

**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2003 – 2004**

**SUBMITTED TO THE OKLAHOMA**  
**STATE REGENTS FOR HIGHER EDUCATION**  
**DECEMBER 2004**

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# TULSA COMMUNITY COLLEGE

## ANNUAL STUDENT ASSESSMENT REPORT 2003-2004

### EXECUTIVE SUMMARY

#### **Entry-Level Assessment**

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 34 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 2003 Summer and Fall Semesters and the 2004 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 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 (56.7%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. More than one-third (36.9%) 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 (41.0%) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (26.6%) scored at the level for placement in a Reading II course. Almost one-third (32.3%) scored within the range for placement in a Reading I course.

More than half (52.1%) 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 (38.7%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 9.2% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 57.1% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (14.3%) scored within the range for placement in the Writing II course, and over one-fourth (28.6%) scored within the cut-score range for placement in the Writing I course.

More than one-third (37.7%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Again, over one-third (37.6%) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (24.7%) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.6% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 4.5% had scores that would place them into Intermediate Algebra. About one percent (1.2%) had scores that would place them into Beginning Algebra. Finally, of those tested, 91.6% tested within a cut-score range for placement into Basic Mathematics.

The Entry-Level Assessment Committee completed 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. The results of these data, reviewed and analyzed during the 2003-2004 academic year, show that the pre- and post- scores do not necessarily reflect student achievement or success in the course. These tests may be used for placement and initial diagnostics, but they should not be used to measure the achievement of the course goals.

The Entry-Level Assessment Committee also 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 appeared, however, that adjustments to cut scores for placement in developmental mathematics may be appropriate. Recommended changes to cut scores were officially implemented in the Fall 2003 Semester.

Finally, specifications were developed by the Entry-Level Assessment Committee for a study to validate TCC's placement practices for developmental writing and Freshman Composition. During the 2003-2004 academic year, the Office of Institutional Research and Assessment reported on the validity study for developmental writing, which generally affirmed the value of the developmental program and our placement methods.

### **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 2003-2004 academic year, faculty at TCC assessed the general education goals of civic responsibility and global awareness using a course-embedded process for assessing each general education goal across all academic programs and discipline areas. The process 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 civic responsibility. The general education committee has established a definition for civic responsibility 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 assess student demonstration of civic responsibility, while all full-time faculty members administered global awareness assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 6,019 students were assessed for civic responsibility, with 79% of those students demonstrating successful critical thinking skills based on the context-specific criteria of the individual instructors. Likewise, 3,707 students were assessed for global awareness, yielding an 81% success rate for those students

assessed. A comprehensive feedback report, including quantitative results and proposed uses of the results, was presented to associate deans, deans, and instructional staff in early Spring 2003.

All faculty will again participate in the assessment process during the 2004-2005 academic year. Adjunct faculty will assess global awareness, while full-time faculty will assess general education goal #5, computer proficiency.

### **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 2003-2004 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 form to the Office of Institutional Research and Assessment. These results have been aggregated and disseminated to the appropriate division offices. These offices 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 276 instructors assessed 5,105 students revealing an 82.4% 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, 12,226 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 69% of the respondents are continuing their education. Furthermore, 84% of the respondents indicated that they are employed. Among respondents who were employed, 56% 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, 75% 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 (98%).

Results from the employer survey indicate that 93% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 93% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 100% confirmed that graduates are able to work independently without direct supervision.” Of the respondents, 80% 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 more than three-fourths (80%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 100% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (80%) and to solve problems or suggest possible solutions (80%). Finally, 80% 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. 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 (93%) 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 79% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (82%) and with TCC's support facilities (75%).



## ANNUAL STUDENT ASSESSMENT REPORT 2003-2004

### **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 34 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 2003 Summer and Fall Semesters and the 2004 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 27-30. Test score information is used as a guideline by academic advisors, who use test data 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 tutorial and laboratory centers to assist students who demonstrate skill deficiency in English and Mathematics.

### **3. What were the analyses and findings from the 2003 – 2004 entry-level assessment?**

The data presented in Appendix EL, page 30 show that 1,065 “freshmen” enrolled at TCC took the ACT. The average composite score for this cohort was 19.3. The average ACT sub-test scores for these TCC freshman included: English (19.0), Mathematics (18.3), Reading (19.9), and Science Reasoning (19.4).

#### Placement in Reading:

From the data presented in Appendix EL, page 30, placement based upon the ACT Reading scores show that more than half (56.7%) of these new TCC students scored high enough to be placed in college level reading courses. More than one-third (36.9%) 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 (41.0%) of the students who took the CPT Reading test (see Appendix EL, page 29) scored high enough to be placed into college level reading. One-fourth (26.6%) scored at the level for placement in a Reading II course. Almost one-third (32.3%) scored within the range for placement in a Reading I course.

#### Placement in Writing:

More than half (52.1%) 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 (38.7%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 9.2% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 57.1% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (14.3%) scored within the range for placement in the Writing II course, and over one-fourth (28.6%) scored within the cut-score range for placement in the Writing I course.

#### Placement in Mathematics:

More than one-third (37.7%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Again, over one-third (37.6%) scored within a cut-score range for placement into Intermediate Algebra. Almost one-fourth (24.7%) scored within the range for placement in Beginning Algebra. Finally, no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 2.6% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 4.5% had scores that would place them into Intermediate Algebra. About one percent (1.2%) had scores that would place them into Beginning Algebra. Finally, of those tested, 91.6% 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 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. The results of these data, analyzed and reported to the committee during the 2003-2004 academic year, show that the pre- and post- scores do not necessarily reflect student achievement or success in the course. These tests may be used for placement and initial diagnostics, but they should not be used to measure the achievement of the course goals. This information was turned over to the Developmental Studies in Communication discipline for their consideration.

*Mathematics Placement Research*

During the 2002-2003 Academic year, 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 appeared, however, that adjustments to cut scores for placement in developmental mathematics may be appropriate. In the Fall 2003 Semester, changes to cut scores were officially implemented. The institution will continually monitor the cut scores to insure appropriate student placement.

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

*Writing Placement*

The Entry-Level Assessment Committee developed specifications for a study to validate TCC's placement practices for developmental writing and Freshman Composition. During the 2003-2004 academic year, the Office of Institutional Research and Assessment reported on the validity study for developmental writing, which generally affirmed the value of the developmental program and our placement methods. The report did not include differential results for developmental writing students based upon their need for reading development. The committee indicated that these results were not needed at this time. The results of the study are included in appendix EL. Responsibility for further evaluation of developmental writing program needs were assumed by the developmental program outcomes assessment committee at the end of the 2003-2004 academic year.

## 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. The recommendations were officially adopted for use in the Fall 2003 semester.

## 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 2003-2004 academic year, faculty at TCC assessed the general education goals of civic responsibility and global awareness 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 civic responsibility. The general education committee has established a definition for civic responsibility 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 civic responsibility 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 civic

responsibility, faculty use a common reporting form for documenting students' demonstration of civic responsibility within the context of the classroom environment in which civic responsibility is 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 civic responsibility and global awareness assessment are presented in Appendix ML, pages 33-34. A list of all five general education goals is also presented in Appendix ML, page 35.

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 civic responsibility, while all full-time faculty members administered global awareness assessment. A total of 6,019 students were assessed for civic responsibility, and 3,707 students were assessed for global awareness.

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 33-34. 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 2003 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. civic responsibility, for example, has now been assessed in two consecutive years. Results from these assessments indicate that the proportion of students who demonstrate civic responsibility over two years has declined only slightly (82% and 79% respectively).

### **10. What were the analyses and findings from the 2003-2004 mid-level assessment?**

During the Fall 2003 semester, all adjunct faculty members were asked to participate in the assessment of civic responsibility, while all full-time faculty members administered global awareness assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 6,019 students were assessed for civic responsibility with 79% of those students demonstrating successful civic responsibility based on the context-specific criteria of the individual instructors. Likewise, 3,707 students were assessed for global awareness, yielding an 81% success rate for those students assessed.

In addition to quantitative results used for benchmarking, a wealth of qualitative results and feedback was provided by the instructors through the individual reporting forms. On the forms, each faculty member is asked to respond to two "use of results" questions. On the global awareness assessment form, the first "use of results" question asks, "How will you use your assessment results to enhance student development of global awareness skills?" In other words, what strategies are faculty members intending to use *in the future* to improve students' global awareness based upon current assessment results? Some possible responses include:

- Incorporate more global perspective and/or international science and research into my course content.
- Increase in-class global awareness discussions and activities.
- Encourage student involvement in international student-organizations.
- 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 global awareness.
- Revise the content of global awareness assignments/activities.
- Nothing, assessments indicate that no improvements are necessary.

The 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 global awareness based upon assessment results? Some possible responses include:

- Offer and/or encourage attendance at seminars, workshops or discussion groups about assessment of global awareness.
- 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.
- Create a bibliography of resource materials.

- Examine course curriculum to determine what global awareness 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 2004. Excerpts from the feedback reports are presented in Appendix ML, pages 36 and 47.

All faculty will again participate in the assessment process during the 2004-2005 academic year. Adjunct faculty will assess global awareness, while full-time faculty will assess general education goal #5, computer proficiency.

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

The 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 process indicate high faculty requests for resource media (14.9% of responses), professional development (14.9%), external student-learning opportunities such as field trips or guest speakers (12.1%) 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	385
010 - AGRICULTURAL SCIENCE	Course / Instructor Survey	5
013 - AMERICAN STUDIES	Course / Instructor Survey, Alumni Survey	2
015 - ARCHITECTURE	Course / Instructor Survey	17
020 - ART	Course Embedded, Course / Instructor Survey, Alumni Survey	106
028 - AVIATION SCI. TECH/OSU	Course / Instructor Survey, Alumni	18

	Survey	
030 - BIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	182
035 - BUSINESS ADMINISTRATN	Course / Instructor Survey, Alumni Survey	1,273
040 - BUSINESS EDUCATION	Course / Instructor Survey	8
044 - CHILD DEVELOPMENT	Course Embedded, Course / Instructor Survey, Alumni Survey	245
045 - CHEMISTRY	Course Embedded, Course / Instructor Survey, Alumni Survey	56
046 - COMPUTR SCI/MIS-OSU/LANG	Course Embedded, Course / Instructor Survey, Alumni Survey	246
047 - THEATRE	Course / Instructor Survey, Alumni Survey	38
050 - DENTISTRY	Course / Instructor Survey, Alumni Survey	36
051 - ECOLOGY	Course / Instructor Survey	1
052 - ECONOMICS	Course Embedded, Course / Instructor Survey, Alumni Survey	15
053 - EARLY CHILDHOOD DEVELOP	Course / Instructor Survey	12
054 - EDUCATION	Course / Instructor Survey, Alumni Survey	197
055 - EDUCATION(ELEM)	Course / Instructor Survey, Alumni Survey	444
060 - EDUCATION(SEC)	Course / Instructor Survey, Alumni Survey	133
063 - ELECTRONIC ENG TECH - OSU	Course / Instructor Survey, Alumni Survey	41
063 - ELECTRONIC ENG TECH - NSU	Course / Instructor Survey, Alumni Survey	4
065 - ENGINEERING	Course Embedded, Course / Instructor Survey, Alumni Survey	388
070 - ENGLISH	Course Embedded, Course / Instructor Survey, Alumni Survey	81
071 - FIRE & EMERGENCY SER.	Course Embedded, Course / Instructor Survey, Alumni Survey	33
075 - FOREIGN LANGUAGE	Course Embedded, Course / Instructor Survey, Alumni Survey	8
081 - FRENCH	Course Embedded, Course / Instructor Survey, Alumni Survey	19
082 - GEOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	9
084 - GERMAN	Course Embedded, Course / Instructor Survey, Alumni Survey	8
085 - BUSINESS/GENERAL	Course / Instructor Survey	12
086 - INTERNATIONAL BUSINESS	Course / Instructor Survey	62
087 - GEOGRAPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	4
090 - HEALTH/EDUCATION	Course / Instructor Survey	12
091 - HUMAN SERVICES	Course Embedded, Course /	157



	Instructor Survey, Alumni Survey	
093 - HORTICULTURE TECH. OSU	Course Embedded, Course / Instructor Survey, Student Satisfaction Survey	27
094 - HOTEL & RESTAURANT ADMIN.	Course / Instructor Survey	6
095 - HISTORY	Course Embedded, Course / Instructor Survey, Alumni Survey	69
096 - INTERNATIONAL STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	10
097 - HUMANITIES	Course Embedded, Course / Instructor Survey, Alumni Survey	18
098 - ITALIAN	Course Embedded, Course / Instructor Survey, Alumni Survey	7
099 - JAPANESE	Course Embedded, Course / Instructor Survey, Alumni Survey	11
100 - JOURNALISM & MASS COMM.	Course / Instructor Survey, Writing Standards Test, Alumni Survey	170
102 - INDIV. FAMILY & COMM. SER.	Course / Instructor Survey	1
103 - INTERIOR DESIGN OSU	Course Embedded, Course / Instructor Survey, Alumni Survey	72
105 - LAW	Course / Instructor Survey	36
109 - LAW ENFORCEMENT	Course / Instructor Survey, Alumni Survey	4
110 - CRIMINAL JUSTICE	Course / Instructor Survey, Alumni Survey	211
115 - LIBERAL ARTS	Course / Instructor Survey, Alumni Survey	1,826
120 - LIBRARY SCIENCE	Course / Instructor Survey	1
123 - MANAGEMENT	Course / Instructor Survey, Alumni Survey	46
124 - MARKETING OSU	Course Embedded, Course / Instructor Survey, Alumni Survey	88
125 - MATHEMATICS	Course Embedded, Course / Instructor Survey, Alumni Survey	48
130 - MEDICINE	Course / Instructor Survey, Alumni Survey	219
145 - MUSIC	Course Embedded, Course / Instructor Survey, Alumni Survey	109
147 - NURSING (PRE-PROFESSIONAL)	Course / Instructor Survey	61
150 - OCEANOGRAPHY	Course / Instructor Survey	1
160 - OPTOMETRY	Course / Instructor Survey	13
165 - PHARMACY	Course / Instructor Survey, Alumni Survey	203
166 - PHILOSOPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	7
170 - PHYSICAL EDUCATION	Course Embedded, Course / Instructor Survey, Alumni Survey	41
180 - PHYSICAL THERAPY	Course / Instructor Survey	42
185 - PHYSICS	Course Embedded, Course / Instructor Survey, Alumni Survey	14
186 - PHYSICAL SCIENCE	Course Embedded, Course /	2

	Instructor Survey	
190 - POLITICAL SCIENCE	Course Embedded, Course / Instructor Survey, Alumni Survey	47
195 - PSYCHOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	367
196 - QUALITY TECHNOLOGY	Course Embedded, Course / Instructor Survey	6
200 - RADIO & TELEVISION	Course / Instructor Survey	1
205 - RECREATION	Course / Instructor Survey	1
215 - RELIGIOUS STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	12
220 - RUSSIAN	Course Embedded, Course / Instructor Survey, Alumni Survey	7
221 - SAFETY/ENV. TECHNOLOGY	Course / Instructor Survey, Alumni Survey	1
223 - SOCIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	46
225 - SOCIAL SCIENCE	Course / Instructor Survey	3
230 - SOCIAL WELFARE	Course / Instructor Survey	8
232 - SPANISH	Course / Instructor Survey, Alumni Survey	45
235 - SPEECH	Course Embedded, Course / Instructor Survey	8
240 - VETERINARY MEDICINE	Course / Instructor Survey, Alumni Survey	49
520 - BANKING	Course / Instructor Survey	2
525 - BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	233
528 - AVIATION SCIENCES TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	113
530 - ACCOUNTING ASSISTANT	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	3
550 - CHILD DEVELOPMENT	Course / Instructor Survey, Employer Survey, Alumni Survey	167
560 - FINANCIAL MANAGEMENT	Course / Instructor Survey	4
570 - COMPUTER OPERATOR	Course / Instructor Survey	4
575 - COMPUTER OPR TNS MGMT	Course / Instructor Survey	3
580 - COMPUTER PROGRAMMING	Course Embedded, Course / Instructor Survey	43
581 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	321
582 - COMP SPEC BUS. MICROS	Course / Instructor Survey	13
585 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Employer Survey	42
587 - CULINARY ARTS	Course / Instructor Survey	1

589 - DENTAL ASSISTING	Course / Instructor Survey, Alumni Survey	16
590 – DESIGN ENGINEERING TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	34
592 - DENTAL HYGIENE	Certification Exam, Course / Instructor Survey, Alumni Survey	60
593 - DESKTOP PUBLISHING	Course / Instructor Survey, Alumni Survey	15
594 - DIAGNOSTIC MED. SONOGRAPHY	Course / Instructor Survey	2
596 - DRAFTING ART MECHANICS	Course / Instructor Survey	1
597 - DRAFTING & DESIGN ENG TECH	Course / Instructor Survey	1
600 - ELECTRICAL ENGINEER TECH	Course / Instructor Survey, Employer Survey	13
630 - EMERGENCY MEDICAL TECH	Course / Instructor Survey, Alumni Survey	22
631 - GRAPHICS/IMAGING TECH	Course / Instructor Survey	9
640 - ROBOTICS & AUTOMATION TECH	Course / Instructor Survey	2
641 - HEALTH CARE ADMIN	Course / Instructor Survey	17
643 - HEALTH INFORMATION TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	59
645 - HUMAN SERVICES	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	66
650 - ELECTRONICS TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	26
651 - CIVIL ENGINEERING TECH	Course / Instructor Survey, Employer Survey	15
654 - INTERIOR DESIGN	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	58
655 - INTERPRETER PREPARATION	Course / Instructor Survey, Employer Survey, Alumni Survey	74
659 - FINANCE	Course / Instructor Survey	1
660 - INDUSTRIAL ENGINEER TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	2
672 - INTERNATIONAL BUSINESS	Course / Instructor Survey, Employer Survey, Alumni Survey	6
673 - INTERNATIONAL LANG STUDY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	30
674 - MUSIC / ENTERTAINMENT BUS	Course / Instructor Survey	1
680 - FIRE PROTECTION TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	79
681 – FIRE & EMERGENCY SERVICES	Course Embedded, Course / Instructor Survey	3
685 - OCCUPATION THERAPY ASST	Course / Instructor Survey, Alumni Survey	42
701 - RESPIRATORY THERAPY	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	79

703 - INSURANCE	Course / Instructor Survey, Employer Survey, Alumni Survey	1
706 - ACCOUNTING ASSOCIATE	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	46
708 - LEGAL SECRETARY	Course / Instructor Survey	4
710 - LEGAL ASSISTANT	Course / Instructor Survey, Alumni Survey	129
711 - LABOR STUDY	Course / Instructor Survey	1
722 - NUMERICAL CONTRL/MACH TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	10
729 - MANUFACTURING ENG TECH	Course / Instructor Survey, Employer Survey	9
731 - MARKETING	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	45
732 - E-BUSINESS	Course / Instructor Survey	4
739 - BIO MED EQUIP TECH	Course / Instructor Survey, Alumni Survey	2
741 - MEDICAL LABORATORY TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	37
750 - MEDICAL ASSISTANT	Course / Instructor Survey, Employer Survey, Alumni Survey	67
760 - MEDICAL OFFICE ADMIN	Course / Instructor Survey, Employer Survey, Alumni Survey	12
764 - MEDICAL TRANSCRIPTIONIST	Course / Instructor Survey	1
774 - MANAGEMENT	Course / Instructor Survey, Employer Survey, Alumni Survey	75
780 - HORTICULTURE TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	42
791 - NURSING	Certification Exam, Course / Instructor Survey, Alumni Survey	1,434
795 - HUMAN RESOURCES	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	48
800 - PETROLEUM LAND TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	1
809 - PHARMACY TECHNOLOGY	Course / Instructor Survey, Alumni Survey	30
828 - PATIENT CARE TECHNICIAN	Course Embedded, Course / Instructor Survey, Alumni Survey	11
831 - PHYSICAL THERPY ASSNT	Course / Instructor Survey, Alumni Survey	137
840 - LAW ENFORCEMENT	Course / Instructor Survey, Alumni Survey	24
844 - REAL ESTATE	Course / Instructor Survey	1
849 - QUALITY CONTROL TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	22
870 - RADIOGRAPHY	Course / Instructor Survey, Alumni Survey	259
910 - ADMINISTRATIVE OFFICE TECH	Course / Instructor Survey,	8

	Employer Survey, Alumni Survey	
912 - PURCHASING & MATERIALS MGMT	Course / Instructor Survey, Employer Survey, Alumni Survey	24
913 – SAFETY & LOSS CONTROL TECH	Course / Instructor Survey, Alumni Survey	1
917 - SMALL BUS. MGMT ENTREPRE	Course / Instructor Survey, Employer Survey, Alumni Survey	6
919 - SURGICAL TECHNOLOGY	Course / Instructor Survey, Alumni Survey	20
921 - SURVEYING TECHNOLOGY	Course / Instructor Survey	16
927 - STAGE PRODUCTION TECH	Course / Instructor Survey	5
930 - TRANS/TRAFFIC MANAGEMENT	Course / Instructor Survey	1
939 - TECHNOLOGY	Course / Instructor Survey	2
940 - TELECOMMUNICATIONS TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	32
945 - TRAVEL & TOURISM	Course / Instructor Survey, Alumni Survey	2
950 - WELDING TECHNOLOGY	Course / Instructor Survey	1
955 - VETERINARY TECHNOLOGY	Course / Instructor Survey, Alumni Survey	75

### **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 2003-2004 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 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 2004 semester. A copy of this survey is provided in Appendix OA, page 67. 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 provide 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 provide 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 276 instructors assessed 5,105 students revealing an 82.4% 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 59.

### Course/Instructor Evaluation Results:

During the Spring 2003 semester, 12,226 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 69.

### Graduate Survey Results:

Results from the graduate survey indicate 69% of the respondents are continuing their education. Furthermore, 84% of the respondents indicated that they are employed. Among respondents who were employed, 56% reported that they are working either 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, 75% 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 (98%). In fact, 64% indicated that they would very likely make the same choice, and 14% were moderately likely to return to TCC given what they now know.

When asked to compare the quality of education received at TCC with the perception of educational quality at other colleges, 18% indicated that it is about the same. However, 25% indicated that they thought the quality of education at TCC is better than that received at other colleges. In addition, 29% reported that they were more than adequately prepared by

TCC to continue their education and 26% indicated that they were prepared exceptionally well.

#### Employer Survey Results:

Results from the employer survey indicate that 93% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 93% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 100% confirmed that graduates are able to work independently without direct supervision.” Of the respondents, 80% 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 more than three-fourths (80%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 100% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (80%) and to solve problems or suggest possible solutions (80%). Finally, 80% 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?**

##### 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 59.

##### Graduate Survey

This survey and other assessment tools have provided the college with important data that are utilized to enhance instruction, lab/LRC support roles, and student activities. 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 Allied Health and Nursing 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.

In addition, each university transfer discipline is required to perform an overall discipline review every three years. This review analyzes all aspects of the discipline, including student learning goals, enrollment and retention data, media holdings, curriculum design, etc. Each discipline then proposes actions based on this review. Results and proposals for the Allied Health, Nursing and University Transfer disciplines reviewed during the 2002-2003 academic year are listed below.

**Art:** TCC students are given interactive assignments with specific goals that develop creative problem solving skills and competency in visual media. The level of success in mastering those goals indicates the degree of learning that has occurred. As evidenced by our students' success after transferring to four-year institutions (i.e., Rhode Island School of Design, Savannah College of Art and Design, Alfred University in New York, Penn State University, Oklahoma State University and the University of Oklahoma, to name a few), our program is meeting its goals.

Problems of grade inflation and consistency of classroom curriculum have been discussed. We will address these through closer contact between our entire faculty. Holding a faculty meeting before each semester to discuss common goals and problems, and to promote consistency, has been suggested. We have also discussed an exchange between faculty to critique each other's class.

#### Proposals:

- Assign more physical space and multi-media classrooms to the art program
- Begin using undraped models for figure drawing courses
- Properly ventilate studio art classrooms
- Greater networking with the graphic arts community

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

- Students were given additional handouts outlining rules for writing formulas and naming compounds with more examples and exercises.
- Provide more tutorial assistance through interactive software to be made available to students in the Math Lab or Technology Learning Center.
- Post Internet resources linked to course website on Blackboard. Provide additional software able to construct chemical structures compatible with MS Word to enhance lectures, labs and exams.
- Provide more tutorial assistance through interactive software as well as a full-time paraprofessional to serve as chemistry tutor.

- Encourage faculty to experiment with non-traditional strategies.
- Request Counseling and Registration enforce fulfillment of course pre-requisites (i.e. College Algebra) before advising or allowing students to enroll. Students eligible for waiver of pre-requisite must get permission of instructor prior to enrollment.
- Design more inquiry or hypothesis based lab exercises so students will gain greater proficiency in applying the scientific method in understanding common chemical and physical phenomena.
- Allow students who are interested in working on short-term “research projects” to work in the lab outside of usual class time.
- Offer a balanced mix of wet and instrumental methods of data acquisition and analysis in laboratory exercises.

**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 2004 graduates equals 100%.

**Developmental Studies in Communication:** In review of assessment results, the following interventions are proposed:

1. Identify students who would benefit from the developmental studies and study skills courses. Faculty will:
  - a. Continue to print on each student’s CPT report information concerning ENG 1003 and ENG 0963 and the recommendation that these courses be taken concurrently with developmental coursework.
  - b. Provide counselors, the registrar’s office, and tutors with a list of one-hour, self-paced courses.
  - c. Continue to work closely with the Entry Level Assessment Committee and the research the committee is undertaking over the next four years to establish more accurate cut-off scores for developmental and college level coursework.
  - d. Investigate the use of *WritePlacer* as a diagnostic writing tool to test new students entering TCC.
  - e. Work closely with advisors on all campuses, informing them of the study skills courses and one-hour courses available for at-risk students.
2. Continue to support and/or expand courses and services that produce success for both traditional and nontraditional students. Faculty will:
  - a. Actively participate in the college’s efforts to redesign the College Orientation (ENG 1091) course, emphasizing the need for a mandatory college orientation for Developmental Studies students.
  - b. Recommend that a formal or information college orientation is mandatory for developmental students.
  - c. Provide student success workshops at TCC functions involving high school students (i.e., Central Day, Day of Vision, Gear-Up, Smart Start, etc.)
  - d. Change the course title of ENG 1003 *Strategies for Academic Success* to a shorter and more appropriate title. Complete the catalog change for the 2005-06 academic year.
  - e. Continue to review textbooks for use in developmental courses.
3. Continue involvement of faculty and staff in developmental studies program, support areas, and special projects. Faculty will:

- a. Include tutors from the Learning Centers in the development stages of major projects undertaken by the Developmental Studies faculty.
  - b. Recommend a status change for paraprofessionals in the Learning Centers, so that the title and salary reflect the expanded job descriptions and duties of these invaluable staff members.
  - c. Request a staff increase in the support lab areas. Currently, the support services for writing and reading instruction are understaffed—both in tutorial and clerical areas. (We suggested keeping track of students tutoring requests that could not be filled to identify the severity of this need in our college.)
  - d. Research peer-tutoring programs in community colleges and discuss the addition of this component to our support services.
4. Continue to assess discipline goals, general education goals, and courses for developmental studies.
- a. Strive for a 100% participation by full-time faculty in the assessment of discipline goals and general education goals each year.
  - b. Encourage participation by adjunct faculty in the assessment of discipline goals and general education goals each year.
  - c. Continue working with the Entry level Assessment Committee on cut-off scores for developmental courses.
  - d. Research new methods to assess placement for Reading I and II.
  - e. Construct an exit exam to be administered in Reading I and Reading II courses.
  - f. Implement pilot programs in Writing I and II to determine if an exit exam is needed in these composition courses.
5. Monitor and modify the Three Year Plan to better meet the needs of TCC students.
- a. Develop committees for major items on the Three Year Plan by October 2004.
  - b. Make minutes of committee meetings available to fulltime developmental studies faculty.
  - c. Access progress during Project Management each year.

**Geography:** In general, students displayed capabilities above the level considered by the TCC geography faculty to be a bare minimum of performance. Unfortunately, in the faux teaching and faux learning world of Distance Learning; where substance and quality take a back seat to superficiality, masked by bells and whistles, that give a pale image of excellence; results are not so encouraging.

Proposals:

- Hire adjunct faculty who are trained geographers.
- Substantively Involve full-time geography faculty in hiring adjunct faculty.
- Maintain or exceed current institutional budget levels.

**Health Care Administration:** Student enrollments demonstrate a preference for the Health Care Administration accelerated program. They continue to enroll in the HCA classes held in community health care facilities. There are 16 HCA majors and one HCA student graduated in Spring 2004. Students who are completing programs at Oklahoma Career Technical Programs in Surgical Technology continue to co-enroll in Tulsa Community College courses. The Health Care Administration Advisory Committee has encouraged Tulsa Community College, Allied Health Services Division, to investigate grants for transportation to encourage students from target populations to pursue health care education programs by

assisting them with their transportation needs. Target population includes rural health facilities, Native American Indian Tribe Community Representatives, physicians, clinic managers, nursing home administrators, managers of long-term care facilities, and the Hispanic community.

**Health Information Technology:** Accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP) in conjunction with the Council on Accreditation (COA) of the American Health Information Management Association (AHIMA.). The program received full accreditation October 2001. The next accreditation survey 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 AHIMA. With additional coding experience, two to three years as recommended by the AHIMA, they become eligible to sit for the Clinical Coding Specialist (CCS) or Clinical Coding Specialist - Physician Based (CCS-P) certification examinations.

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

- Reduce class sizes
- Increase and update media offerings
- Rotate “specialized courses” in history for course scheduling purposes through communication by Liberal Arts Associate Deans
- Encourage faculty to experiment with non-traditional learning techniques
- Equip, maintain, and support designated Liberal Arts Computer Labs on each campus
- Offer faculty release time (from some office hours, not necessarily course loads) to more actively facilitate civic responsibility activities and service learning, as well as cultural enrichment student activities
- Coordinate more activities between the community and Student Activities Offices
- Encourage faculty to think of more innovative ways of incorporating global awareness into their individual course requirements
- Establish a communication standard to be utilized among campus associate deans and faculty for scheduling and more effectively market humanities-based history courses to the community

**Medical Assistant:** Accredited by the Commission 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 survey for re-accreditation was completed in November 2000. In February of 2001, the CAAHEP and AAMA-CRB boards approved and continued full accreditation of our program for seven years. The next site survey will be in 2007 using the new 2003 CAAHEP Standards and Guidelines which were adopted by the AAMA. At the request of the AAMA-CRB in the fall of 2003, all MA Programs nationwide began submitting outcomes-based information on a yearly basis. Graduates of our program are eligible to take the AAMA Certification Examination to obtain the credential of Certified Medical Assistant (CMA). The pass rate

for this exam for our program has consistently been 100% for the past 10 years. Ninety (90) percent of our students were employed within 6 months of graduation. In the Fall 2004 semester, there were 23 Medical Assistant Clinical Administrative students, 21 Medical Assistant Administrative students, 14 medical Transcription students, and 5 Insurance, Coding and Physician Reimbursement students in the program. The program is expecting a total of 26 graduates (6 Medical Assistant Clinical/Administrative; 6 Medical assistant Administrative; 3 Insurance, Coding and Physician Reimbursement; and 11 Medical Transcription) in the summer of 2005.

**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 2004-05 within the Nursing Program.
- The Oklahoma Board of Nursing will conduct its five-year site survey in January 2005. In preparation for the site visit, the faculty are completing the self-study which is due in December 2004.
- NCLEX-RN licensure pass rate continues to improve among TCC nursing graduates. The current pass rate is 93%. Although the licensure pass rates have consistently exceeded the Oklahoma and national pass rates, this is the highest pass rate achieved by TCC graduates in seven years.

**Occupational Therapy Assistant:** Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Site visit for accreditation was October 2003 with full accreditation granted. Due to our newly implemented marketing plan and market forces, interest and application for the program has steadily increased over the past three years. There are currently 27 students within the program. The licensure pass rate over the previous two years has been 100%. Currently, positions within the community are going unfilled due to a strong job market.

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

1. Continue to implement new and creative teaching in the classroom to facilitate the learning environment.
2. Continue to assess leveling of program with Level I and Level II Nursing psychomotor skills, critical thinking, communication, and civic responsibility.
3. Continue to work with advisory committee to determine community needs.
4. Implemented use of American Red Cross as a new clinical experience for phlebotomy observational experience.
5. Increased the number of phlebotomy practice arms and male and female catheter models to meet needs of increased class size.
6. Have a new computer for multimedia station.
7. Replaced IVDs on sterile technique and vital signs with CDs for easier access and use.

**Pharmacy Technology:** Pharmacy Tech is currently undergoing an accreditation self-study and site visit from the State of Oklahoma Board of Regents for Higher Education.

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

- We recommend a more open process for proposing new courses, course additions, or course deletions. All potentially-affected disciplines should be aware of, and have access to, this information.
- Attendance at major national or regional conferences to keep up-to-date on developments in bioethics, philosophy of science, social and political philosophy, and other rapidly-developing areas

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

**Physical Therapist Assistant:** Accredited by 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 97.8%. Seventy percent (70%) of the 2003 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 the Joint Review Committee on Education in Radiologic Technology (JRCERT). Program had site visit in March 2002, responded to recommendations in October 2002, action taken by the JRCERT in their Spring 2003 meeting extended accreditation to 8 years until 2010. ARRT registry pass rate for 2002 is 100%, 2003 is 92% of students taking registry (24 of 25), and pass rate for 2004 graduates is 83% of students taking registry (20 of 24).

**Religious Studies:** In review of assessment results, the following interventions are proposed:

- There will be no change in the discipline goals
- Strategies will need to be devised to improve the discipline’s scores in critical thinking, effective communication on the General education side of assessment and religious studies vocabulary and ideas, issues and values as found in films on the discipline goal side of assessment. Buy more films and DVDs.
- As can be seen from the enrollment figures, a critical mass of students is beginning to be reached, even though classes are still somewhat small. The average fill rate is 14. I know of a number of students who will be graduating with their AA’s in Religious Studies next May. The Religious Studies students at Metro are beginning to know one another and to form study groups. This is a new phenomenon in this major. A

community of learners is being formed. It is important to the health of the program to keep this community of students together and not to spread them out across the college. I ask that the Assistant Deans and Deans understand the importance of keeping all of the REL prefixed courses on Metro campus alone, so that all of the Religious Studies Students may be part of this small but vibrant learning community.

- We believe that it is important to continue to offer a wide variety of courses. We found that the fewer courses we offered, the fewer students enrolled. We need a critical number of sections offered at a variety of times and formats to attract the critical number of students into the discipline. This is also the experience expressed by the chairs at the AAR meetings. With more time, we hope to see the fill rate increase. In the meantime, the internet has boosted our numbers.
- New Internet Courses During the Next Three Years:
  - Religions of the World: Eastern Traditions
  - Religions of the World: Western Traditions
  - Introduction to Religious Studies
- Buy more films and DVDs for students to practice the use of critical skills, religious studies vocabulary, and the drawing out of religious ideas, issues, and values.
- Continue to send professors to AAR Meetings.

**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.

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

- After the first draft of the next semester's schedule is developed, every campus will communicate all courses other than 1113 and 2113 that are planned and when they are scheduled. None of these classes will be offered directly opposite each other. Make this a routine part of every semester's scheduling process.
- The AD and Dean of Instruction at SE should advocate for adding a faculty position in Sociology.
- The course proposal/curriculum change process needs to be modified in a way that opens it to college-wide examination. We believe that this goal will be accomplished within two years and that it will benefit many different disciplines and enhance transferability for students.
- Propose and develop "Marriage and the Family" and "Aging and Behavior" as online courses

**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.

Course/instructor evaluation surveys were administered during the Spring 2004 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 12,226 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 successfully delivered to 1,026 graduates for the 2001-2002 academic year and 190 (18.5%) 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 (93%) 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 79% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (82%) and with TCC's support facilities (75%).

#### **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. For example, TCC has recently opened 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) began in the Spring, 2004.







*Appendix For Entry Level Assessment (EL)*



**CPT Results**  
(July 1, 2003 - June 30, 2004)

**Frequency Distribution of Results:**

**Reading**

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Placements (%)</b>
80 to 120	College Level Reading	3,063 (41.0%)
66 to 79	ENG 0913 (Reading II)	1,988 (26.6%)
0 to 65	ENG 0903 (Reading I)	2,411 (32.3%)
<b>Total</b>		<b>7,462</b>

**Sentence Skills**

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Placements (%)</b>
80 to 120	ENG 1113 (Fresh. Comp I)	3,763 (57.1%)
70 to 79	ENG 0933 (Writing II)	945 (14.3%)
0 to 69	ENG 0923 (Writing I)	1,882 (28.6%)
<b>Total</b>		<b>6,590</b>

**Mathematics**

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Placements (%)</b>
AS 0 to 89	MTH 0003 (Basic Mathematics)	6,465 (91.6%)
AS 90 to 120	MTH 0013 (Begin. Algebra)	88 (1.2%)
EA 90 to 120 and CLM 0 to 40	MTH 0123 (Intermed. Algebra)	317 (4.5%)
EA 90 to 120 and CLM 41 to 120	MTH 1513 (College Algebra)	185 (2.6%)
<b>Total</b>		<b>7,055</b>

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

**Frequency Distribution of ACT Results: 2003 – 2004**

***Reading***

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Tests (%)</b>
19+	College Level Reading	604 (56.7%)
13-18	ENG 0913 (Reading II)	393 (36.9%)
0-12	ENG 0903 (Reading I)	68 (6.4%)
	<b>Total</b>	<b>1065</b>

***English***

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Tests (%)</b>
19+	ENG 1113 (Fresh. Comp I)	555 (52.1%)
13-18	ENG 0933 (Writing II)	412 (38.7%)
0-12	ENG 0923 (Writing I)	98 (9.2%)
	<b>Total</b>	<b>1065</b>

***Mathematics***

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Tests (%)</b>
19+	MTH 1513 (College Algebra)	402 (37.7%)
16-18	MTH 0123 (Intermed. Algebra)	400 (37.6%)
9-15	MTH 0013 (Begin. Algebra)	263 (24.7%)
0-8	MTH 0003 (Basic Mathematics)	0 (0%)
	<b>Total</b>	<b>1065</b>

***Science***

<b>Score Range</b>	<b>Course Placement</b>	<b>Number of Tests (%)</b>
19+	College Level	632 (59.3%)
0-18	Basic Biology <i>or</i> Basic Physical Science	433 (40.7%)
	<b>Total</b>	<b>1065</b>

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

*Appendix For Mid-Level Assessment (ML)*





## General Education Assessment Record For Goal #3: Civic responsibility

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Course Number, Section, and Course Title

---

*Assessment Period (Semester /  
Year)*

Mark what applies:

- Traditional Classroom  
 Internet Course  
 Telecourse  
 ITV Course

---

Name of the person submitting this report

---

Date Submitted

### 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?

## General Education Assessment Record For Goal #4: Global awareness

Course Number, Section, and Course Title	<i>Assessment Period (Semester / Year)</i>	Mark what applies: <input type="checkbox"/> Traditional Classroom <input type="checkbox"/> Internet Course <input type="checkbox"/> Telecourse <input type="checkbox"/> ITV Course
Name of the person submitting this report	Date Submitted	

### General Education Goal # 4: Global awareness

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

- Knowledge of the geography, history, culture, values and/or language of another country
- An understanding of the impact of economic, political, and/or technological changes on people around the world
- Participation in some activity that has the potential to increase awareness of another culture
- Interaction with people from another country and/or culture

### Assessment Activity and Criteria for Evaluating Student Performance:

5. **Describe one specific activity that you used to determine if your students demonstrate global awareness** 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 global awareness.

6. **What were the elements of the activity (specific criteria) that enable you to differentiate between students who demonstrated global awareness and those who did not?** Describe your standard of performance on 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?

- 7.(a.) How many students did you assess? \_\_\_\_\_

(b.) How many of the students assessed successfully demonstrated global awareness based upon your criteria? \_\_\_\_\_

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

### Action Plan (based on assessment results):

Plans for the Instructor: How will you use your assessment results to enhance student potential to develop global awareness? **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 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 #3: Civic Responsibility

**Excerpt**

*Feedback Report*  
Fall 2003

Prepared by

***Tulsa Community College***  
***Office of Institutional Research and Assessment***

## Executive Summary

- A total of 321 faculty members contributed 340 records to the course-embedded assessment of TCC's general education goal #3, civic responsibility.
- The 321 faculty member responses represent 39.4% participation by adjunct TCC faculty, an increase from 26% participation by adjunct faculty in 2002.
- Overall, 6,019 students were assessed for civic responsibility, 4,752 (79%) of whom were considered successful based on criteria set by the individual faculty members..
- Of the 340 assessment records submitted, 42.6% indicated specific changes to pedagogy in an effort to improve the potential for student learning.
- Requests for institutional intervention are prioritized as follows:
  1. External student-learning opportunities: 13.2%
  2. Professional development: 5.9% (external: 0.6%)  
(internal: 5.3%)
  3. LRC media: 5.9%
  4. Curriculum: 5.6%
  5. Market-list of civic opportunities: 5.3%
  6. Classroom equipment: 3.2%
  7. Share-file: 3.2%
  8. Voter Registration information: 2.9%
  9. Lab Support: 0.9%
  10. Miscellaneous needs (other): 10.0%

**Faculty Contributors**

Pam	Adams	Joy	Betz	Bryan	Coppedge	Stephen	Forrester	Janet	Hoeltzel
Leslie	Alden	George	Black	Everett	Cordingley	Kenny	Franks	Julie	Hogan
Joann	Allen	Jana	Black	Anita	Cornelius	Francine	French	Carolyn	Holder
Janice	Ames	Joel	Bledsoe	Frances	Cowden	Naomi	French	Jill	Holland
Linda	Amoah	Vicki	Bolick	Enoch	Cox	Jeanette	Fronterhouse	Amber	Holleyman
Maxine	Anderson	Claude	Bolze	Judith	Cox	Andrea	Gaines	Karen	Holmes
Beverly	Anderson	Donna	Book	Lisa	Cudd	Thomas	Gambill	Sondra	Holt
Leigh	Anderssen	Angie	Booth	Angela	Dake	Beverly	Garrison	Sanine	Holt
Gail	Arnold	Fred	Bornemann	Cristina	Dascalu	Matthew	Giffhorn	Lisa	Hopkins
George	Austin	John	Bowdle	Rhonda	Davis	Darrell	Gilliam	Nora	Hopkins
Margaret	Aycock	Walt	Bowers	Carol	Davis	Dolores	Givens	William	Horton
Kim	Baer	LaRue	Boyd	Anita	Davis	Anita	Glymour	Shannon	Howard
Matt	Baird	Loretta	Bradley	Randy	Dean	Kenneth	Goljan	Teresa	Hudson
Jenger	Baker	Ginny	Bradley	Calvin	Deem	Yvonne	Goolsby	Kim	Humphrey
Tiffany	Ballard	James	Brown	William	Dekle	Lynn	Greene	Donna	Ingersoll
Barbara	Bardin	Martha	Brown	Sally	DeLeon	Elena	Gregg	Loyd	Ingham
Joel	Barnaby	Golda	Browne	John	DeMint	Patricia	Griffith	Amy	Isaac
Elizabeth	Barnes	Helen	Bryce	Harriet	Derrevere	Barbara	Grogg	Beth	Isaacs
Karen	Barrett	Rebekah	Buck	Merleanna	Dick	Tom	Gross	Carlos	Ize
Rickie	Baxter	Ara	Bulick	Judith	Dieckman	Eddie	Gruben	Linda	Jaeger
Jan	Baxter	Judith	Burnham	Bradley	Dishman	Lori	Hahn	Frances	Jamieson
Douglas	Beard	Patricia	Burton	William	Dodd	Tammy	Hall	Randy	Jindra
Jennifer	Beatie	Charles	Bushyhead	Jennifer	Duncan	LaTonya	Hall	Judith	Johnson
Forrest	Belcher	Sherri	Carrier	Peggy	Dyer	Annie	Hankins	Amy	Johnson
Christina	Belda	Jackie	Caseboldt	Virginia	Echols	Mandi	Harris	Judy	Jones
Terry	Bell	Betty	Casey	Chris	Economou	Sandra	Hayes	Libby	Jones
Patrick	Bell	Ana	Cheek	Theresa	Edwards	Jerry	Hedgecock	Elmer	Jones
Donald	Bellows	Arthur	Churchill	Orly	Elad	Richard	Henry	Cheryl	Judkins
Judy	Benarrous	Gay	Clarkson	Joyce	Enerson	Michelle	Hepner	Theodore	Kachel
Edgar	Benarrous	Julie	Colley	Robin	Evans	Susan	Hickey	Jason	Kearney
Demetrius	Bereolos	Sandra	Cook	Shea	Ferrell	Mary	Hittinger	Lizanne	Keith
Morris	Bernstein	Robert	Cooper	Deborah	Fillmore	Bruce	Hodson	William	Kelly

Kevin	Kenemer	Jeffrey	Moore	Mark	Rabinovitz	Pamela	Slate-Liggett	Najla	Watkins
Lyn	Kent	Nancy	Moore	Katheryn	Rad	Marcia	Smith	John	West
Judith	Kimrey	Frances	Morris	Gujar	Rao	Jon	Smith	Judith	Westmoreland
Stacy	King	Edwin	Morse	Ernest	Raynor	Richard	Smith	Sandra	White
Steve	Klense	Larry	Moss	Eric	Reed	Brenda	Smith-Patten	Nancy	Whitman
Douglas	Kleve	Kimberly	Mounce	Suzanne	Reese	Sharon	Snow	William	Wilbanks
Helen	Kodesh	Cindy	Mulcahy	Nancy	Resnick	Brooke	Snyder	Ruth	Wilcox
A. Laurie	Koller	Dorothy	Muldrow	Betty	Reynolds	Rebecca	Sossamon	Rusty	Wilcox
Sally	Kovac	Sandy	Nation	Lynn	Rivers	J. Alan	Stark	Willa	Williams
Jennifer	Kruse	Katherine	Neely	Judy	Roberts	Richard	Stathem	Dewilda	Williams
Loretta	Lafon	David	Nelson	Mark	Roberts	Greg	Stone	Marion	Williams
Lawrence	Landis	Robert	Nelson	Robyn	Roberts	Kathy	Stotts	Lee	Williams
Judith	Larson	Donna	Niemi	Frank	Roepke	Michael	Swafford	Sheila	Williams
Marjorie	Laucks	Stephen	Nuchia	Alicia	Roesler	Mark	Swiney	Patricia	Wilson
J	Lauderback	Anthony	O'Connor	Betsy	Ross	Lewis	Taggart	Charles	Wilson
Edmond	Lawrence	Patty	O'Shea	Robert	Rosser	Mary	Talbert	Connie	Winslow
Margaret	Lee	Tom	Padalino	Mark	Rowe	Bridget	Thayer	William	Wise
Laurence	Levesque	Robyn	Paliotta	James	Runyan	Marie-Claude	Thomas	Earl	Wolfe
Peggy	Lisenbee	Melanie	Palmer	John	Sakelaris	Theresa	Thompson	Margaret	Wolfe
Robert	Lucy	Donald	Paul	Bruce	Sands	Lu Ann	Thompson	Barbara	Wolfer
Ivan	Lurz	Nancy	Paulie	Linda	Schuller	Susan	Thornbrugh	Edythe	Wood
Luellen	Mack	Lou	Peeks	Pamela	Schwarz	John	Travers	Emily	Wood
Richard	Mangrum	Christopher	Peeples	Shannon	Scott	Stanley	Trout	Jacqueline	Woods
Elizabeth	Martin	Mack	Pennington	Marinell	Scott-Hall	Steve	Troutman	LaYoid	Woodson
George	Matson	Dat	Pham	John	Selph	David	Tucker	Jody	Worley
David	Matthews	Wade	Phares	Valerie	Sharon	Deborah	Turman	Clarence	Wright
Todd	Maxwell	Gay	Phillips	Latondray	Shaw Williams	Sandra	Van Dusen	Rose	Wright
Jane	McCharen	Steve	Platner	Nancy	Shelton	Jay	Vance	David	Wulfers
Janice	McCormick	Christopher	Posey	Dana	Shelton	Pamela	Vesley	Marilyn	Yoachum
C. Jean	McFarland	Marilyn	Pratt	Lori	Shepherd	Carol	VonHolten		
Michael	McRuiz	James	Price	Larry	Shope	James	Wadley		
Jennifer	Means	Jan	Price	Kenna	Skillern	Sarah	Wagner		
Kay	Meyers	Patricia	Puroff	Monica	Skrzypczak	Salli	Wandke		

Table 1: Students Assessed / Successful by Division

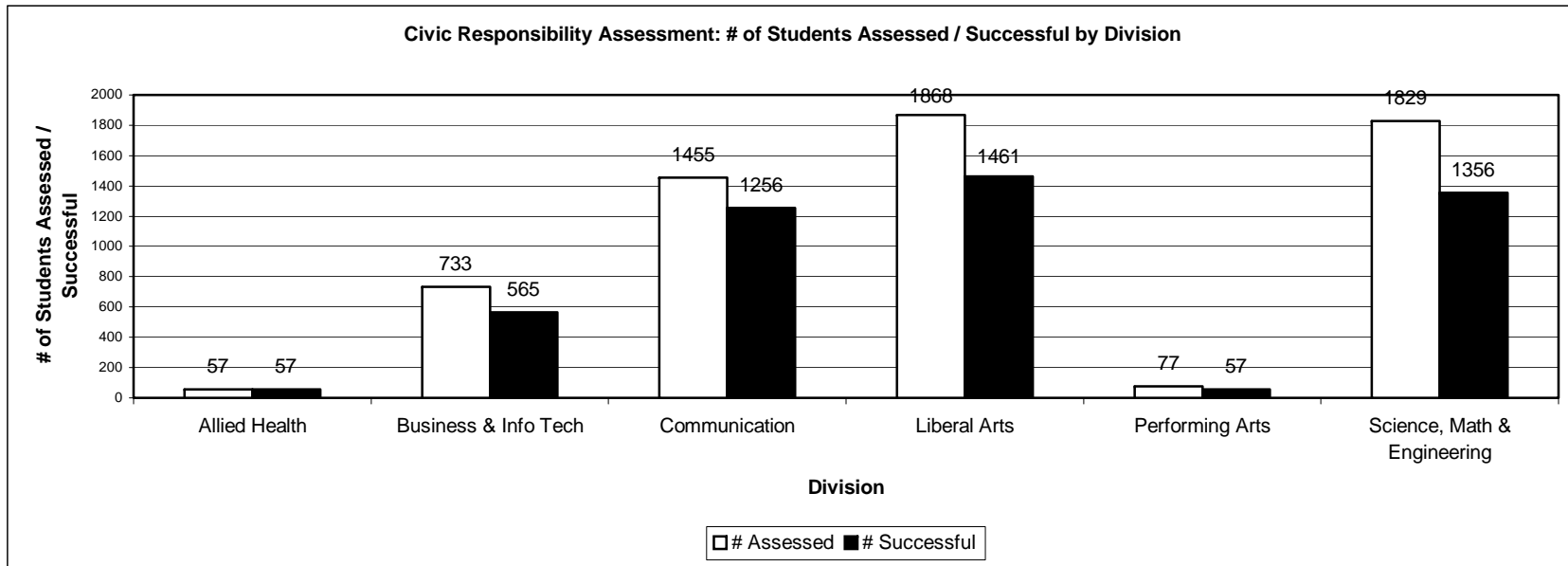


Table 2: Percent Rate of Success by Division

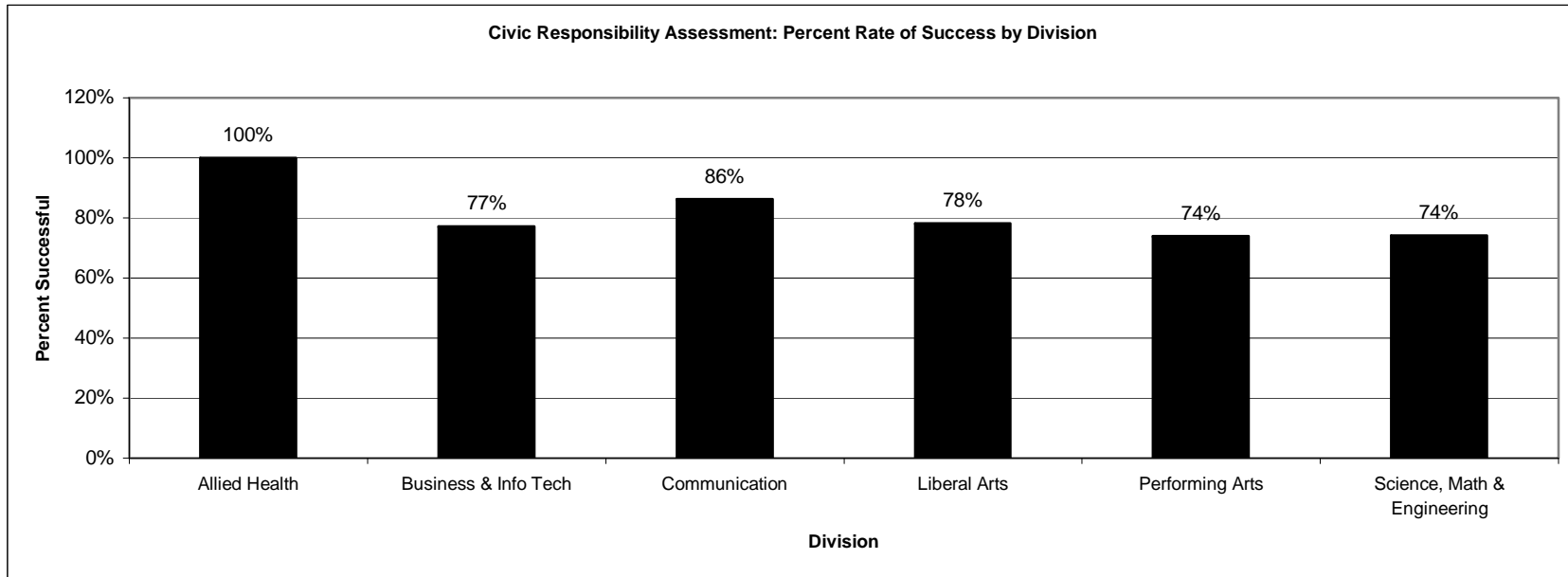




Table 3: Number of Students Assessed / Successful by Discipline/Program

<b><i>Discipline/Program (# of submissions)</i></b>	<b><i>Division</i></b>	<b><i># Assessed</i></b>	<b><i>% Successful</i></b>
Accounting (14)	BUSN	182	73%
Art (8)	LIBA	88	74%
Aviation Sciences (1)	SCMA	16	81%
Biology (28)	SCMA	615	71%
Business (7)	BUSN	93	70%
Chemistry (8)	SCMA	151	85%
Child Development (2)	LIBA	29	97%
Computer Information Systems (21)	BUSN	270	75%
Criminal Justice (1)	LIBA	36	53%
Dental Hygiene (2)	ALLH	28	100%
Developmental Studies in Communication (18)	COMM / LIBA	284	83%
Economics (4)	BUSN	54	93%
Engineering (1)	SCMA	10	90%
English (52)	COMM / LIBA	1083	87%
Geography (2)	LIBA	35	91%
Geology (1)	SCMA	14	86%
Health Information Technology (1)	ALLH	13	100%
History (17)	LIBA	398	78%
Humanities (10)	LIBA	255	81%
International Languages (5)	COMM	92	74%
Interpreter Preparation (3)	LIBA	47	85%
Journalism/Mass Communications (2)	COMM	21	90%
Legal Assistant (3)	BUSN	37	97%
Management (4)	BUSN	44	66%
Marketing (3)	BUSN	53	92%
Mathematics (56)	SCMA	894	72%
Music (8)	PACE	63	78%
Occupational Therapy Assistant (1)	ALLH	7	100%
Philosophy (3)	LIBA	49	65%
Physical Education (4)	SCMA	56	80%
Physics (6)	SCMA	72	97%
Political Science (11)	LIBA	289	88%
Psychology (16)	LIBA	364	71%
Religious Studies (3)	LIBA	27	70%
Sociology (2)	LIBA	31	42%
Speech (9)	COMM / LIBA	195	90%
Survey Technology (1)	SCMA	10	80%
Theatre (2)	PACE	14	57%
<b>Grand Total (340)</b>		<b>6019</b>	<b>79%</b>

# Assessment Instruments, Results and Action Plans

Discipline/Program	Activity	Criteria	# Assessed	#	Instructor Action Plan	Institutional Action
Accounting	Students were given an assignment to determine which particular United Way agencies they supported and to indicate how they provided that support.	The students were required to provide evidence of their support.	7	5	Use in-class assignments to promote volunteerism with my students.	No Response
	Students were given an assignment to determine pick a United Way agency they wished to support.	Each student was given an assignment to create a fun raising activity and provide a budget and schedule for completing the fund raising assignment before the end of the semester.	8	4	Use in-class assignments to promote volunteerism with my students.	No Response
	· Social, political, economic and/or historical knowledge related to the United States  I presented the movie "Wall Street" in class as a case in ethics; after watching the movie the students were asked to answer 3 questions about it (please see attached file).	The 3 questions were subjective and gave room for discussion. I cannot say that there is an exact answer but more of a general idea of being able to identify the ethical issues that can arise in business dealings and the possible outcomes of bad decisions. The criteria used to identify the skills were: if the student was able to identify the approximate time when the main character made an unethical decision involving insider information and what the consequences of that decision might be.	27	18	I will continue to bring in current articles, for class discussion, from sources such as the Wall Street Journal, Forbes, etc., showing the dangers of using and misusing information to gain an unethical advantage. The news is continually reporting all of the abuses of the accounting profession and the results on society; Enron, World Com, Freddie Mac, just to name a few. I have not decided if I will attempt this movie as a case again. It is still used by many Universities but it is a long movie which does not leave much time for discussion and it might be getting a little	I am not sure anything is required at the present time.

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	I asked students to evaluate the Vision 2025 proposal in terms of (1) the issues, (2) identify one strength of each proposal, and (3) identify one weakness of each proposal. This demonstrates participation in a municipal election.	Students that could summarize the four main proposals, identify, in their opinion, one strength and one weakness of each proposal, and were able to do so using proper grammar and punctuation received full credit.	10	6	I think the exercise was useful for students to use their analytical skills, combined with civic awareness, to critique the Vision 2025 proposal. A serious downside of the exercise was the fact that I had to entice the students to do the project with extra credit points, which upwardly skewed the grades of the students that did the work. I had a FASTRACK class, and the extra assignment added to the workload for students already struggling to keep up with the accelerated pace. I would not recommend extra topics outside the realm of Accounting for Financial and Managerial Accounting FASTRACK classes. The overwhelming majority of students are already challenged by the traditional course content of the these classes without adding to it.	None
	This class is completely online and therefore students participated in a service learning activity entirely online. The project I used was to facilitate a better understanding of the difference between non-profit accounting and for profit accounting (what the class is about). The project involved selecting a non-profit organization/agency and contacting an individual in the Accounting Department. Students then emailed three predetermined questions to that person and learned from their responses.	Students had to FORWARD me via email the responses of the person they interviewed (25 points). They also had to blind copy me on an email thanking the individual for their time and valuable responses (10 points).	20	18	Overall, students enjoyed this assignment and learned from it. I am definitely going to keep this project in the class curriculum.	None at this time.

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	A report was incorporated into the homework requiring students evaluate civic responsibility using communication skills and critical thinking as it involves the ethical considerations and how they involved the accounting practice in the recent Enron case.	Students that were able to elaborate and express an opinion stating that management's intent of unfairly manipulating the results of corporate financial data was wrong were deemed to have successfully demonstrated civic responsibility in this area.	17	17	I will continue including to incorporate current events in accounting in my every day lectures. Periodic reports/papers that express opinions will continue to be utilized as appropriate.	None at this time.
	We had a lecture and activity involving a discussion and group project about companies and how they can offer civic enhancement for the community. We talked about pro sports stadiums that were built by companies for the community and have the organizations name. We talked about Walmart and Paul Newman's food companies and how the help there communities. The group presented their company and civic responsibilities to the class. This was followed by a class discussion and class questions.	By the amount of participation the students contributed to the discussion and the quality of the paper they submitted.	12	12	I will use current events and continue to use an activity with a grade to help motivate the students.	I think a video about the topic would be helpful. Maybe a documentary.
	A list of 5 questions was developed and given to the students as they were taking a test.	The students who answered 4 out of 5 with an answer of True, were said to have successfully demonstrated civic responsibility.	11	8	Continue to teach as I currently do. During my chapter on ethics, current events that relate to this topic	None that I know of.

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	I prepared an information-gathering handout for our first class session to assess what the students knew about the American tax system. The handout was a 3-column form with the headings Federal, State, Local. Under each column I asked for 6 agencies/services provided by the various levels of government.	I looked to see if the students were able to make an entry all 18 spots on the handout and whether their entries were actually agencies/services provided by those levels of government.	9	2	I plan to keep using this form as an evaluation/discussion format of the American tax	None
	We also discuss historical business transactions where fraud occurred.	During class discussions, I present examples of business fraud and misrepresentation. I ask students to explain or share instances of business fraud and encourage them to ask me questions about such matters.	8	8	I will continue to highlight accountants civic responsibilities relating to their job as financial managers, senior staff, etc. of whatever organization they are employed.	I have always thought that visual displays of examples of civic responsibilities work well to always keep such activities in mind.
	The students were asked to evaluate an accounting ethical case from their text & relate it to current events.	Students were to identify the problem, suggest a solution & compare it to current events. Solving problem 3 points. Current event 3 points	10	6	I will continue to bring in outside current event information.	Bringing in more outside current events. Promote outside reading of journals.
	The class examined the Vision 2025 Tax regarding revenue and expenses. After researching the information, they submitted a report reflecting their thoughts about the tax and how it would hinder or benefit Tulsa County. The objectives met were social, political, economic knowledge and participation in some aspect of election.	The entire class was aware of civic responsibility and their opportunities to become more involved in decision making for Tulsa County. They were also aware of the financial obligations that the political entities were dealing with in Tulsa County. Their civic responsibilities were brought out in their views regarding the Vision 2025 Plan.	8	8	I will try to keep future classes more informed about issues regarding current events in Tulsa County and the State, especially if it concerns finances.	Any economic publications for Tulsa Community College.

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	Involvement in social action project. Asked students to comment on and make a commitment to safe driving.	Some students did not respond to survey. Some students did respond. For those who responded, I saw a passion for safe driving in our community. Some stated they would be for even stiffer fines for speeding and other things that are against the law.	23	10	No Response	No Response
	Discussion in the class was regarding the improper accounting practices that have happened in the past couple of years.	Their response to the problems that come about when you do not report the correct information and what can happen to a corporation. Example	12	11	I will continue to discuss that the students on the importance of being hones.	No Response

# General Education Assessment

Goal #4: Global Awareness

**Excerpt**

*Feedback Report*  
Fall 2003

Prepared by

***Tulsa Community College***  
*Office of Institutional Research and Assessment*

## Executive Summary

- A total of 162 faculty members contributed 141 records to the course-embedded assessment of TCC's general education goal #4, global awareness.
- The 162 faculty member responses represent 61.1% participation by full-time TCC faculty, an increase from 50% participation by full-time faculty in 2002.
- Overall, 3,707 students were assessed for global awareness, 3,013 (81%) of whom were successful based on criteria set by individual faculty members.
- Of the 141 assessment records submitted, 44.0% indicated specific changes to pedagogy in an effort to improve the potential for student learning.
- Requests for institutional intervention are prioritized as follows:
  1. LRC/Media: 14.9%
  2. Professional development: 14.9% (external: 9.2%)  
(internal: 5.7%)
  3. External student-learning opportunities: 12.1%
  4. Classroom equipment: 7.8%
  5. Lab Support: 2.8%
  6. Curriculum: 2.1%
  7. Class Size: 1.4%
  8. Miscellaneous needs (other): 10.6%



Table 1: Students Assessed / Successful by Division

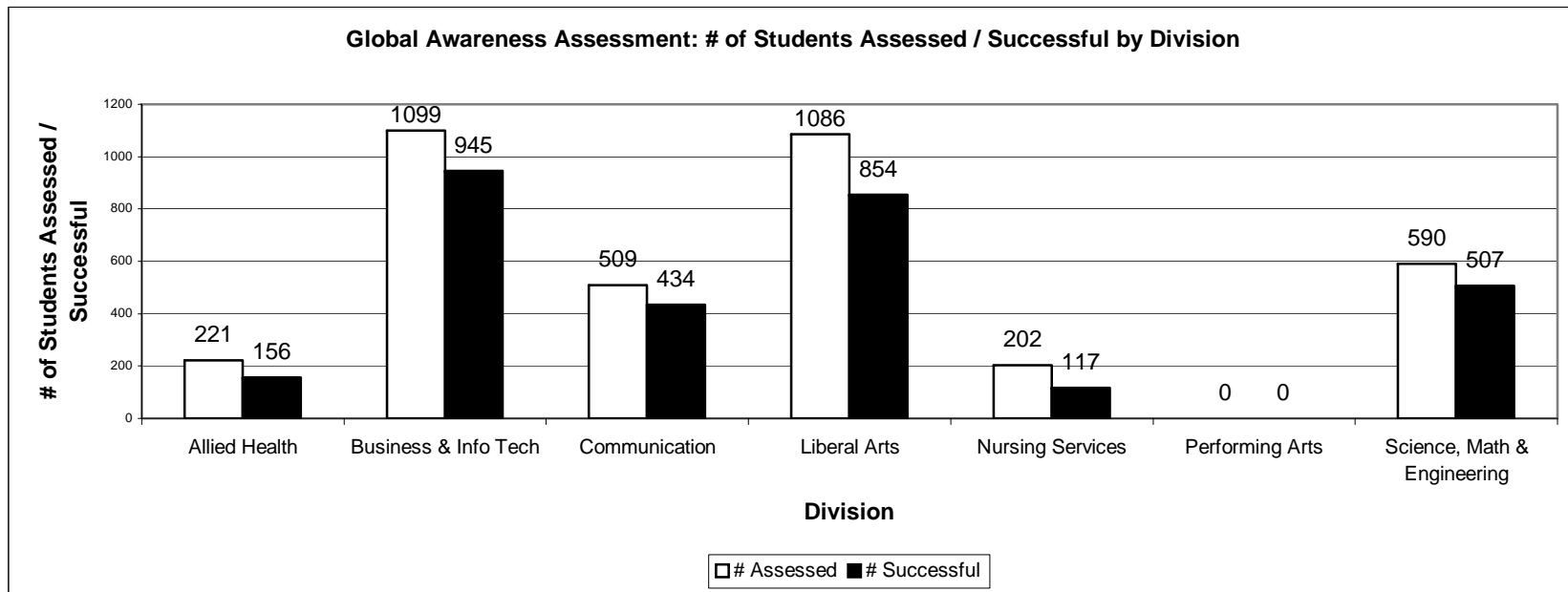


Table 2: Percent Rate of Success by Division

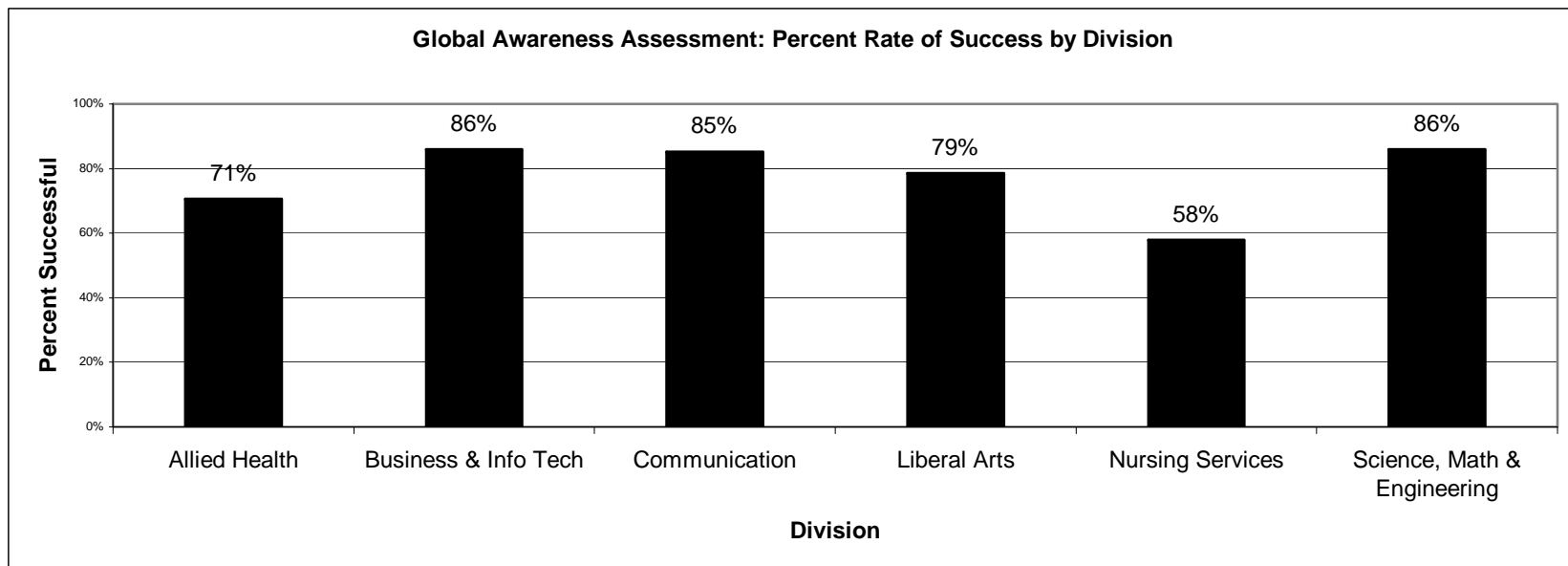


Table 3: Number of Students Assessed / Successful by Discipline/Program

<b>Discipline/Program</b>	<b>Division</b>	<b># Assessed</b>	<b># Successful</b>	<b>% Successful</b>
<b>Accounting (7)</b>	BUSN	139	127	91%
<b>Allied Health (1)</b>	ALLH	34	16	47%
<b>Art (3)</b>	LIBA	123	90	73%
<b>Aviation Sciences (1)</b>	SCMA	14	10	71%
<b>Biology (5)</b>	SCMA	162	139	86%
<b>Business (1)</b>	BUSN	12	9	75%
<b>Chemistry (4)</b>	SCMA	89	83	93%
<b>Child Development (3)</b>	LIBA	108	94	87%
<b>Computer Information Systems (15)</b>	BUSN	322	279	87%
<b>Criminal Justice (1)</b>	LIBA	12	9	75%
<b>Dental Hygiene (3)</b>	ALLH	42	39	93%
<b>Developmental Studies in Communication (4)</b>	COMM	202	168	83%
<b>Economics (7)</b>	BUSN	385	328	85%
<b>Engineering (1)</b>	SCMA	27	25	93%
<b>English (13)</b>	LIBA	384	330	86%
<b>Gerontology (1)</b>	NURS	0	0	--
<b>Health Information Technology (1)</b>	ALLH	27	27	100%
<b>History (7)</b>	LIBA	224	160	71%
<b>Human Resources (1)</b>	BUSN	13	0	0%
<b>Human Services (1)</b>	LIBA	13	13	100%
<b>Humanities (4)</b>	LIBA	199	159	80%
<b>Interior Design (1)</b>	BUSN	18	18	100%
<b>International Languages (4)</b>	COMM	48	44	92%
<b>Interpreter Preparation (2)</b>	LIBA	18	16	89%
<b>Journalism / Mass Communications (1)</b>	COMM	10	10	100%
<b>Legal Assistant (1)</b>	BUSN	37	30	81%
<b>Management (2)</b>	BUSN	63	51	81%
<b>Marketing (1)</b>	BUSN	80	73	91%
<b>Mathematics (11)</b>	SCMA	163	119	73%
<b>Medical Laboratory Technology (1)</b>	ALLH	7	2	29%
<b>Nursing (4)</b>	NURS	202	117	58%
<b>Occupational Therapy Assistant (1)</b>	ALLH	12	11	92%
<b>Patient Care Technology (1)</b>	NURS	0	0	--

-- continued on the next page --

Table 3 (continued...)

<b>Philosophy (1)</b>	LIBA	7	7	100%
<b>Physical Education (1)</b>	SCMA	8	8	100%
<b>Physical Therapy Assistant (4)</b>	ALLH	74	36	49%
<b>Physics (4)</b>	SCMA	87	83	95%
<b>Political Science (2)</b>	LIBA	73	60	82%
<b>Psychology (6)</b>	LIBA	149	106	71%
<b>Quality Control Technology (1)</b>	SCMA	20	20	100%
<b>Religious Studies (1)</b>	LIBA	5	5	100%
<b>Respiratory Therapy (3)</b>	ALLH	25	25	100%
<b>Speech (2)</b>	COMM	20	17	85%
<b>Telecommunications (1)</b>	BUSN	30	30	100%
<b>Veterinary Technology (1)</b>	SCMA	20	20	100%
<b>Grand Total</b>		3707	3013	81%

## Faculty Contributors

Audrey	Alcorn	Lisa	Gerow	Cheryl	Hyland	Rusty	Middleton	Steve	St. John
Natalie	Arnold	Nikki	Givens	Pamela	Imhoff	Gary	Miller	Sarah	Stecher
Susan	Attalla	Carla	Goble	Marilyn	Inhofe	Dorothy	Minor	Francoise	Sullivan
Jerry	Babb	Donna	Goodwin	Pamela	Johnson	Maxine	Minson	Angela	Summers
Beverly	Bailey	Warren	Graham	Glenn	Jones	Perri	Montgomery	Michael	Swafford
Phoebe	Baker	Vince	Griffin	Vicki	Jurries	Judy	Moore	Jacalyn	Swicegood
Carolyn	Bednar	Vivian	Hagood	Pam	Kannady	Betty	Morales	Paddy	Swiney
Virginia	Bellows	Anita	Hall	Suzan	King	Sid	Moyers	Ann	Taff (Hammer)
James	Blackburn	Yuko	Hamaie	Diane	Knapp	Christine	Myers-Baker	Kathy	Tam
Karen	Boutell	Jeffrey	Hammontree	Irina	Krivtsova	Janet	Nowland	Sherry	Taylor
William	Briscoe	Jane	Hammontree	Eric	Lange	Susan	O'Neal	Carole	Thompson
Jennifer	Campbell	James	Hardwick	Myrna	Lanier	Dale	Parkey	Suzanne	Thompson
Mary	Cantrell	Renee	Harrison	Sandra	Lanoue	Dawn	Parton	Carol	Tillman
Rosemary	Carlson	Randy	Harvey	Mary	Larson	David	Patocka	Radonna	Tims
Jane	Chandler	Don	Hastings	Rebecca	Legleiter	Gary	Persing	Diane	Trimble
Pamela	Chew	Brad	Heath	Sharon	Limas	Mary	Phillips	James	Tripplehorn
Kenneth	Claney	Connie	Hebert	Julie	Luscomb	Anne	Phillips	Bud	Turman
Penny	Colglazier	Harry	Henslick	Linda	Lyons-Coyle	Lance	Phillips	Nancy	Vitali
Darin	Combs	Jim	Hicks	Denise	Lysikowski	Millard	Pickering	Marva	Volk
Elizabeth	Connell	Carla	Hinkle	Ann	Malloy	Carol	Plummer	James	Wadley
Sue	Cook	Antonio	Hirad	Tamara	Maness	Sarah	Plunkett	James	Wadley
Jennifer	Dafforn	Gregory	Hitchcock	Fern	Marrs	Diane	Polcha	Sharolyn	Wallace
Kathy	Daily	Susan	Hoggard	Don	Mathieson	Linnette	Polk	Lisa	Watkins
RoxAnn	Davenport	Diana	Holsten	David	Matthews	Victoria	Prevatt	Mitzi	Whitener
William	Derrevere	Jeff	Holt	Pamela	Mattson	Beverly	Pyron	Judy	Williams
Suzann	Dunkerley	Lisa	Hopkins	Miriam	May	Camille	Quinn	Jack	Williams
Elise	Earl	Linda	Houston	Lori	Mayberry	Suzanne	Reese	Julie	Woodruff
Wendy	Eddy	Gretchen	Hrachovec	M. Anne	McCarty	Daryl	Richter	Jean	Woody
Tiffany	Engel	Shelly	Huggard	Terry	McDevitt	Susan	Schoffman	Lyn	Zembrod
Cheryl	Feken	Cheryl	Hughes	Jenny	McGavock	Jack	Sellers	Sandra	Zingo
Jeanne	Froeb	Jerry	Humphrey	Beverly	McGeady	Joseph	Siebers		
Cathy	Furlong	Laura	Hunt	Michael	McRuiz	William	Smith		
Derek	Garvin	Gwenn	Hurlbut	Chrystie	Meziere	Russell	Sowell		

# Assessment Instruments, Results and Action Plans

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	Internet students had a reading article about Wal-Mart's failure, and success upon entering the German and British retailing sectors, respectively. Then they had the same assigned global awareness tasks as the on campus students.	The ultimate question to distinguish students who demonstrated global awareness and those who did not was: "Is it important for business people to be globally aware? (Remember even if you are not competing in other countries' markets, you usually have international competitors in your U.S. market.)"	21	20	Based upon the results, I plan to continue using the same approach.	No Response
	I sent my class on-line to the web site for the International Accounting Standards Board and had them determine where it was located, what countries were involved, and what areas of Accounting they wished to control. We then had a discussion of the current differences between accounting standards in the U.S. and elsewhere.	We did a short test on the location, scope and involvement of the IASB. No grade was given, just 5 bonus points for taking it. I evaluated their global awareness based on their successful completion of the exam.	9	9	I plan on incorporating this exercise into all of my accounting classes.	No additional resources are required.

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	Not Applicable to Financial Accounting Since generally accepted accounting principles (GAAP) which are entire focus of financial accounting vary greatly from country to country. It isn't applicable to an introductory accounting course. After students have learned GAAP as applied in the US then they can look at other reporting standards from other countries. This comparison usually takes place in either the advanced financial accounting course taught in their senior year or in graduate school.	N/A See above	0	0	No Response	No Response
	An understanding of the impact of economic and technological changes was measured by an exam question about just-in-time manufacturing. See attached question:  5. Just-in-time manufacturing is a concept that has had huge global influence and ramifications. Explain it as follows:  a. What are its components?  b. What are its advantages?  c. What are its	The answer could have included 25 items (see rubric attached). Students who discussed 15-25 of these items demonstrated mastery of the topic; 10-14 items demonstrated an excellent grasp of the topic; 7-9 items demonstrated adequate understanding of the topic; 4-6 items demonstrated little understanding of the topic; 0-3 items demonstrated no understanding of the topic.	24	21	Continue as is; no change.  lectures.	We have already purchased a book for the library on Just-in-Time; a review of and purchase of appropriate videos would provide another supplement to the in-class

<b>Discipline/Program</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b>#</b>	<b>Instructor Action Plan</b>	<b>Institutional Action</b>
Accounting	Internet students had a reading article about Wal-Mart's failure, and success upon entering the German and British retailing sectors, respectively. Then they had the same assigned global awareness tasks as the on campus students.	The ultimate question to distinguish students who demonstrated global awareness and those who did not was: "Is it important for business people to be globally aware? (Remember even if you are not competing in other countries' markets, you usually have international competitors in your U.S. market.)"	20	19	Based upon the results, I plan to continue using the same approach.	No Response
	We discussed Appendix F—Foreign Currency Transactions from our Financial and Managerial Accounting Textbook from the standpoint of what general journal entries would be made for sales made in foreign currency and entries for purchases made in foreign currency. I believe student learned the dollar "Value" conversion concept in Global Awareness. We did this as an assignment/exercise.	Two exercises were given requiring four entries in each exercise. There must be 1 debit entry and one credit entry for each entry. Each entry requires a debit and credit and an amount. One-fourth point was given for each account and each amount correct for a total of 48 items times ¼ point each for a total possible of 12. If a student got 8.4 (70% of 12) or above I considered the student had demonstrated global awareness.	33	30	I will continue to give Foreign currency transactions exercises to emphasize one of the many accounting issues in this world as Global Awareness.	I believe it is up to the Professor/Instructor to include this aspect in their classes as they believe it relates to their subject matter.
	We discussed Appendix F—Foreign Currency Transactions from our Financial and Managerial Accounting Textbook from the standpoint of what general journal entries would be made for sales made in foreign currency and entries for purchases made in foreign currency. I believe student learned the dollar "Value" conversion concept in Global Awareness. We did this as an assignment/exercise.	Two exercises were given requiring four entries in each exercise. There must be 1 debit entry and one credit entry for each entry. Each entry requires a debit and credit and an amount. One-fourth point was given for each account and each amount correct for a total of 48 items times ¼ point each for a total possible of 12. If a student got 8.4 (70% of 12) or above I considered the student had demonstrated global awareness.	32	28	I will continue to give Foreign currency transactions exercises to emphasize one of the many accounting issues in this world as Global Awareness.	I believe it is up to the Professor/Instructor to include this aspect in their classes as they believe it relates to their subject matter.





*Appendix For Outcomes Assessment (OA)*



**Discipline Goal / Program Competency**

# **Assessment Report**

**Spring 2004**

**Excerpt**

Compiled by

The Office of Institutional Research and Assessment

May 2004

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## Executive Summary

- A total of 276 faculty members (81 full-time, 195 adjunct) contributed 288 records to the course-embedded assessment of discipline goals and/or program competencies.
  
- The 276 contributing faculty members represent approximately 26% participation by TCC faculty (30% full-time, approximately 25% adjunct).
  
- Of the 288 assessment records submitted, 46% indicated specific changes to pedagogy in an effort to improve the potential for student learning. Additionally, 17% indicated that no changes were necessary based on assessment results. Other faculty indicated neither modified nor continued actions based on assessment results.
  
- Requests for institutional intervention are prioritized as follows:
  1. Professional Development: 11%(External: 6%)  
(Internal: 5%)
  2. Lab Support: 10%
  3. Curriculum/textbook: 10%
  4. LRC Media: 8%
  5. Classroom Equipment: 7%
  6. Faculty Sharing: 5%
  7. External Student Learning Opportunities: 4%
  8. Testing Center: 3%
  9. Entry-Level Placement: 2%
  10. Online needs: 2%
  11. Other: 5%

## List of Contributing Faculty Members

### Full-time Instructors

Audrey Alcorn  
 Susan Attalla  
 Phoebe Baker  
 Ella Barre  
 Brena Bellovich  
 James Blackburn  
 Claude Bolze  
 Mary Cantrell  
 Rosemary Carlson  
 Pamela Chew  
 Penny Colglazier  
 Sue Cook  
 Kathy Daily  
 RoxAnn Davenport  
 Tamra Davis  
 Tiffany Engel  
 Carla Goble  
 William Goswick  
 Warren Graham  
 Anita Hall  
 Yuko Hamaie  
 Ann Hammer  
 James Hardwick  
 Randy Harvey  
 Don Hastings  
 John Hensley  
 Harry Henslick  
 Antonio Hirad  
 Susan Hoggard  
 Jeff Holt  
 Lisa Hopkins  
 Cheryl Hughes  
 Laura Hunt  
 Pamela Imhoff  
 Marilyn Inhofe  
 Glenn Jones  
 Diane Knapp  
 Harvey Lamberson

Eric Lange  
 Sandra Lanoue  
 Rebecca Legleiter  
 Sharon Limas  
 Julie Luscomb  
 Fern Marrs  
 Don Mathieson  
 Lori Mayberry  
 Terry McDevitt  
 Jenny McGavock  
 Michael McRuiz  
 Gary Miller  
 Dorothy Minor  
 Earnest Montgomery  
 Michael Moore  
 Stephen Murdock  
 Christine Myers-Baker  
 Janine Nelson  
 Susan O'Neal  
 Dale Parkey  
 David Patocka  
 Lance Phillips  
 Mary Phillips  
 Anne Phillips  
 Diane Potts  
 Victoria Prevatt  
 Joyce Shilling  
 William Smith  
 Russell Sowell  
 Steve St. John  
 Sarah Stecher  
 Larry Sternberger  
 Francoise Sullivan  
 Michael Swafford  
 Jacalyn Swicegood  
 Paddy Swiney  
 Suzanne Thompson  
 Diane Trimble  
 Krena White  
 Mark Wiegel

Judy Williams  
 Steven Woods  
 Jean Woody

### Adjunct Instructors

Joann Allen  
 Linda Amoah  
 Beverly Anderson  
 Maxine Anderson  
 Leigh Anderssen  
 Kathie Angelo  
 Gail Arnold  
 Loren Athens  
 Jenger Baker  
 Ardith Baker  
 Tiffany Ballard  
 Barbara Bardin  
 Rickie Baxter  
 Douglas Beard  
 Morris Becknell  
 Dixie Belcher  
 Forrest Belcher  
 Christina Belda  
 Patrick Bell  
 Judy Benarrous  
 Sharon Berry  
 George Black  
 Joel Bledsoe  
 Kasey Bogert  
 Donna Book  
 Fred Bornemann  
 John Bowdle  
 Charles Bowers  
 Ginny Bradley  
 Kenneth Brewer  
 Martha Brown  
 Rebekah Buck  
 Rose Canahl  
 Maria Christian

Arthur Churchill  
 Gay Clarkson  
 Deborah Clary  
 Donal Coggins  
 Julie Colley  
 Robert Cook  
 Sandra Cook  
 Marvin Cooke  
 Robert Cooper  
 Bryan Coppedge  
 Judith Cox  
 Lisa Cudd  
 Rhonda Davis  
 William Dekle  
 Alisha Denton  
 Merleanna Dick  
 Judith Dieckman  
 Rebecca Edmonson  
 Susan Edwards  
 Theresa Edwards  
 Shea Ferrell  
 Kenny Franks  
 Francine French  
 Naomi French  
 Marvin Frohock  
 Derek Garvin  
 Matthew Giffhorn  
 Lise Glaser  
 Elena Gregg  
 Lucille Griffin  
 Patricia Griffith  
 Lori Hahn  
 Tammy Hall  
 LaTonya Hall  
 Annie Hankins  
 Sandra Hayes

### List of Contributing Faculty Members (cont.)

#### Adjunct Instructors (cont.)

Ginger Hendricks  
 Richard Henry  
 Susan Hickey  
 Patricia Hinkel  
 Mary Hittinger  
 Bruce Hodson  
 Janet Hoeltzel  
 Carolyn Holder  
 Katherine Holland  
 Kathryn Holmes  
 Nora Hopkins  
 William Horton  
 Rebecca Houser  
 Rebecca Howard  
 Dale Howard  
 Shannon Howard  
 Frances Jamieson  
 Amy Johnson  
 Terry Jones  
 Judy Jones  
 Libby Jones  
 Elmer Jones  
 Arthur Kachel  
 Lizanne Keith  
 Lyn Kent  
 Judith Kimrey  
 Stacy King  
 Jennifer Kruse  
 Loretta Lafon  
 Lawrence Landis  
 Judith Larson  
 Alexa Larson-Thorisch  
 Marjorie Laucks  
 J. Lauderback

Cindy Leonard  
 Robert Lucy  
 Elizabeth Martin  
 Todd Maxwell  
 Janice McCormick  
 J. McDowell  
 Jennifer Means  
 Kay Meyers  
 Angela Meyers  
 Hartman Mitchell  
 Jeffrey Moore  
 Frances Morris  
 David Morse  
 Dorothy Muldrow  
 Ronald Muse  
 Sandy Nation  
 Tony Nelson  
 David Nelson  
 Ralph E.R.Nichols  
 Donna Niemi  
 Anthony O'Connor  
 Sharron O'Neil  
 Tom Padalino  
 Melanie Palmer  
 Nancy Paulie  
 Christopher Peebles  
 Victor Penel  
 Dat Pham  
 Wade Phares  
 Gay Phillips  
 Steve Platner  
 Christopher Posey  
 Marilyn Pratt  
 Doug Price

Jan Price  
 James Price  
 Janet Purinton  
 Katheryn Rad  
 Barbara Radcliff  
 Ernest Raynor  
 Nancy Resnick  
 Judy Roberts  
 Amanda Rodgers  
 Alicia Roesler  
 David Ruskoski  
 John Sakelaris  
 Linda Schuller  
 Pamela Schwarz  
 Paul Shaddox  
 Valerie Sharon  
 Dana Shelton  
 Lori Shepherd  
 Carolyn Simpson  
 Kenna Skillern  
 Pamela Slate-Liggett  
 Dusti Sloan  
 Richard Smith  
 Brenda Smith-Patten  
 Shirley Stanley  
 Chad Stanton  
 Mary Stege  
 Salley Storey  
 John Story  
 Mark Swiney  
 Mary Talbert  
 Bridget Thayer  
 Roger Thompson  
 Theresa Thompson

Susan Thornbrugh  
 Deborah Turman  
 Sandra Van Dusen  
 Carol VonHolten  
 Salli Wandke  
 Allison Weeter  
 Judith Westmoreland  
 Nancy Whitman  
 Rusty Wilcox  
 Carolyn Williams  
 Sheila Williams  
 Gayaleen Williams  
 Patricia Wilson  
 Laura Wilson  
 William Wise  
 Margaret Wolfe  
 Barbara Wolfer  
 Emily Wood  
 LaYoid Woodson  
 Jody Worley  
 Clarence Wright  
 Rose Wright  
 Marilyn Yoachum

# Accounting

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<b>Goal Assessed</b>	<b>Activity</b>	<b>Criteria</b>	<b># Assessed</b>	<b># Successful</b>	<b>Instructor Action Plan</b>	<b>Institutional Action Plan</b>
Internal Control in Establishment of Accounting System	<p>The need for internal controls to assure protection of assets and control of costs is a major underpinning of Accounting. It is a theme that must be woven throughout an effective and efficient accounting system. These concepts are discussed, demonstrated, and practiced throughout this course. One of the initial actions in which the recognition of internal controls is required is the design of the Chart of Accounts in the accounting system. The Chart of Accounts establishes the framework around which the accounting practices and procedures for the company are designed. For maximum effectiveness a Chart of Accounts should be unique to the operations of a company and the needs of management and others that are responsible for the protection of assets and containment of costs. To demonstrate this competency, students were required to establish a Chart of Accounts as part of one of the projects in this course. Prior to starting the project the importance of inclusion of internal controls in the design of the accounting system was discussed in a group setting.</p>	<p>Success was measured based on the student establishing a Chart of Accounts that reflected the needs under the circumstances specified in the project. The measurements included proper organization, description, and numbering of accounts as required for the information in the project.</p>	8	7	<p>The competency activity will continue to be used in this course and evaluated over time.</p>	<p>None is needed for this competency at this time.</p>



# Accounting

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Accounting graduates will be able to identify and work with basic accounting concepts, principles, and systems of internal control.	Internal Control is introduced in Financial Accounting 2213 but is more fully examined in the next course in sequence, Managerial Accounting 2223. As part of the introduction over internal controls, I brought to class some of the summary information on the Sarbanes-Oxley Act of 2002. This Act is the direct result of some of the "high profile" business failures in the last few years such as Enron and WorldCom. More specifically, we discussed section 404 of this Act.	Since this is an introductory accounting class, the topic of internal controls is not tested in my class. Instead it was presented and a discussion with students followed over the topic. If the student attended the class I believe they benefited from the discussion and had an idea of some of the "new" topics in current business that they might possibly face in their careers.	16	14	I will continue to research and provide current information to discuss in class in addition to the textbook material.	None at the present time.
Accounting graduates will be able to "identify and work with basic accounting concepts, principles, and systems of internal control.	Students were given homework recording business transactions in traditional "general journal entry" format using debits and credits. Then on an exam, the students had to exhibit their mastery of this basic accounting concept (journal entries) which encompasses all the basic principles of the day-to-day bookkeeping and accounting work.	Students were given a 40 point, embedded examination problem involving 10 business transactions to be recorded in proper accounting "general journal entry" format. Two of these transactions were for more complex accounting transactions which required the use of what are known as "compound general journal entries." One of the compound entries required the use of 3 exact accounting records, and the other event required the use of 5 specific accounts all in one entry. Students who successfully scored 85 percent or higher of the points possible on the problem were assessed as having achieved the learning outcome goal. (It is important to note that students could miss points for other things besides not knowing the correct account records to use.)	24	20	Using the accounting concept of cost/benefit, I will continue with the same successful methods. Students encountering problems mastering the skill will be encouraged to do extra work, to seek assistance, and to make use of the copious other learning resources that the publishers and the instructor have made available as part of my Financial Accounting class package.	In addition, the institution will be again be encouraged to create and fund the traditional positions of student accounting tutors used at other colleges and universities.

# Accounting

Goal Assessed	Activity	Criteria	# Assessed	# Successful	Instructor Action Plan	Institutional Action Plan
Internal Control in “Just In Time Operations”	<p>The objective of “Just In Time Manufacturing Operations” is to focus on reducing time, cost and poor quality within manufacturing operations. This is an internal control method of minimizing expenses and maximizing net income. The internal control competency in “Just In Time Operations” in a manufacturing environment was assessed by showing how to work two exercises with videos, one Crosswords Puzzle (definition of terms), and Quiz Games with many Multiple choice and true/false questions covering the concepts of Just In Time Manufacturing Operations versus the traditional manufacturing practices; pull vs. push manufacturing, value-added vs. nonvalue-added activities, prevention costs, internal failure cost, external failure cost; lead time; setup time; product vs. process oriented layout; etc.</p> <p>Three quizzes were then given as follows to assess internal control in “ Just In Time(JIT) Manufacturing Operations:</p> <p style="padding-left: 20px;">Quiz—contains 13 multiple choice questions and 10 true/false questions worth 1 point each for a total of 23 points.</p> <p style="padding-left: 20px;">Matching Quiz---contains 8 Matching questions with five items to match in each worth a total of 8 points.</p> <p style="padding-left: 20px;">Pretest Quiz—Contains 5 Multiple Choice questions worth a total of 5 points.</p>	<p>These online quizzes were assessed with points as stated above in question 1 and given points if they got the correct answer. All who prepared and submitted the quizzes got all correct. Three students did not attempt the quizzes.</p>	23	20	<p>All definitions, concepts, and calculations were demonstrated in the videos and exercise demonstrations. Since all students who did the quizzes passed with perfect grades nothing is planned to be changed at this time.</p>	<p>None for this competency is needed at this time.</p>

**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. <input type="checkbox"/> Yes <input type="checkbox"/> No	9. The instructor explained what work would be required. <input type="checkbox"/> Yes <input type="checkbox"/> No	10. The instructor explained how required work would be evaluated. <input type="checkbox"/> Yes <input type="checkbox"/> No
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**III. The Instructor Throughout the Semester:**

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

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

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

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

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

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

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

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

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

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

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

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

IV. Generally:

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

- Enthusiastic       Uninspired
- Interested         Bored
- Neutral

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

- Always               Rarely
- Frequently         Never
- Sometimes

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

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

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

- Respectful         Impatient
- Patient             Inappropriate
- Reasonable

Summary of Course:

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

Additional Comments:

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

Course Call Number:

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





Survey Items	Students who "Agree" or "Strongly Agree"
The instructor set and maintained high course standards.	11,196 (95%)
The instructor was well prepared for each class.	11,063 (94%)
The instructor explained topics clearly.	10,502 (89%)
The instructor encouraged understanding and applying facts as well as memorizing them.	10,854 (92%)
The instructor encouraged the students' creative thinking.	10,396 (89%)
The instructor encouraged the students' critical thinking.	10,803 (92%)
The instructor was available for consultation during posted office hours or by appointment.	9,933 (84%)
The instructor was patient with students' learning.	10,946 (93%)
The instructor alternated methods of instruction.	9,847 (84%)
The instructor returned graded work as promised.	10,872 (93%)
The instructor returned papers, tests, and assignments with helpful comments.	10,108 (87%)

Survey Items	Students who Responded "Yes"
The instructor explained the syllabus.	11,420 (99%)
The instructor explained what work would be required.	11,263 (98%)
The instructor explained how work would be evaluated.	10,820 (96%)
My expectations for this course were met.	10,461 (93%)
This course was a challenging and learning experience for me.	10,529 (93%)
I would recommend this course to other students.	10,415 (90%)

Survey Items	Students who Responded as Described
The teacher's attitude toward the subject matter was either "enthusiastic" or "Interested":	9,065 (92%)
Information and dates for major assignments were either "always" or "frequently" announced and/or distributed through the syllabus, handouts, or course materials:	9,828 (96%)
Regarding course subject matter, the instructor's ability to answer students' questions suggests either "mastery," "strong competency," or "adequate knowledge":	10,334 (98%)
The instructor responded to students' questions in a manner that was either "respectful," "patient," or "reasonable":	10,062 (98%)
<b>Total Number of Students Assessed*</b>	<b>12,226</b>

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