effective communication in the context of their classes. However, some faculty members have listed potential improvements to be made by the college, in professional development, modified processes and added resources, which will ultimately aid in the successful student attainment of effective communication. These recommendations should be considered during the college's planning and budgeting processes.

Table 1: Faculty Participation

<i>Division</i>	<i># of Full-time Faculty Participating</i>	<i>% of Full-time Faculty Participating</i>
Allied Health	9	35%
Business Services	30	57%
Communication Services	25	53%
Liberal Arts	32	48%
Nursing Services	10	34%
Science, Mathematics & Engineering	35	58%
TCC Total:	141	50%

Table 2: Student Assessed / Successful by Division

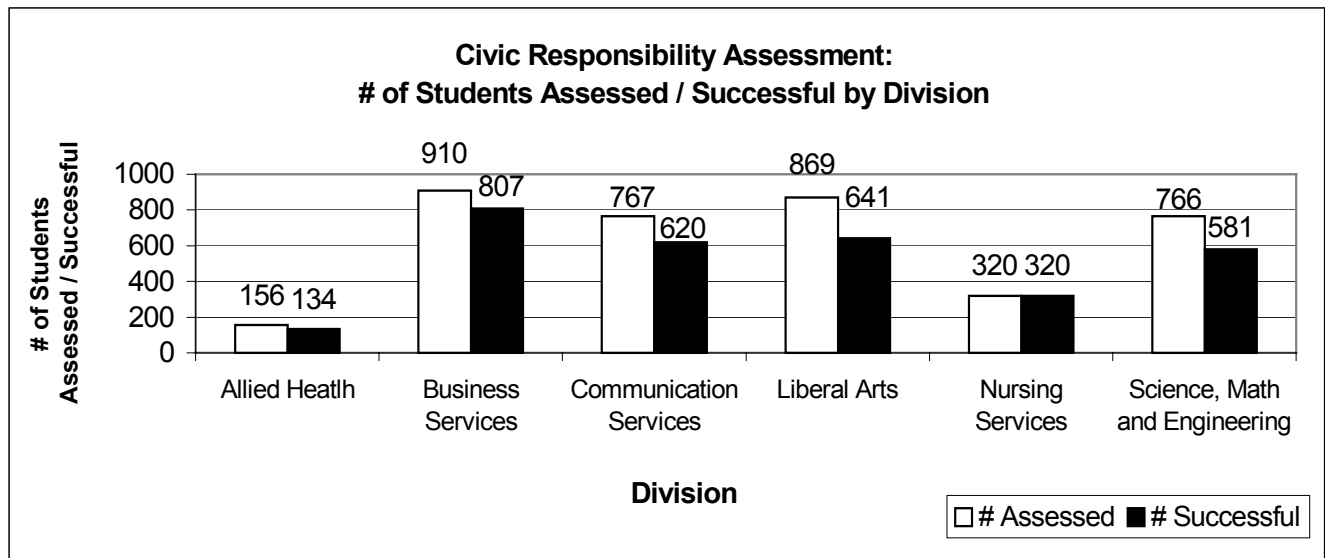


Table 3: Percent Rate of Success by Division

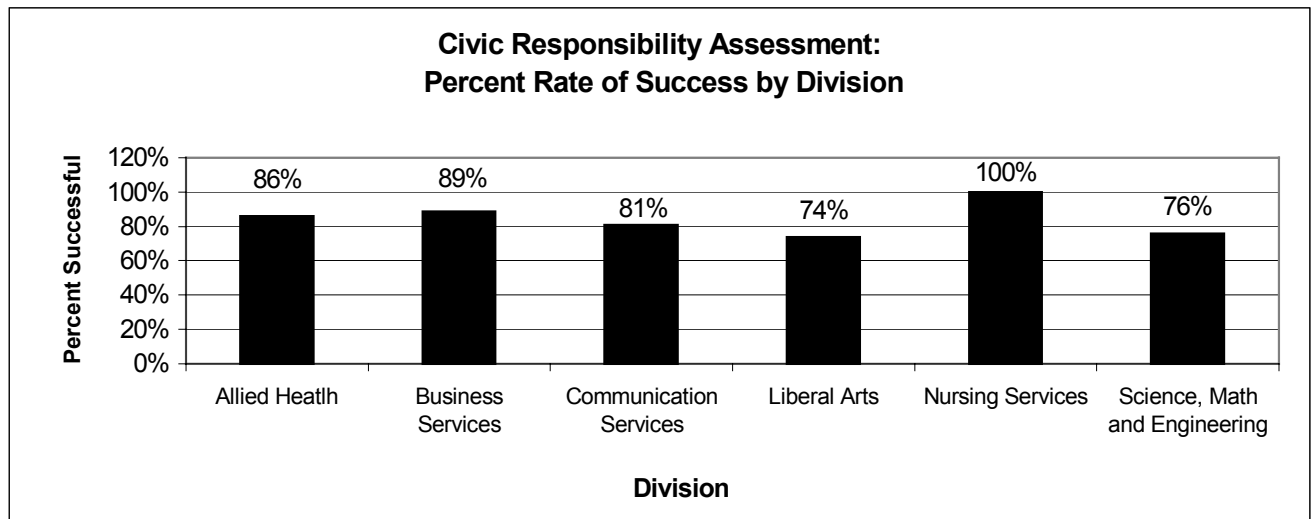


Table 4: Number of Students Assessed / Successful by Discipline/Program

<i>Discipline/Program (# of submissions)</i>	<i>Division</i>	<i>Number of students assessed</i>	<i>Percent Successful</i>
Accounting (4)	BUSN	219	81%
Allied Health (1)	ALLH	35	43%
Art (1)	LIBA	10	90%
Aviation Sciences (1)	SCMA	20	100%
Biology (6)	SCMA	228	58%
Business (3)	BUSN	44	84%
Chemistry (5)	SCMA	108	78%
Child Development (1)	LIBA	18	83%
Computer Science (11)	BUSN	199	88%
Dental Hygiene (1)	ALLH	14	100%
Developmental Studies (3)	COMM / LIBA	114	61%
Economics (5)	BUSN	261	87%
Engineering (3)	SCMA	30	77%
English (19)	COMM / LIBA	489	84%
Geography (1)	SCMA	22	77%
History (5)	LIBA	132	84%
Horticulture Technology (1)	SCMA	18	100%
Human Services (1)	LIBA	15	100%
Humanities (11)	LIBA	144	84%
Interior Design (1)	BUSN	15	320%
International Studies (4)	COMM	45	67%
Interpreter Preparation (2)	LIBA	37	97%
Journalism & Mass Communication (1)	COMM	15	100%
Management (6)	BUSN	172	83%
Mathematics (13)	SCMA	228	78%
Medical Laboratory Technology (2)	ALLH	19	95%
Music (1)	LIBA	38	74%
Nursing (10)	NURS	320	100%
Occupational Therapy Assistant (1)	ALLH	7	100%
Physical Education (1)	SCMA	12	100%
Physical Therapy Assistant (1)	ALLH	4	100%
Physics (3)	SCMA	46	91%
Political Science (3)	LIBA	143	37%
Psychology (7)	LIBA	182	75%
Radiography (2)	ALLH	61	98%
Respiratory Therapy (1)	ALLH	16	100%
Sociology (2)	LIBA	25	96%
Speech (5)	COMM / LIBA	211	81%
Theatre (1)	COMM	18	89%
Veterinary Technology (2)	SCMA	54	100%
Grand Total (148)		3788	82%

Assessment Instruments, Results and Action Plans

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
Accounting	<p>STUDENTS DEMONSTRATED KNOWLEDGE OF CIVIC RESPONSIBILITY OF BUSINESSES AND BUSINESS PROFESSIONALS IN THE SOCIAL-POLITICAL-ECONOMIC LIFE OF THE UNITED STATES AND LOCAL COMMUNITIES IN WHICH THEY LIVE AND OPERATE. (This assessment was applied in two Managerial Accounting classes made up almost completely of business, accounting, and computer science majors.</p> <p>Students viewed “Cooking the Books – What Every Accountant Should Know About Fraud,” a 50-minute video from the Association of Certified Fraud Examiners. The video cases consisted of actual high-level management frauds perpetuated upon the investing public similar to Enron, WorldCom , et. al. of the past few years in the U.S. economy. This program also included interviews with the actual people involved (i.e., lawyers, auditors, convicted management, etc.). While watching the video, students filled out “video focus questions” and later discussed those in their study groups to achieve their learning goals of managerial accounting.</p> <p>In addition, in their study groups they discussed and answered questions about civic responsibility of business professionals and</p>	<p>The students’ opinions expressed on the “CIVIC RESPONSIBILITY FOR BUSINESSES AND BUSINESS PROFESSIONALS” questionnaire provided the criteria for evaluation. There were no absolute “right” or “wrong” answers. However, students were queried concerning the effects of unethical and ethical/ bad citizenship and good citizenship upon society.</p> <p>All students demonstrated expectations that professionals and businesses should operate in a civically responsible manner, and that there are individual as well as societal ramifications for failure to act in a civically responsible manner</p>	18	18	Based upon the results, I plan to continue this class project.	None listed.

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
	<p>businesses to their communities. They filled out the "CIVIC RESPONSIBILITY FOR BUSINESSES AND BUSINESS PROFESSIONALS" questionnaire – a tool to access if they comprehended and realized their and the business world's obligations of civic responsibility. (See attached "CIVIC RESPONSIBILITY FOR BUSINESSES AND BUSINESS PROFESSIONALS" questionnaire.)</p>					
	<p>Students in two sections were asked to evaluate an accounting ethical case from their text, using not only principles learned in class, but also their knowledge of current events in the accounting profession. Students were to write, with good spelling and grammar, at least a paragraph identifying the problem in the hypothetical, proposing an ethical solution, and comparing the hypothetical to at least one corporation in the news that has been accused of accounting irregularities.</p>	<p>Students were to identify the problem, suggest a solution and compare it to current events. If they satisfactorily did one of these, they received 1 point. If they satisfactorily did two of these, they received 2 points. If they satisfactorily did all three, they received 3 points. Grading scale: 3 points = A; 2 points = C; 1 point = F</p>	29	25	<p>I will continue to bring in outside current event information found in the Tulsa World, the Wall Street Journal, and various business publications</p>	<p>A 10-week subscription to the Wall Street Journal for all Financial Accounting students would enhance this subject.</p>
	<p>Financial Accounting is about reporting the results of a company's operations to stockholders. In Financial Accounting class, we have discussed civic responsibility throughout the semester. We have talked extensively about the improper (fraudulent) reporting by companies that have been in the news over the past several months and about the failure of the companies' auditors to bring these indiscretions to light. In particular, we have spent hours discussing the appropriate accounting for</p>	<p>We have discussed these issues thoroughly in class and remarked on the responsibility that accountants -- both within corporations and at the CPA firms that audit these companies -- have for assuring to the investing public that financial reports to stockholders are prepared in accordance with accepted accounting regulations. The students were quizzed on the correct application of the matching principle in various cost situations and also on the application of the principle of conservatism and its relationship to the matching principle in situations where the future benefit of a cost is at question. I have pointed out to the students that</p>	120	90	<p>I may start to have students write a short report on the impact of ethics in accounting for extra credit each semester. I don't think there is anything I will stop doing. I will definitely continue to discuss the importance of integrity in accounting and those ways in which it has been compromised in recent history, as well as the resultant impact on our markets and on ourselves.</p>	<p>Most of the information I have used for discussion in this area is available on the internet. I have been provided with a computer and overhead screen in my classroom. I feel that these rescues are sufficient for my purpose of achieving this goal at this time.</p>

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
	<p>corporate costs according to the "matching" principle and how the intentional misapplication of this principle can impact a company's financial reporting to stockholders, and consequently, the market as a whole.</p> <p>I explained to the students, that the "matching" principle has to do with how companies account for the costs of operating the business. The appropriate accounting for funds invested by a company in projects or products that don't "pan out" has been the most debated topic in the accounting profession - especially in recent years, when technology companies have infused billions into product research. "New school" proponents view the cost of failed or unusable research as part of an overall corporate "learning curve"...in which case future benefit from the cost is always a possibility. The "matching" principle holds that costs with "future benefit" should be reported as assets, rather than as expenses. "Old school" proponents, however, have held that related future revenue must be both probably and estimable for a cost to be reported as an asset. Otherwise, the cost should be accounted for under another principle, known as the "conservatism" principle, which requires companies to report costs of dubious future benefit as expenses once recognized, despite the negative impact on the current quarter's Income Statement.</p>	<p>accountants have a tremendous civic responsibility to stockholders... it is a fiduciary responsibility that cannot be violated without serious repercussions</p> <p>to those who have invested in corporate America. We have talked about the many older individuals who have had to return to work in retirement in order to make ends meet now that they have lost their retirement savings in the stock market. Many students have remarked that their parents, friends, or relatives have lost thousands of dollars in the market over the last two years. In general, the vast majority of my students have indicated verbally that that they fully understand, and have even experienced, the importance of honesty and integrity in accounting.</p>				

Discipline/Program	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action
	I created a community service component for my accounting classes. Participation in an on-campus organization or in an off campus organization doing a outreach or community service activity was required. They had to submit a form signed by an officer, advisor, or supervisor attesting to their contribution.	My assessment was based on whether they returned the completed form attesting to their participation in a service activity or on campus organization. (Since on campus organizations at West all have a service component, I did not require specifics as to on campus organizations)	52	45	I will continue this each semester	None
Allied Health	Students were asked to volunteer in their respective communities and then to share their thoughts, ideas, activities, and accomplishments regarding volunteer activities by posting on a Discussion Board. The volunteer activity demonstrated participation in a service-learning activity.	<p>Students were told that this activity was strictly voluntary, and that it had absolutely no relevance to their grade in this course. They were asked to participate on the Discussion Board whether they chose to volunteer or not, but the criteria I used to evaluate demonstration of civic responsibility skills was actually current participation in some type of volunteer activity.</p> <p>27 or the 35 students participated in the discussions on volunteering on the Discussion Board forum. Of that 27, 15 were currently participating in some type of volunteer activity, 3 had volunteered in the past, and 9 supported the concept but were not currently in any type of volunteer activity.</p>	35	15	I believe this exercise was very useful in making students aware of their responsibility in society to actively participate in volunteer activities. I think the discussions were very good, even among those who did not volunteer at this time, because it reinforced awareness of the many opportunities available for helping others and the fact that a number of their fellow students did participate in them. I would definitely like to continue this type of activity in my classes.	TCC already provides a number of opportunities for volunteering, and my only suggestion would be to add others
Art	Students were to design a public service announcement for print media as a class assignment.	Students were assessed based on how well their work raised public awareness of a social, cultural, or ethical problem. Did their work encourage viewer involvement, was the message clear & hold the viewer's attention?	10	9	I will give similar assignments in web design, typography, and illustration courses, where design skills are used to raise civic responsibility awareness.	The college should continue to provide funding for additional books in the L.R.C. pertaining to design and communication.
Aviation Sciences	The purpose of this course is to study the social, political, and economic impact of the development of aviation in the United States. The impact of numerous historical events related to aviation are discussed and evaluated throughout the semester with several reports and examinations measuring the student's understanding.	Effective assessment occurs when a student can demonstrate both orally and in writing an acceptable understanding of the social, political, and economic impact of various historical events relating to aviation.	20	20	We will continue to emphasize the importance of historical events in aviation and how they have impacted the social, political, and economic aspects of our society.	None required.

Discipline/Program	Activity	Criteria	# Assessed	#	Instructor Action Plan	Institutional Action
Biology	All the objectives require the use of social skills when working in a group environment. The students must demonstrate their social skills or lack thereof by working cooperatively in the laboratory. Each group must collectively produce a report in such a way that each individual student must make a significant contribution to the process. Data must be gathered, calculations completed graphs constructed, an analysis of the results and a discussion of error are performed. Each group is responsible for dividing up the work such that every student performs a part of the lab.	Direct observation of each group by me as an instructor during the laboratory period provides the assessment. As an instructor I look for indications that a student is displaying or not displaying the social skills necessary for successful group work. And indications that a student lacks skills necessary to work in a group include but are not limited to: arriving for the laboratory late, leaving the lab early, refusing to allow others to participate, failing to do their fair share of work by constantly hanging in the back, neglecting to help others when asked and failing to help with the clean up. Indicators that a student has the social skills necessary to work in a group include but are not limited to: willingness to do some of the dull work such as cleaning the lab work area after the group is done, willingness to answer partners questions, contributing to informal group discussions, ability to accept correction by others when wrong, checking to see if their lab partners understand what is being done, and asking for the opinion of their lab partners. Students who demonstrate more positive than negative indicators have successfully demonstrated the required skill.	25	23	None listed.	None listed.

Appendix For Outcomes Assessment (OA)

Discipline Goal / Program Competency

Assessment Report

Spring 2003

Compiled by

The Office of Institutional Research and Assessment

June 2003

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Executive Summary

- A total of 164 faculty members contributed 173 records to the course-embedded assessment of discipline goals and/or program competencies.
- The 164 faculty member responses represent 61% participation by full-time TCC faculty.
- Of the 173 assessment records submitted, 40% indicated specific changes to pedagogy in an effort to improve the potential for student learning.
- Requests for institutional intervention are prioritized as follows:
 1. Classroom Equipment: 15%
 2. Professional Development: 13% (External: 8%)
(Internal: 5%)
 3. Curriculum: 9%
 4. LRC Media: 6%
 5. Lab Support: 6%
 6. Share-file: 3%
 7. External Student Learning Opportunities: 1%
 8. Entry-Level Placement: 1%
 9. Other: 3%

List of Contributing Faculty Members

Audrey Alcorn
Natalie Arnold
Susan Attalla
Kimber Cobb
Bud Turman
John Kahre
Donna Goodwin
Jerry Babb
Beverly Bailey
Phoebe Baker
Wendy Eddy
Darin Combs
Carolyn Bednar
Brena Belovich
Virginia Bellows
Cheryl Benford
James Blackburn
Kenneth Blankemeyer
Ronald Boodt
Karen Boutell
William Briscoe
Mary Broyles
Heidi Burton
Mary Cantrell
Jane Chandler
Pamela Chew
Kenneth Claney
Penny Colglazier
Elizabeth Connell
Carolyn (Sue) Cook
Tamra Davis
Suzann Dunkerley
Elise Earl

Benjamin Edwards
David Ellenburg
Tiffany Engel
Cheryl Feken-Smith
William Fite
Jeanne Froeb
Cathy Furlong
Lisa Gerow
Nikki Givens
William Goswick
Robert Graham
Ivan Griffin
Vivian Hagood
Anita Hall
Yuko Hamaie
Millie (Ann) Hammer
Jane Hammontree
James Hardwick
Renee Harrison
Randy Harvey
Brad Heath
Connie Hebert
Thomas Henderson
John Hensley
Antonio Hiram
Diana Holsten
Jeff Holt
Lisa Hopkins
Linda Houston
Gretchen Hrachovec
Shelly Huggard
Cheryl Hughes
Jerry Humphrey

Laura Hunt
Gwenn Hurlbut
Cheryl Hyland
Pamela Imhoff
Marilyn Inhofe
Carol Johnson
Pamela Johnson
Glenn Jones
Susan Kamphaus
Pam Kannady
Warren Graham
Eric Lange
Sandra Lanoue
Mary Larson
Rebecca Legleiter
Sharon Limas
Julie Luscomb
Linda Lyons-Coyle
Denise Lysikowski
Ann Malloy
Fern Marrs
Don Mathieson
David Matthews
Pamela Mattson
Miriam May
Lori Mayberry
Patricia McCann
M. McCarty
Sherry McGeady
Michael McRuiz
Gary Miller
Dorothy Minor
Maxine Minson

Earnest Montgomery
Linda (Perri) Montgomery
Judy Moore
Michael Moore
Sid Moyers
Stephen Murdock
Paul Murtha
Christine Myers-Baker
Janine Nelson
Paula Netherton
Susan O'Neal
Dale Parkey
Dewayne Pass
David Patocka
Gary Persing
Mary Philpott
Millard Pickering
Carol Plummer
Sarah Plunkett
Victoria Prevatt
Beverly Pyron
Camille Quinn
Kris Rapp
Daryl Richter
Susan Schoffman
Jon Seely
Jack Sellers
Barbara Sethney
Joyce Shilling
Joseph Siebers
Noah Singer
W. Michael Smith
William Smith

Russell Sowell
Steve St. John
Sarah Stecher
Francoise Sullivan
Mary Sullivan
Angie Summers
Michael Swafford
Jacalyn Swicegood
Paddy Swiney
Kathy Tam
Carla Thompson
Carole Thompson
Suzanne Thompson
Carol Tillman
Susan Tillman
Radonna Tims
Diane Trimble
Patricia Trusty
Nancy Vitali
Marva Volk
James Wadley
Sharolyn Wallace
Karen Ward
Lisa Watkins
Mary Wells Phillips
Krena White
Mitzi Whitener
Judy Williams
Roger (Dewayne) Willis
Julie Woodruff
Jean Woody
Sandra Zingo

Accounting

Goal Assessed	Activity	Criteria	# Assessed	#	Instructor Action Plan	Institutional Action
Analyze and record accounting transactions in a microcomputer environment.	<p>The program competency was assessed by assigning two problems throughout the course for four classes, two day and two online classes in Managerial Accounting (ACC 2223). A problem was assigned for each of the following manufacturing accounting systems: job cost, and process cost.</p> <p>Two problems (Problem 1-2A and 2-1A) were assigned to each student to use the Klooster & Allen General Ledger software to prepare nine job order cost system general journal entries and nine process cost system general journal entries. . The student was required to analyze each transaction (decide the accounts to use and the amounts to use as debits and credits) then to record the entry in the general journal and post it to the general ledger. The student then had to save the file and send it to the Digital Drop Box in Blackboard for grading. The student was required to receive a 90% or above on each assignment to receive credit for the problem.</p>	The software package contained a solution checker the student had to use that told the student what percentage was correct and which account titles and amounts were wrong on each problem. The software was designed to give feed back to both the instructor and the student an overall percentage correct. That overall percentage was used to determine whether the competency level was achieved on each problem. The problems were either accepted or rejected based on the student meeting the requirement of an overall percentage of 90.	51	46	The results allow the instructor to have immediate feedback that the student has grasp the learning concepts presented and that the student can proceed to the next managerial accounting concept. The student had to learn the flow of manufacturing from a job cost and process cost concept before entries could be make in the general journal. The student had to learn how to use the Klooster & Allen General Ledger Software and the solution package. The student also had to learn how to send the file to Blackboard's Digital Drop Box for grading. The number of students 46 out of 51 accomplishing these two tasks will enhance my teaching and improve students ability to perform these job tasks now or when they graduate.	None listed.
To identify & work with basic accounting concepts, principles & systems of internal	All of accounting is based on the ability to classify accounts (correctly) as assets, liabilities, capital, revenue, expense. Whether you teach a "traditional" accounting course or a "business user" accounting course, students must be able to classify. I gave each class 20 accounts to classify on their first exam.	A student has successfully achieved this competency when they get 15 out of 20 correct.	35	30	Short questions on this topic will be given each week before the first exam.	N/A

Goal Assessed	Activity	Criteria	# Assessed	#	Instructor Action Plan	Institutional Action
The effects of financial transactions on the financial position of a business entity: Each financial transactions affects two or more accounts which then affect the statement on which they appear. Students, who correctly assess each transaction, will derive the correct totals at the end of the problem.	Students were measured through homework assignments which covered the basic relationships of elements of these financial transactions. Quizzes are completed for each homework assignment. I chose Problem 1-5A which covers several basic financial transactions and the preparation of the basic statements.	Students were assessed on the accuracy to the quiz questions. If the number submitted by the student matches the correct answer, then the student must have achieved that program competency	62	53	Students not performing a 7 or better are encouraged to utilize the Personal Trainer which is an electronic form of a tutorial. They are also encouraged to meet with me during office hours or participate in the on-line discussion board. In traditional class settings, half of the class meetings are set aside for labs in which students can receive individual attention from the instructor to help them raise their grade. The results attained above are after students have received these aides.	None listed.
Compute depreciation of plant and equipment, using various methods of estimation. Record exchange and sale of assets.	<p>Students were tested on three methods of depreciation, including the straight-line, production, and double-declining-balance methods. The students were asked to compute depreciation of assets under each method, given the cost, estimated residual value, and estimated life of the asset. Students were also asked to recompute the depreciation after a specified number of years had passed in the case where either the estimated useful life or residual value of the asset was updated. Students were also required to compute depreciation under each of the methods for a year in which the assets were purchased on a date other than the beginning of the year.</p> <p>Students were also tested on the disposition gain or loss on an asset, both in cases where the asset was sold, and also in the case where the asset was traded-in. The students were also required to be familiar with the like-kind exchange rules, requiring that a gain on the trade of similar assets must be postponed for</p>	Students were tested on the information in #1 above by completing take-home quizzes and in-class exams on the material specified above. The quiz and exam questions were in the multiple choice and true-false format, as has been the format of the CPA exam and as is common to the testing of information in the accounting field. Answers to multiple choice and true-false questions are widely considered objective and thereby subject to validation based on the students' choices. I considered a student to have achieved competency in the area if his/her grade were 75% or better on the quizzes and exams over this material.	65	55	The assessment results were quite good. This semester, I developed the concepts more slowly than I have in the past, and spent more time reviewing the material than usual, with very good results. One key that I have found is to write every little detail of the class lecture pertaining to the presentation and solution to the problems worked in class on the board. Small details that I might have previously explained in lecture but not have written on the board seem to be missed by many students in the past. I think that the process of writing the information on the board is helpful to students in reviewing for exams and has helped many to absorb the information better by causing them to have to copy the material. The theory that writing down information helps the user to remember it is, founded	I don't believe that this subject requires any additional resources or professional development activities. It is an old, well-established subject that is best taught through example by solving practice problems in the classroom, and no special resources are necessary in order to do that.

Goal Assessed	Activity	Criteria	# Assessed	#	Instructor Action Plan	Institutional Action
Identify and work with basic accounting concepts, principles, and systems of internal	<p>accounting purposes and recognized through depreciation deductions over the life of the newly acquired assets.</p> <p>Students were given homework assignments on "internal control." Then they discussed internal control and their homework assignment in their assigned team. Next, they had to brainstorm, agree upon and compiled a list of appropriate procedures of internal control for safeguarding a business firm's assets and accounting system's records. Finally, their group had to work a textbook assignment analyzing the strengths and weaknesses of a company's internal control.</p> <p>Then on their exam, students had to answer test questions covering the concepts of internal control.</p> <p>The entire procedure transpired during classroom time so that the instructor could perform "classroom observation." Additionally, the assignments were then scored for correctness.</p> <p>Furthermore, there were three embedded test questions to determine a student's basic understanding of the idea of internal control</p>	Student mastery of understanding the idea of "internal control" was evaluated upon their group work, and with three embedded test questions. (Actually the entire field of "financial accounting" in internal control.)	32	32	<p>The results show success. Therefore, the same procedures will be continued and supplemented as appropriate considering course objectives and resources, I.e., time materials, etc., available.</p> <p>Based on the successful results revealed through this year's outcomes assessment, the instructor will try to supplement this particular goal (internal control) only with activities that also cover other basic program competencies. For example, a more in-depth coverage of "voucher systems," which only exist to provide better internal control over cash payments, would also emphasize the basics of debits and credit transactions.</p>	Accounting tutors and/or para-professionals.

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	<input type="checkbox"/>
Reading	①	②	③	④	<input type="checkbox"/>
Writing	①	②	③	④	<input type="checkbox"/>

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

New Course/Instructor Evaluation Form (cont.)

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:

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

1 2 5 9 6



Course/Instructor Evaluation Results, Spring 2003

Survey Items	Students who "Agree" or "Strongly Agree"
The instructor set and maintained high course standards.	10,519 (95%)
The instructor was well prepared for each class.	10,386 (94%)
The instructor explained topics clearly.	9,872 (89%)
The instructor encouraged understanding and applying facts as well as memorizing them.	10,153 (92%)
The instructor encouraged the students' creative thinking.	9,730 (88%)
The instructor encouraged the students' critical thinking.	10,121 (92%)
The instructor was available for consultation during posted office hours or by appointment.	9,258 (84%)
The instructor was patient with students' learning.	10,236 (93%)
The instructor alternated methods of instruction.	9,094 (83%)
The instructor returned graded work as promised.	10,248 (93%)
The instructor returned papers, tests, and assignments with helpful comments.	9,478 (86%)

Survey Items	Students who Responded "Yes"
The instructor explained the syllabus.	10,581 (99%)
The instructor explained what work would be required.	10,515 (99%)
The instructor explained how work would be evaluated.	10,250 (97%)
My expectations for this course were met.	9,676 (92%)
This course was a challenging and learning experience for me.	10,024 (93%)
I would recommend this course to other students.	9,775 (90%)

Survey Items	Students who Responded as Described
The teacher's attitude toward the subject matter was either "enthusiastic" or "Interested":	7,871 (92%)
Information and dates for major assignments were either "always" or "frequently" announced and/or distributed through the syllabus, handouts, or course materials:	8,881 (96%)
Regarding course subject matter, the instructor's ability to answer students' questions suggests either "mastery," "strong competency," or "adequate knowledge":	9,760 (98%)
The instructor responded to students' questions in a manner that was either "respectful," "patient," or "reasonable":	9,639 (98%)

Total Number of Students Assessed*

11,336

* The above percentages represent the ratio of those students responding as described over the total number of students responding to the item indicated.