

TULSA COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2004 – 2005

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TULSA COMMUNITY COLLEGE

ANNUAL STUDENT ASSESSMENT REPORT 2004-2005

EXECUTIVE SUMMARY

Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 35 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 2004 Summer and Fall Semesters and the 2005 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.

Three-fifths (61.4%) of entering TCC students scored high enough on the ACT Reading test to be placed in college level reading courses. Almost one-third (34.5%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 4.0% of these students scored within a range of scores that would place them into a remedial Reading I course.

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 (54.7%) of the new TCC freshmen scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Almost two-fifths (38.2%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.2% 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.

Two-fifths (40.5%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Another two-fifths (39.8%) scored within a cut-score range for placement into Intermediate Algebra. Finally, one-fifth (19.7%) 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 Subcommittee has completed its long-term effort to validate TCC's placement program in mathematics, reading and writing. Having completed these tasks, the Entry

Level Subcommittee has turned its attention to research concerning student retention and persistence. We have chosen not to implement our initial plan to conduct a research study based on the impact of Strategies for Academic Success on student retention and persistence because the available cohort for study was too small to yield useful results. The Subcommittee will take up the questions of retention and persistence again next year, examining the issues more broadly and in light of other college efforts now in progress in this area.

The Entry Level Subcommittee has also been asked to review the effectiveness for student success of the waiver provision and of the prospect of enforcing course prerequisites in our enrollment practice. Our research indicates that a significant number of our students benefit from the waiver option. We therefore do not find a basis for removing that option. We have also judged that decisions about enforcing course prerequisites in our enrollment practice should be based on empirical evidence indicating that such enrollment practice changes will enhance student success. Student services and the academic divisions should collaborate to collect and evaluate this evidence.

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 2004-2005 academic year, faculty at TCC assessed the general education goals of global awareness and computer proficiency 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 global awareness. The general education committee has established a definition for global awareness 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 global awareness 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 record results in a common database using an Internet web-wizard. The web-wizard was designed by the Office of Institutional Research and Assessment to collect information regarding the means of assessment and the criteria for success as well as the intended use of assessment results for improving teaching and learning. The 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.

All adjunct faculty members were asked to participate in the assessment of global awareness, while all full-time faculty members administered computer proficiency assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 4,979 students were assessed for global awareness with 81% of those students demonstrating successful global awareness based on the context-specific criteria of the individual instructors. Likewise, 3,640 students were assessed for computer proficiency, yielding an 90% 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 2005.

All faculty will again participate in the assessment process by assessing critical thinking during the 2004-2005 academic year.

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 2004-2005 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 an Internet web-wizard to the Office of Institutional Research and Assessment. These results are 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 199 instructors assessed 4,363 students revealing an 82.5% success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution.

In addition to the course-embedded assessment of student performance outcomes, the outcome assessment plan focuses on the processes and services affected by the college. In order to facilitate this plan, TCC actively involves both students and community employers through the use of multiple and varied assessment methods. These outcomes assessment methods at TCC are derived from three referent group questionnaires (e.g., course/instructor evaluation, alumni 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 2005 semester, 11,605 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 (95%), and maintain high course standards (95%).

Results from the alumni survey indicate 69% of the respondents are continuing their education. Furthermore, 80% of the respondents indicated that they are employed. Among respondents who were employed, 64% 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, 58% 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 98% of the participating employers report that they are "*satisfied*" or "*very satisfied*" with the performance of the employed TCC graduates and students. In addition, 83% of the respondents rated the employed TCC graduates' or students' ability to work productively as "*above average*" or "*excellent*," while 84% confirmed that graduates are able to work independently without direct supervision." Of the respondents, 83% rated the employees' ability to perform the technical aspects of the job as "*above average*" or "*excellent*." Communication skills were rated as "*above average*" or "*excellent*" by more than three-fourths (78%) of the employers. The general attitude toward the work performed was rated as "*above average*" or "*excellent*" by 94% of the participating employers. Employers reported that TCC graduates are "*above average*" or "*excellent*" in their ability to identify, analyze problems (77%) and to solve problems or suggest

possible solutions (76%). Finally, 70% 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 alumni surveys (discussed above). In addition, a TCC exit survey was developed and administered at the time of final graduate check-out and allowed students the opportunity to apply and assess the relevance of their learning experiences with TCC. 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 (91%) would recommend the course they assessed to other students. Also, most (92%) of the respondents indicated that their expectations for the course they assessed were met.

Results from the exit survey also indicate strong student satisfaction. The survey included four dimensions designed to assess the perceptions of graduates regarding their educational experiences while attending Tulsa Community College. The four dimensions were general instruction, faculty, classes, and support facilities. Of those who responded, 90% indicated positive satisfaction with general instruction, while 86% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (89%) and with TCC's support facilities (84%).

ANNUAL STUDENT ASSESSMENT REPORT 2004-2005

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 35 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 Subcommittee devotes much of its time to improving the use of CPT test score results. The Subcommittee has completed its long-term effort to validate TCC’s placement program in mathematics, reading, and writing. Discipline faculty will continue to monitor the placement program.

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 2004 Summer and Fall Semesters and the 2005 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 24-26. 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 2004 – 2005 entry-level assessment?

The data presented in Appendix EL, page 26 show that 1,216 first-year students enrolled at TCC took the ACT. The average composite score for this cohort was 19.5. The average ACT sub-test scores for these students included: English (19.2), Mathematics (18.5), Reading (20.2), and Science Reasoning (19.8).

Placement in Reading:

From the data presented in Appendix EL, page 26, placement based upon the ACT Reading scores show that three-fifths (61.4%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. Almost one-third (34.5%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 4.0% of these students scored within a range of scores that would place them into a remedial Reading I course.

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.

Placement in Writing:

More than half (54.7%) of the new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Almost two-fifths (38.2%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.2% 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:

Two-fifths (40.5%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Another two-fifths (39.8%) scored within a cut-score range for placement into Intermediate Algebra. Finally, one-fifth (19.7%) 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.**

The Entry Level Assessment Subcommittee has completed its long-term effort to validate TCC's placement program in mathematics, reading, and writing. Notable findings from the previous 9 years of research include:

- Our placement program in mathematics is sound. We have adjusted both the tests and the cut scores we use to place students in developmental math and college algebra, and have replicated our results over several years.
- Our placement instrument and cut score used to determine college-level reading skill is sound, and our enrollment practice has been adjusted to require appropriate reading development for every courses listed in TCC's general education requirements. (Students over age 21 may still waive development after appropriate advisement.) We have not yet found a valid instrument or cut score for placement in developmental reading. Research conducted by the Office of Institutional Research found that neither the Nelson-Denny test nor the CPT exam could predict student success in developmental reading; in other words, placement based on these exams made no difference in student success in either developmental Reading I or Reading II. The Entry Level Assessment Subcommittee has communicated this information to the academic divisions for their incorporation into the decision-making process during the next developmental studies discipline self-study.
- Our placement instrument and cut score for Freshman Composition is adequate but may not identify all the relevant student needs for writing development. The Entry Level Assessment Subcommittee has communicated this information to the academic divisions for use in decision-making during their developmental studies discipline self-study.

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

The Entry Level Subcommittee has turned its attention to research concerning student retention and persistence. We have chosen not to implement our initial plan to conduct a research study based on the impact of Strategies for Academic Success on student retention and persistence because the available cohort for study was too small to yield useful results. The Subcommittee will take up the questions of retention and persistence again next year, examining the issues more broadly and in light of other college efforts now in progress in this area.

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

The Entry Level Subcommittee has been asked to review the effectiveness for student success of the waiver provision and of the prospect of enforcing course prerequisites in our enrollment practice. Our research indicates that a significant number of our students benefit from the waiver option. We therefore do not find a basis for removing that option at this time. We have also judged that decisions about enforcing course prerequisites in our enrollment practice should be based on empirical evidence indicating that such enrollment practice changes will enhance student success. Student services and the academic divisions should collaborate to collect and evaluate this evidence.

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 2004-2005 academic year, faculty at TCC assessed the general education goals of global awareness and computer proficiency 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 global awareness. The general education committee has established a definition for global awareness 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 global awareness skills.

The assessment committee acknowledged that global awareness 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 global awareness may not occur in the same manner if the context or subject matter is different. Although there are alternative means for assessing global awareness, faculty use a common reporting structure via an Internet web-wizard for documenting students' demonstration of global awareness within the context of the classroom environment in which global awareness 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. While the final reports must be submitted through the web-wizard, hardcopy reporting guides are used to help direct faculty members' assessment administration. The general education goal reporting guides for global awareness and computer proficiency assessment are presented in Appendix ML, 30-31. A list of all five general education goals is also presented in Appendix ML, 29.

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 current 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 global awareness, while all full-time faculty members administered computer proficiency assessment. A total of 4,979 students were assessed for global awareness, and 3,640 students were assessed for computer proficiency.

Faculty members select or construct a test/assignment/activity to measure students' goal-related skills in their course/discipline based on an institutionally accepted definition of the skill. Faculty members evaluate students' skills using their own specific criteria that state the standards for intended performance explicitly. These criteria are documented along with assessment results. Upon completion of the test/assignment/activity, faculty members evaluate the students' performances and record them in a common database using an Internet web-wizard designed by the Office of Institutional Research and Assessment. While the final reports must be submitted through the web-wizard, hardcopy reporting guides are used to help direct faculty members assessment administration. The general education reporting guides for global awareness and computer proficiency are presented in Appendix ML, pages 30-31. 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 2004 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. Global awareness, for example, has now been assessed in two consecutive years. Results from these assessments indicate that a consistent proportion of students have demonstrated global awareness over the past two years (81% for both years).

10. What were the analyses and findings from the 2004-2005 mid-level assessment?

During the Fall 2004 semester, all adjunct faculty members were asked to participate in the assessment of global awareness, while all full-time faculty members administered computer proficiency assessment. Results were compiled and aggregated by the Office of Institutional Research and Assessment. A total of 4,979 students were assessed for global awareness with 81% of those students demonstrating successful global awareness based on the context-specific criteria of the individual instructors. Likewise, 3,640 students were assessed for computer proficiency, yielding an 90% 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 reports. On web-wizard, each faculty member is asked to respond to two "use of results" questions. On the

global awareness report, 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 2005. Executive summaries from the feedback reports are presented in Appendix ML, pages 32 and 37.

All faculty will again participate in the assessment process by assessing critical thinking during the 2004-2005 academic year.

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 program planning and budgeting. Aggregated results for global awareness assessments administered through the process indicate high faculty requests for resource media (16.1% of responses), external student-learning opportunities such as field trips or guest speakers (15.0%) and professional development (9.2%). Results for computer proficiency assessments administered indicate high faculty requests for classroom equipment (17.5%), technical / computer support (11.9%) and professional development (11.3%). 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, Employer Survey	371
010 - AGRICULTURAL SCIENCE	Course / Instructor Survey	3
013 - AMERICAN STUDIES	Course / Instructor Survey	2
015 - ARCHITECTURE	Course / Instructor Survey	11
020 - ART	Course Embedded, Course / Instructor Survey, Alumni Survey	125
028 - AVIATION SCI. TECH/OSU	Course Embedded, Course / Instructor Survey	8
030 - BIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey	230
035 - BUSINESS ADMINISTRATION	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	1359
040 - BUSINESS EDUCATION	Course / Instructor Survey	9
042 - COMMUNICATION SCIENCE/DISORD	Course / Instructor Survey	4
044 - CHILD DEVELOPMENT	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	312
045 - CHEMISTRY	Course Embedded, Course / Instructor Survey, Alumni Survey	58
046 - COMPUTR SCI/MIS-OSU/LANG	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	191
047 - THEATRE	Course / Instructor Survey, Alumni Survey	35
050 - DENTISTRY	Course / Instructor Survey, Alumni Survey	35
051 - ECOLOGY	Course / Instructor Survey	1
052 - ECONOMICS	Course Embedded, Course / Instructor Survey, Alumni Survey	11

053 - EARLY CHILDHOOD DEVELOP	Course Embedded, Course / Instructor Survey	4
054 - EDUCATION	Course / Instructor Survey, Alumni Survey, Employer Survey	258
055 - EDUCATION(ELEM)	Course / Instructor Survey, Alumni Survey, Employer Survey	462
060 - EDUCATION(SEC)	Course / Instructor Survey, Alumni Survey	185
063 - ELECTRONIC ENG TECH - OSU	Course / Instructor Survey, Alumni Survey	54
063 - ELECTRONIC ENG TECH - NSU	Course / Instructor Survey	7
065 - ENGINEERING	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	372
070 - ENGLISH	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	88
071 - FIRE & EMERGENCY SER.	Course Embedded, Course / Instructor Survey, Alumni Survey	91
075 - FOREIGN LANGUAGE	Course Embedded, Course / Instructor Survey, Alumni Survey	6
080 - FORESTRY	Course / Instructor Survey	3
081 - FRENCH	Course Embedded, Course / Instructor Survey, Alumni Survey	15
082 - GEOLOGY	Course / Instructor Survey, Alumni Survey	9
084 - GERMAN	Course Embedded, Course / Instructor Survey	6
085 - BUSINESS/GENERAL	Course Embedded, Course / Instructor Survey	5
086 - INTERNATIONAL BUSINESS	Course Embedded, Course / Instructor Survey, Alumni Survey	54
087 - GEOGRAPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	9
089 - HEALTH/HUMAN PERFORMANCE	Course / Instructor Survey	32
090 - HEALTH/EDUCATION	Course / Instructor Survey	5
091 - HUMAN SERVICES	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	189
093 - HORTICULTURE TECH. OSU	Course / Instructor Survey	31
094 - HOTEL & RESTAURANT ADMIN.	Course / Instructor Survey	1
095 - HISTORY	Course Embedded, Course / Instructor Survey, Alumni Survey	77
096 - INTERNATIONAL STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	12
097 - HUMANITIES	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	15
098 - ITALIAN	Course Embedded, Course / Instructor Survey	6

099 - JAPANESE	Course Embedded, Course / Instructor Survey, Alumni Survey	13
100 - JOURNALISM & MASS COMM.	Course Embedded, Course / Instructor Survey, Writing Standards Test, Alumni Survey	148
103 - INTERIOR DESIGN OSU	Course / Instructor Survey, Alumni Survey	72
105 - LAW	Course / Instructor Survey	17
109 - LAW ENFORCEMENT	Course Embedded, Course / Instructor Survey	3
110 - CRIMINAL JUSTICE	Course / Instructor Survey, Alumni Survey, Employer Survey	230
115 - LIBERAL ARTS	Course / Instructor Survey, Alumni Survey, Employer Survey	2,150
120 - LIBRARY SCIENCE	Course / Instructor Survey	1
123 - MANAGEMENT	Course Embedded, Course / Instructor Survey, Alumni Survey	57
124 - MARKETING OSU	Course Embedded, Course / Instructor Survey, Alumni Survey	135
125 - MATHEMATICS	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	35
130 - MEDICINE	Course / Instructor Survey, Alumni Survey	262
145 - MUSIC	Course Embedded, Course / Instructor Survey, Alumni Survey	117
147 - NURSING (PRE-PROFESSIONAL)	Course / Instructor Survey	28
150 - OCEANOGRAPHY	Course / Instructor Survey	1
160 - OPTOMETRY	Course / Instructor Survey	8
165 - PRE-PHARMACY	Course / Instructor Survey, Alumni Survey	216
166 - PHILOSOPHY	Course Embedded, Course / Instructor Survey, Alumni Survey	11
170 - PHYSICAL EDUCATION	Course / Instructor Survey	43
180 - PHYSICAL THERAPY	Course / Instructor Survey	15
185 - PHYSICS	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	11
186 - PHYSICAL SCIENCE	Course Embedded, Course / Instructor Survey	2
190 - POLITICAL SCIENCE	Course Embedded, Course / Instructor Survey, Alumni Survey	66
193 - PRE-COMPUTER SCIENCE	Course / Instructor Survey, Alumni Survey	48
195 - PSYCHOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	387
196 - QUALITY CONTROL TECHNOLOGY	Course / Instructor Survey, Alumni Survey	17

215 - RELIGIOUS STUDIES	Course Embedded, Course / Instructor Survey, Alumni Survey	8
220 - RUSSIAN	Course Embedded, Course / Instructor Survey	10
221 - SAFETY/ENV. TECHNOLOGY	Course / Instructor Survey, Alumni Survey	2
223 - SOCIOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	50
225 - SOCIAL SCIENCE	Course / Instructor Survey	3
230 - SOCIAL WELFARE	Course / Instructor Survey	5
232 - SPANISH	Course Embedded, Course / Instructor Survey, Alumni Survey	54
235 - SPEECH	Course Embedded, Course / Instructor Survey, Alumni Survey	6
240 - VETERINARY MEDICINE	Course / Instructor Survey, Alumni Survey	47
502 - APPRENTICESHIP	Course / Instructor Survey	2
520 - BANKING	Course / Instructor Survey	1
525 - BUSINESS	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	221
528 - AVIATION SCIENCES TECH	Course Embedded, Course / Instructor Survey, Employer Survey, Alumni Survey	122
530 - ACCOUNTING ASSISTANT	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	5
540 - AIR CONDITIONING/HEATING TECH	Course / Instructor Survey	1
542 - CHEMICAL LABORATORY TECH	Course / Instructor Survey	5
550 - CHILD DEVELOPMENT	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	127
570 - COMPUTER OPERATOR	Course / Instructor Survey	3
575 - COMPUTER OPRTRS MGMT	Course / Instructor Survey	3
580 - COMPUTER PROGRAMMING	Course Embedded, Course / Instructor Survey	37
581 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	189
582 - COMP SPEC BUS. MICROS	Course / Instructor Survey	14
585 - COMPUTER INFORMATION SYS	Course Embedded, Course / Instructor Survey, Alumni Survey	76
589 - DENTAL ASSISTING	Course / Instructor Survey, Alumni Survey	19
590 - DESIGN ENGINEERING TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	38
592 - DENTAL HYGIENE	Certification Exam, Course / Instructor Survey, Alumni Survey	203
593 - DESKTOP PUBLISHING	Course / Instructor Survey	9

600 - ELECTRICAL ENGINEER TECH	Course / Instructor Survey, Alumni Survey	7
630 - EMERGENCY MEDICAL TECH	Course / Instructor Survey, Alumni Survey, Employer Survey	61
631 - GRAPHICS/IMAGING TECH	Course / Instructor Survey	18
640 - ROBOTICS & AUTOMATION TECH	Course / Instructor Survey	1
641 - HEALTH CARE ADMIN	Course / Instructor Survey, Alumni Survey, Employer Survey	16
643 - HEALTH INFORMATION TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	42
645 - HUMAN SERVICES	Course Embedded, Course / Instructor Survey, Alumni Survey	66
650 - ELECTRONICS TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	24
651 - CIVIL ENGINEERING TECH	Course / Instructor Survey	15
654 - INTERIOR DESIGN	Course / Instructor Survey, Alumni Survey	52
655 - INTERPRETER PREPARATION	Course / Instructor Survey, Alumni Survey, Employer Survey	92
659 - FINANCE	Course / Instructor Survey	1
672 - INTERNATIONAL BUSINESS	Course Embedded, Course / Instructor Survey	6
673 - INTERNATIONAL LANG STUDY	Course Embedded, Course / Instructor Survey, Alumni Survey	50
680 - FIRE PROTECTION TECH	Course / Instructor Survey, Alumni Survey	38
682 - FIRE & EMERGENCY SERVICES	Course Embedded, Course / Instructor Survey, Alumni Survey	6
685 - OCCUPATION THERAPY ASST	Course / Instructor Survey, Alumni Survey	50
687 - OFFICE ASSISTANT	Course / Instructor Survey	1
698 - MECHANICAL ENGINEERING TECH	Course / Instructor Survey	1
701 - RESPIRATORY THERAPY	Course Embedded, Course / Instructor Survey, Alumni Survey	80
703 - INSURANCE	Course / Instructor Survey	2
706 - ACCOUNTING ASSOCIATE	Course Embedded, Course / Instructor Survey, Alumni Survey	45
708 - LEGAL SECRETARY	Course / Instructor Survey	7
710 - LEGAL ASSISTANT	Course / Instructor Survey, Alumni Survey	107
722 - NUMERICAL CONTRL/MACH TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	11
729 - MANUFACTURING ENG TECH	Course / Instructor Survey, Alumni Survey	8
731 - MARKETING	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	49
732 - E-BUSINESS	Course Embedded, Course / Instructor Survey, Alumni Survey	5

739 - BIO MED EQUIP TECH	Course / Instructor Survey, Alumni Survey	2
741 - MEDICAL LABORATORY TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	39
750 - MEDICAL ASSISTANT	Course / Instructor Survey, Alumni Survey, Employer Survey	71
760 - MEDICAL OFFICE ADMIN	Course / Instructor Survey, Alumni Survey	10
774 - MANAGEMENT	Course Embedded, Course / Instructor Survey, Alumni Survey	62
780 - HORTICULTURE TECHNOLOGY	Course / Instructor Survey, Employer Survey, Alumni Survey	31
791 - NURSING	Certification Exam, Course / Instructor Survey, Alumni Survey, Employer Survey	1,444
795 - HUMAN RESOURCES	Course Embedded, Course / Instructor Survey, Alumni Survey	62
800 - PETROLEUM LAND TECH	Course / Instructor Survey	1
810 - PHARMACY TECHNOLOGY	Course / Instructor Survey, Alumni Survey, Employer Survey	25
828 - PATIENT CARE TECHNICIAN	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	47
831 - PHYSICAL THERPY ASSNT	Course / Instructor Survey, Alumni Survey	145
840 - LAW ENFORCEMENT	Course Embedded, Course / Instructor Survey, Alumni Survey	21
849 - QUALITY CONTROL TECH	Course / Instructor Survey, Alumni Survey	23
860 - CONSTRUCTION TECHNOLOGY	Course / Instructor Survey	1
870 - RADIOGRAPHY	Course / Instructor Survey, Alumni Survey, Employer Survey	260
910 - ADMINISTRATIVE OFFICE TECH	Course / Instructor Survey, Employer Survey, Alumni Survey	7
912 - PURCHSING & MATERIALS MGMT	Course / Instructor Survey, Alumni Survey	19
913 – SAFETY & LOSS CONTROL TECH	Course / Instructor Survey	5
917 - SMALL BUS. MGMT ENTREPRE	Course / Instructor Survey	4
919 - SURGICAL TECHNOLOGY	Course / Instructor Survey, Alumni Survey	40
921 - SURVEYING TECHNOLOGY	Course / Instructor Survey, Alumni Survey, Employer Survey	18
927 - STAGE PRODUCTION TECH	Course / Instructor Survey	15
931 - TRANSPORTATION MANAGEMENT	Course Embedded, Course / Instructor Survey	7
939 - TECHNOLOGY	Course / Instructor Survey	4
940 - TELECOMMUNICATIONS TECH	Course Embedded, Course / Instructor Survey, Alumni Survey	21
941 - TELECOM MANAGEMENT	Course / Instructor Survey	3
942 - TELECOMMUNICATIONS	Course / Instructor Survey, Alumni Survey	6

945 - TRAVEL & TOURISM	Course / Instructor Survey	2
955 - VETERINARY TECHNOLOGY	Course Embedded, Course / Instructor Survey, Alumni Survey, Employer Survey	78

13. What were the analyses and findings from the 2003-2004 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 2004-2005 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 2005 semester. A copy of this survey is provided in Appendix OA, 47. 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.

Exit Survey

During the final degree check-out, graduating students are asked to complete an exit survey. This survey allows 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.

Alumni Student Survey

The survey of new Tulsa Community College alumni is a tool that can be used by individual offices (e.g., Division Chairs, Deans, Provosts, etc.) to help implement educational objectives and track the success of educational outcomes at Tulsa Community College. Administered annually (e.g., approximately six-months after TCC graduation ceremonies), this survey allows one to assess student demographics on a variety of dimensions that are likely to be related to successful implementation of educational programs. These dimensions are indirectly related to the educational experiences at TCC (e.g., employment status, current educational objectives, and preparedness to continue education).

Employer Survey

The employer survey is administered after data from the survey of graduates have been compiled. TCC graduates responding to the alumni 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 199 instructors assessed 4,363 students revealing an 82.5% success rate toward discipline/program goals as defined by the individual instructors' criteria. These quantitative results are documented for benchmarking purposes and will be compared to results in subsequent assessments in the years to come. In addition to the quantitative measures, instructors provided qualitative responses to the assessment results by forming action plans for themselves and by advising action plans for the institution. Responses were aggregated for each discipline/program and distributed to the appropriate units for use in budgeting and planning. The executive summary of the full report is presented in Appendix OA, page 45.

Course/Instructor Evaluation Results:

During the Spring 2005 semester, 11,605 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 (95%), and maintain high course standards (95%). Other item level results are provided in Appendix OA, page 49.

Exit Survey Results

Results from the exit survey indicated high satisfaction across all dimensions assessed. The majority of respondents indicated positive perceptions toward general instruction (90%) while TCC faculty was viewed positively by 86% of the respondents. In addition, most respondents indicated a positive perception of TCC classes overall (89%) and of TCC support facilities (84%).

Alumni Survey Results:

Results from the alumni survey indicate 69% of the respondents are continuing their education. Furthermore, 80% of the respondents indicated that they are employed. Among respondents who were employed, 64% 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. The majority of student responding (58%) 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, 78% indicated that they would very likely make the same choice, and 15% 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, 14% indicated that it is about the same. However, 26% indicated that they thought the quality of education at TCC is better than that received at

other colleges. In addition, 28% reported that they were more than adequately prepared by TCC to continue their education and 37% indicated that they were prepared exceptionally well.

Employer Survey Results:

Results from the employer survey indicate that 98% of the participating employers report that they are “*satisfied*” or “*very satisfied*” with the performance of the employed TCC graduates and students. In addition, 83% of the respondents rated the employed TCC graduates’ or students’ ability to work productively as “*above average*” or “*excellent*,” while 84% confirmed that graduates are able to work independently without direct supervision.” Of the respondents, 83% rated the employees’ ability to perform the technical aspects of the job as “*above average*” or “*excellent*.” Communication skills were rated as “*above average*” or “*excellent*” by more than three-fourths (78%) of the employers. The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 94% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (77%) and to solve problems or suggest possible solutions (76%). Finally, 70% 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. The executive summary from the full feedback report is presented in Appendix OA, page 45.

Exit and Alumni Surveys

These surveys 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 2004-2005 academic year are listed below.

Economics: The economics faculty feel they have the right Discipline Assessment Goals. The five goals reflect some of the most essential content of the Macroeconomics and Microeconomics courses. The Goals also assess a variety of Economics skills, including the preparation and interpretation of graphs, understanding the need for and method of adjusting nominal values to real values, understanding the theory of and calculation of the Keynesian Multiplier, and understanding the theory of and calculation of profit-maximization for output production and for employment of resources. Discipline faculty feel that the current curriculum supports their discipline goals and that no changes need to be made to the curriculum.

International Languages: The international languages faculty has the right goals which include having a measurable proficiency in speaking and listening which is understandable to a native speaker of the target language, having a measurable proficiency of reading and writing skills in the target language, and having a measurable understanding of the cultures associated with the target language. However, there may be a need to make proficiency in reading and writing 2 separate goals. The curriculum follows the ACTFL guidelines (world languages organization) and supports our discipline goals as seen in the TCC Catalogue. No areas need change at this time.

Dental Hygiene: Accredited by the Commission on Dental Accreditation. The program received full accreditation at the last site visit in November 2000 and the next site is in 2007. National Board and Clinical Board pass rates for 2005 graduates equals 100%.

Geriatric Technician Program: The GT program successfully passed the State Regents Five Year Workforce Development Review with no recommendations for change.

- Continue to meet community needs for Geriatric Technicians (GTs) for the Tulsa community as evidenced by all graduates seeking work will be able to find jobs as GTs in various long term care settings in the Tulsa area.
- Continue to meet the needs of pre-nursing students seeking GT certification.

- Maintain a 90% or higher retention rate in the GT Program.
- 10% of GT student will pursue advanced degrees.
- Assess general education goal of critical thinking.
- Continue to update the database system for GT students in order to track recruitment and retention rates in various long-term care settings.

Health Care Administration: The Associate Dean for Allied Health reported the results and recommendations of the Oklahoma State Regents for Higher Education Occupational Program Survey, to the spring 2005 Advisory Committee for Health Care Administration. This survey is conducted on a periodic basis to determine the status, success, progress, and feasibility of continuing programs that have low enrollments and graduation rates. This survey, recommended the program be closed due to low enrollments and low graduation rates. There was general discussion regarding the reasons for these low enrollments and it was determined that the few students enrolled in the courses, used these courses to supplement their majors in related fields. There appeared to be little if any interest in fulfilling the major requirements for this degree. The Advisory Committee, composed of members currently employed in the health care field, did not agree with the OSRHE's recommendation to close the program. They felt the program curriculum should be revised and reflect courses that would be more efficient and effective in the student's occupational area. The Committee recommended the curriculum reflect a more experiential approach rather than the traditional theoretical aspect. This recommendation focused on course work that involved the use of class discussions, active learning projects and activities that would include the use of Work Force Community Leaders as discussion leaders and presenters, to bring fresh Tulsa area business insight into the class room. This method would allow students to have a "Hands on," experience, apply the course information to "Real World" projects and be able to see, hear and discuss these application with practicing business professionals in the Work Force Community. The Committee also recommended that consideration be given to basing the program in the Metro Business Division as a possible means of giving the program a broader student population for recruiting purposes. It was felt that a greater propensity for student recruiting would emanate from the revision of the curriculum, use of experiential methodology, use of "Real World" applications, involvement of the Work Force Community and basing the program under Business Services as a means of enhancing and extending the marketing and recruiting efforts. The focus meeting for the Health Care Advisory Committee will be held on October 7, 2005, at the Metro Campus, to review the Committee recommendations, proposed curriculum changes and determine the feasibility of these changes and modifications.

Health Information Technology: Accredited by the Commission on Accreditation of Health Informatics and Information Management (CAHIIM). 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 American Health Information Management Association. 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 – Physician Based (CCS-P) certification examinations.

Mathematics: College Algebra is the primary mathematics course required of all degree programs at TCC. It also serves as the gateway for taking higher level mathematics courses, either at TCC or at other higher education institutions. Although there are many other non credit and credit mathematics courses offered on all campuses, the highest enrollments are found in College Algebra. In order to provide the most meaningful data for the Discipline Review process, the Mathematics report will present information focused specifically on College Algebra. Therefore, the Discipline Goals have been refined to incorporate those necessary and important skills needed for all TCC students taking College Algebra. In addition, it was necessary to establish common course objectives across the campuses.

The discipline has also identified two primary areas regarding how the mathematics faculty (both fulltime and adjunct) teach mathematics courses, we identify two primary areas that need to be changed: 1) Inconsistent Content Delivery, and 2) Inconsistent Policy on Technology. The institution needs an administrative component for each discipline charged with governance of that specific discipline. Such a component could ensure the implementation of the solutions proposed to meet these areas of need.

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 ten years. One hundred percent of our students were employed within 6 months of graduation.

Medical Laboratory Technology: Accredited by the 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 2005-06 within the Nursing Program.
- The Nursing Curriculum Committee is working with an external consultant to evaluate the progression and complexity of content throughout the curriculum.
- The Program received full, ongoing approval from the Oklahoma Board of Nursing during its five-year site survey in January 2005.
- NCLEX-RN licensure pass rate continues to improve among TCC nursing graduates.

- The LPN-RN Advanced Placement Track program has been expanded to offer enrollment to LPNs in every semester (previously the track only admitted during the summer semester).

Occupational Therapy Assistant: Accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Site visit for accreditation was October 2003 with full accreditation 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: The PCT program successfully passed the State Regents Five Year Workforce Development Review with no recommendations for change.

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

1. Continue to meet Tulsa community needs for Advanced Unlicensed Assistants (AUA)s/Patient Care Technicians(PCT)s as evidenced by all graduates seeking work will be able to find work as AUAs/PCTs in area hospitals, and hospitals will be able to fill employment needs for the AUA/PCT.
2. Continue to meet needs of pre-nursing students seeking PCT certification, as evidenced by admission of all applicants that meet admission criteria, without waiting lists.
3. Maintain retention rates above 90%.
4. Graduates will have 95% or greater pass rate on State Certification Examination.
5. Implement one new teaching strategy in classroom that will continue to bring student centered learning to forefront.
6. Assess general education goals of critical thinking, communication, civic responsibility, global awareness, as in past semesters.
7. Increase utilization of Blackboard by faculty and students.

Pharmacy Technology: The Pharmacy Technology Program is accredited by the Oklahoma state Board of Regents of Higher Education (OSRHE). It is in the planning process of relocating its current educational facilities. The remodeling would be located on the 3rd floor of the Metro Campus building and would include a new lab, mock pharmacy, storage & faculty offices. The project is based upon the results of student and graduate satisfaction surveys that requested larger facilities and more equipment for their learning experiences.

Phlebotomy (Part of MLT Program): Phlebotomy Certificate Program approval is given by the National Accrediting Agency for Clinical Laboratory Sciences. The program was approved for (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 (3) years is 95%. Eighty nine (89%) of the 2004 graduates were employed within 6 months of graduation.

Physics / Physical Science: The current curriculum and course coverage reflects that of all other higher education institutes in the state of Oklahoma as covered in the state wide meeting held in spring of 2003. No changes are needed or anticipated.

Political Science: The political science faculty agrees that the current curriculum is adequate to achieve our discipline goals. The discipline faculty does not believe any changes are necessary to teach our classes and meet the goals stated.

Radiography: Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) until 2010. ARRT registry pass rate for class of 2004 was 87.5 % (21 of 24) and for the class of 2005 the pass rate stands at 85% for students who have taken the registry test (23 of 27). The job market remains strong nationwide, with Radiographer vacancy rates predicted to continue until 2010. Locally there are many opportunities with the proliferation of clinics, specialty hospitals, and increased use of medical imaging.

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.

Speech: The Speech faculty believes the current discipline goals are appropriate, but the more specific course goals may vary in insignificant ways. Since the speech major is in the minority at Tulsa Community College the emphasis is on the skills and values a non-major could develop to ensure success in his/her own chosen field.

The current curriculum adequately supports the discipline goals. Older materials and outdated formats should be purged and new acquisitions purchased. All campuses need more video equipment that is dedicated to the speech department, reliable, and up to date.

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 2005 semester. A copy of this survey is provided in Appendix OA, page 47. The course/instructor evaluations were collected anonymously from students during the class time at the end of each course. On the survey, students evaluated critical issues regarding their own performance in the class (e.g., applied study time, prior preparation, etc.), the instructor (e.g., preparedness, organization, presentation of information, etc.) and the course (e.g., relevancy, etc.). A total of 11,605 students completed and returned the course/instructor evaluation.

The TCC exit survey was administered at the time of final graduate check-out and allowed 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 graduates regarding their educational experiences while attending Tulsa Community College. The four dimensions were general instruction, faculty, classes, and support facilities. Of 2,243 graduates, 1,505 completed an exit survey at the time of graduate checkout. This represents a 67% response rate.

16. What were the analyses and findings from the 2004-2005 student satisfaction assessment?

The overall results from the course/instructor evaluation were positive. The majority of responding students (91%) would recommend the course they assessed to other students. Also, most (92%) of the respondents indicated that their expectations for the course they assessed were met. Other item level results are provided in Appendix OA, page 49.

Results from the exit survey also indicate strong student satisfaction. Of those who responded, 90% indicated positive satisfaction with general instruction, while 86% were satisfied with the TCC faculty. Likewise, most of the respondents were satisfied with their classroom experience (89%) and with TCC's support facilities (84%).

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. In response to student comments, the college has recognized a need for better utilization of registration, advising, and financial services. To better facilitate the front-line experience of student enrollment, TCC is developing new "Welcome Centers"; the first of these (Metro Campus) is now in place and plans are now underway to provide these services on the other campuses.

Appendix For Entry Level Assessment (EL)

CPT Results
(Aug 1, 2004 - July 31, 2005)

Frequency Distribution of Results:

Reading

Score Range	Course Placement	Number of Placements (%)
80 to 120	College Level Reading	2,751 (41.0%)
66 to 79	ENG 0913 (Reading II)	1,733 (26.6%)
0 to 65	ENG 0903 (Reading I)	2,161 (32.3%)
Total		6,645

Sentence Skills

Score Range	Course Placement	Number of Placements (%)
80 to 120	ENG 1113 (Fresh. Comp I)	3,488 (57.1%)
70 to 79	ENG 0933 (Writing II)	843 (14.3%)
0 to 69	ENG 0923 (Writing I)	1,671 (28.6%)
Total		6,002

Mathematics

Score Range	Course Placement	Number of Placements (%)
AS 0 to 89	MTH 0003 (Basic Mathematics)	2,613 (91.6%)
AS 90 to 120	MTH 0013 (Begin. Algebra)	329 (1.2%)
EA 90 to 120 and CLM 0 to 40	MTH 0123 (Intermed. Algebra)	206 (4.5%)
EA 90 to 120 and CLM 41 to 120	MTH 1513 (College Algebra)	145 (2.6%)
Total		3,293

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

Frequency Distribution of ACT Results: 2004 – 2005

Reading

Score Range	Course Placement	Number of Tests (%)
19+	College Level Reading	747 (61.4%)
13-18	ENG 0913 (Reading II)	420 (34.5%)
0-12	ENG 0903 (Reading I)	49 (4.0%)
Total		1216

English

Score Range	Course Placement	Number of Tests (%)
19+	ENG 1113 (Fresh. Comp I)	665 (54.7%)
13-18	ENG 0933 (Writing II)	464 (38.2%)
0-12	ENG 0923 (Writing I)	87 (7.2%)
Total		1216

Mathematics

Score Range	Course Placement	Number of Tests (%)
19+	MTH 1513 (College Algebra)	492 (40.5%)
16-18	MTH 0123 (Intermed. Algebra)	484 (39.8%)
9-15	MTH 0013 (Begin. Algebra)	240 (19.7%)
0-8	MTH 0003 (Basic Mathematics)	0 (0%)
Total		1216

Science

Score Range	Course Placement	Number of Tests (%)
19+	College Level	783 (64.4%)
0-18	Basic Biology <i>or</i> Basic Physical Science	433 (35.6%)
Total		1216

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

Appendix For Mid-Level Assessment (ML)

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 Guide For Goal #4: Global awareness

Assessment records must be submitted online at www.tulsacc.edu/assessment

Course Number, Section, and Course Title	<i>Assessment Period (Semester / Year)</i>	Mark all that apply: <input type="checkbox"/> Traditional Classroom <input type="checkbox"/> Internet Course <input type="checkbox"/> Telecourse <input type="checkbox"/> ITV Course <input type="checkbox"/> Honors 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:

1. **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.

2. **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?

3. (a.) How many students did you assess? _____
 (b.) How many of the students assessed successfully demonstrated global awareness based upon your criteria? _____

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 Assessment Guide For Goal #5: Computer Proficiency

Assessment records must be submitted online at www.tulsacc.edu/assessment

<hr/> <p style="text-align: center;">Course Number, Section, and Course Title</p>	<hr/> <p style="text-align: center;"><i>Assessment Period (Semester / Year)</i></p>	Mark all that apply: <input type="checkbox"/> Traditional Classroom <input type="checkbox"/> Internet Course <input type="checkbox"/> Telecourse <input type="checkbox"/> ITV Course <input type="checkbox"/> Honors Course
<hr/> <p style="text-align: center;">Name of the person submitting this report</p>	<hr/> <p style="text-align: center;">Date Submitted</p>	

General Education Goal # 5: Computer Proficiency

Students who have made progress toward developing computer proficiency will be able to accomplish *at least one* of the following:

- Complete an assignment using application software, such as a word processing program
- Search for and use information from the internet
- Employ an operating system or computer language

Assessment Activity and Criteria for Evaluating Student Performance:

4. **Describe one specific activity that you used to determine if your students demonstrate computer literacy** 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 computer proficiency.

5. **What were the elements of the activity (specific criteria) that enable you to differentiate between students who demonstrated computer proficiency 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?

6. (a.) How many students did you assess? _____
- (b.) How many of the students assessed successfully demonstrated computer proficiency based upon your criteria? _____

Action Plan (based on assessment results):

Plans for the Instructor: How will you use your assessment results to enhance student potential to develop computer proficiency? **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

Goal #4: Global Awareness

Feedback Report
Fall 2004

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Executive Summary

- A total of 255 assessment records were submitted by adjunct faculty for the course-embedded assessment of TCC's general education goal #4, global awareness.
- These 255 responses represents a 25% decrease in submissions by adjunct faculty compared to last year (340 submissions).
- Overall, 4,979 students were assessed for global awareness, 4,017 (81%) of whom were successful based on criteria set by individual faculty members.
- Of the 255 assessment records submitted, 47.8% indicated specific changes to pedagogy in an effort to improve the potential for student learning and 40.8% indicated no change was needed.
- Requests for institutional intervention are prioritized as follows:
 1. LRC/Media: 16.1%
 2. External student-learning opportunities: 15.0%
 3. Professional development: 9.2%
 4. Curriculum concerns: 8.1%
 5. Classroom equipment: 5.5%
 6. Communication/sharing among faculty: 2.9%
 7. Technical / computer support: 2.2%
 8. Miscellaneous needs (other): 2.8%

Table 1: Students Assessed / Successful by Division

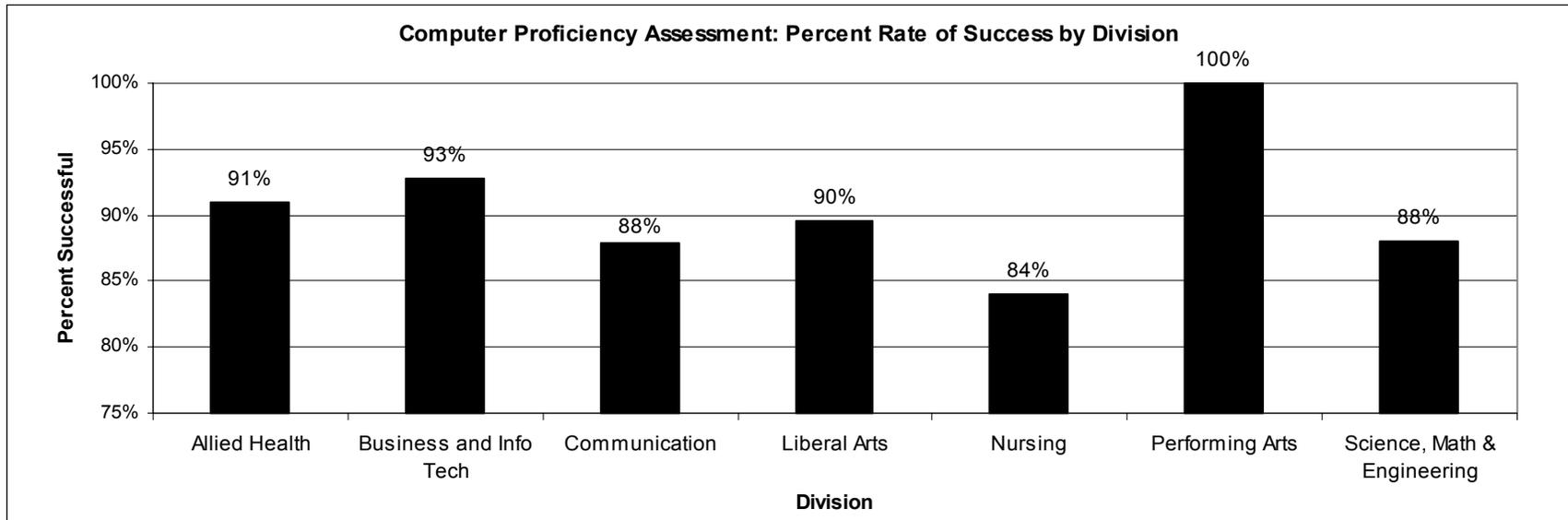


Table 2: Percent Rate of Success by Division

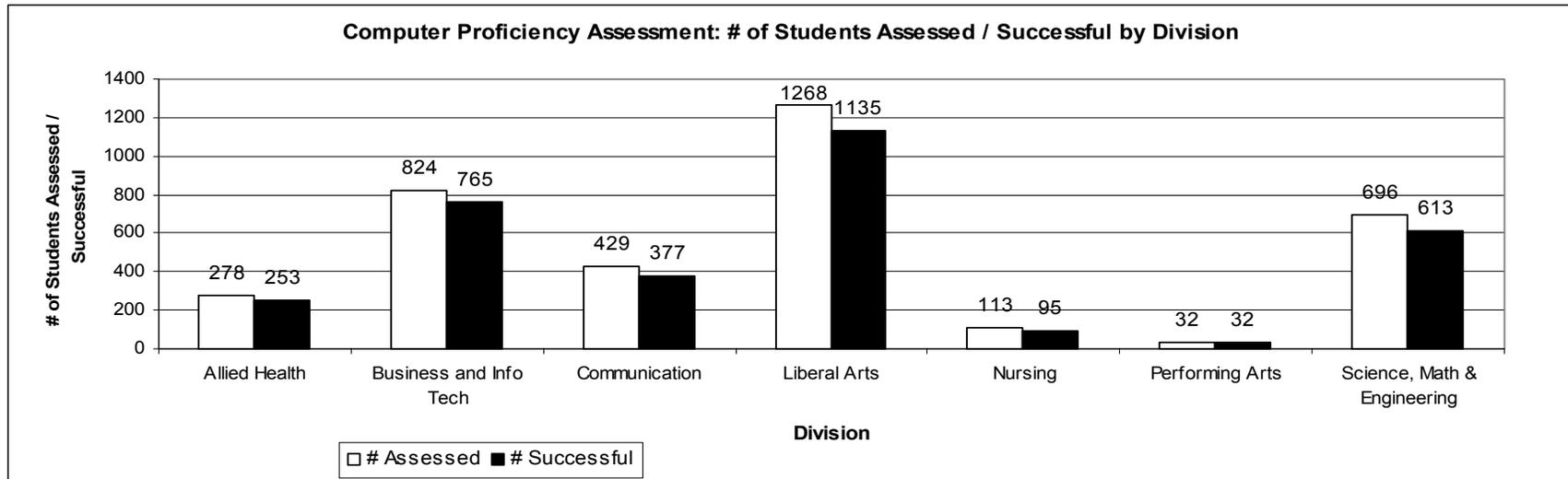


Table 3: Number of Students Assessed / Successful by Discipline/Program

Discipline/Program (# of Assessment Submissions)	Division	# Assessed	# Successful	% Successful
Accounting Associate (6)	BUSN	175	165	94%
Art (1)	LIBA	12	11	92%
Biology (6)	SCMA	139	122	88%
Business (1)	BUSN	22	19	86%
Chemistry (5)	SCMA	131	115	88%
Child Development (2)	LIBA	30	29	97%
Computer Information Systems (21)	BUSN	364	346	95%
Design Engineering (1)	SCMA	40	38	95%
Developmental Studies in Communication (5)	COMM / LIBA	184	156	85%
Economics (6)	BUSN	130	110	85%
Electronics Technology (1)	SCMA	8	8	100%
Engineering (2)	SCMA	54	43	80%
English (11)	COMM / LIBA	379	336	89%
Foreign Languages (2)	COMM / LIBA	14	14	100%
Geology (1)	SCMA	13	13	100%
History (6)	LIBA	157	145	92%
Humanities (1)	LIBA	30	25	83%
Interior Design (1)	BUSN	21	18	86%
Interpreter Preparation (2)	LIBA	31	30	97%
Law Enforcement (1)	LIBA	18	18	100%
Management (2)	BUSN	26	23	88%
Marketing / E-Business (2)	BUSN	69	69	100%
Mathematics (8)	SCMA	156	143	92%
Medical Assistant (1)	ALLH	52	49	94%
Medical Laboratory/Phlebotomy Technology (3)	ALLH	27	27	100%
Music (1)	PACE	32	32	100%
Nursing (4)	NURS	91	79	87%
Occupational Therapy Assistant (1)	ALLH	15	15	100%

-- continued on the next page --

Table 3 (cont.): Number of Students Assessed / Successful by Discipline/Program

Patient Care Technician (1)	NURS	22	16	73%
Philosophy (1)	LIBA	8	6	75%
Physical Education (2)	SCMA	30	20	67%
Physical Therapist Assistant (4)	ALLH	113	93	82%
Physics (4)	SCMA	106	92	87%
Political Science (3)	LIBA	408	386	95%
Psychology (7)	LIBA	237	197	83%
Radiography (1)	ALLH	28	26	93%
Religious Studies (1)	LIBA	17	16	94%
Respiratory Care (2)	ALLH	43	43	100%
Sociology (1)	LIBA	33	12	36%
Speech (5)	COMM / LIBA	139	131	94%
Telecommunications Technology (1)	BUSN	13	11	85%
Transportation Management (1)	BUSN	4	4	100%
Veterinary Technology (1)	SCMA	19	19	100%
Grand Total		3640	3270	90%

General Education Assessment

Goal #5: Computer Proficiency

Feedback Report
Fall 2004

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Executive Summary

- A total of 139 assessment records were submitted by full-time faculty for the course-embedded assessment of TCC's general education goal # 5, computer proficiency.
- These 139 responses represent a 14.2% decrease in submissions by full-time faculty compared to last year (162 submissions).
- Overall, 3,640 students were assessed for computer proficiency, 3,270 (90%) of whom were successful based on criteria set by individual faculty members.
- Of the 139 assessment records submitted, 41.7% indicated specific changes to pedagogy in an effort to improve the potential for student learning and 49.6% indicated no change was needed.
- Requests for institutional intervention are prioritized as follows:
 1. Classroom equipment: 17.5%
 2. Technical / computer support: 11.9%
 3. Professional development: 11.3%
 4. Curriculum concerns: 7.5%
 5. Laboratory Support: 7.5%
 6. LRC/Media: 3.8%
 7. External student-learning opportunities: 3.8%
 8. Testing Center: 2.5%
 9. Miscellaneous needs (other): 3.1%

Table 1: Students Assessed / Successful by Division

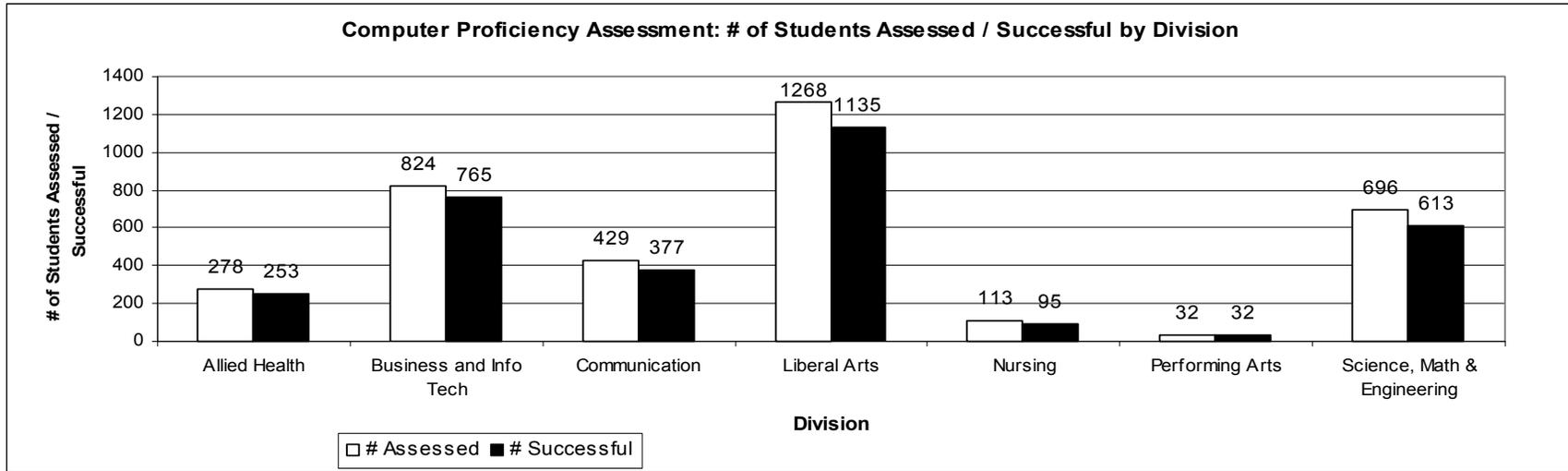


Table 2: Percent Rate of Success by Division

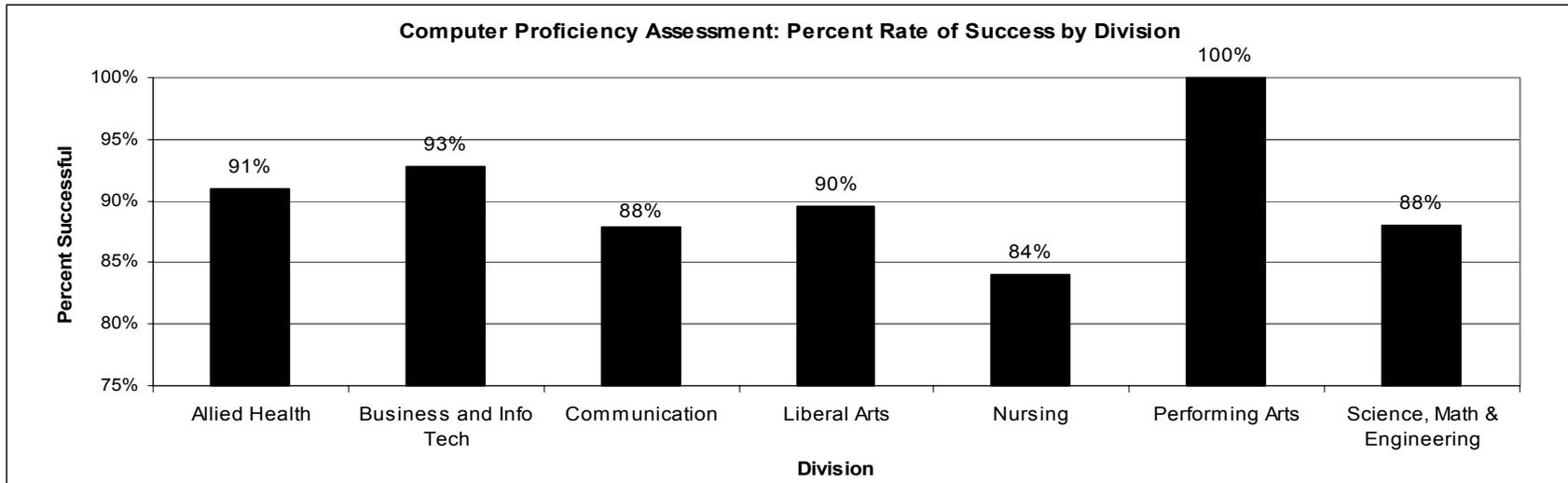


Table 3: Number of Students Assessed / Successful by Discipline/Program

Discipline/Program (# of Assessment Submissions)	Division	# Assessed	# Successful	% Successful
Accounting Associate (6)	BUSN	175	165	94%
Art (1)	LIBA	12	11	92%
Biology (6)	SCMA	139	122	88%
Business (1)	BUSN	22	19	86%
Chemistry (5)	SCMA	131	115	88%
Child Development (2)	LIBA	30	29	97%
Computer Information Systems (21)	BUSN	364	346	95%
Design Engineering (1)	SCMA	40	38	95%
Developmental Studies in Communication (5)	COMM / LIBA	184	156	85%
Economics (6)	BUSN	130	110	85%
Electronics Technology (1)	SCMA	8	8	100%
Engineering (2)	SCMA	54	43	80%
English (11)	COMM / LIBA	379	336	89%
Foreign Languages (2)	COMM / LIBA	14	14	100%
Geology (1)	SCMA	13	13	100%
History (6)	LIBA	157	145	92%
Humanities (1)	LIBA	30	25	83%
Interior Design (1)	BUSN	21	18	86%
Interpreter Preparation (2)	LIBA	31	30	97%
Law Enforcement (1)	LIBA	18	18	100%
Management (2)	BUSN	26	23	88%
Marketing / E-Business (2)	BUSN	69	69	100%
Mathematics (8)	SCMA	156	143	92%
Medical Assistant (1)	ALLH	52	49	94%
Medical Laboratory/Phlebotomy Technology (3)	ALLH	27	27	100%
Music (1)	PACE	32	32	100%
Nursing (4)	NURS	91	79	87%
Occupational Therapy Assistant (1)	ALLH	15	15	100%
Patient Care Technician (1)	NURS	22	16	73%
Philosophy (1)	LIBA	8	6	75%
Physical Education (2)	SCMA	30	20	67%

Table 3 (cont.): Number of Students Assessed / Successful by Discipline/Program

Discipline/Program (# of Assessment Submissions)	Division	# Assessed	# Successful	% Successful
Physical Therapist Assistant (4)	ALLH	113	93	82%
Physics (4)	SCMA	106	92	87%
Political Science (3)	LIBA	408	386	95%
Psychology (7)	LIBA	237	197	83%
Radiography (1)	ALLH	28	26	93%
Religious Studies (1)	LIBA	17	16	94%
Respiratory Care (2)	ALLH	43	43	100%
Sociology (1)	LIBA	33	12	36%
Speech (5)	COMM / LIBA	139	131	94%
Telecommunications Technology (1)	BUSN	13	11	85%
Transportation Management (1)	BUSN	4	4	100%
Veterinary Technology (1)	SCMA	19	19	100%
Grand Total		3640	3270	90%

Appendix For Outcomes Assessment (OA)

Discipline Goal / Program Competency Assessment

Feedback Report
Spring 2005

Prepared by

Tulsa Community College
Office of Institutional Research and Assessment

Executive Summary

- A total of 199 faculty members contributed 218 records to the course-embedded assessment of discipline goals and/or program competencies.
- The records submitted reflect that a total of 4,363 students were assessed. Of those students, 82.5% successfully demonstrated the goal or competency assessed.
- Of the 218 assessment records submitted, 46% indicated specific changes to pedagogy in an effort to improve the potential for student learning. Additionally, 48% 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. LRC Media: 15.6%
 2. Professional Development: 14.2%
 3. Curriculum/textbook: 11.5%
 4. Classroom Equipment: 8.7%
 5. Technical/Computer Support: 6.9%
 6. External Student Learning Opportunities: 5.5%
 7. Laboratory Support: 3.2%
 8. Communication/Sharing Among Faculty: 3.2%
 9. Course placement / pre-requisite control: 2.3%
 10. Other: 2.9%

**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 <input type="checkbox"/>
4. I prepared for each class.	① ② ③ ④ <input type="checkbox"/>
5. I turned in papers and assignments on time.	① ② ③ ④ <input type="checkbox"/>
6. I was free to ask questions and contribute to class discussions.	① ② ③ ④ <input type="checkbox"/>
7. So far in this class, my grades reflect my level of performance.	① ② ③ ④ <input type="checkbox"/>

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 <input type="checkbox"/>
12. The instructor was well prepared for each class.	① ② ③ ④ <input type="checkbox"/>
13. The instructor explained topics clearly.	① ② ③ ④ <input type="checkbox"/>
14. The instructor encouraged understanding and applying facts as well as memorizing them.	① ② ③ ④ <input type="checkbox"/>
15. The instructor encouraged the students' <u>creative</u> thinking.	① ② ③ ④ <input type="checkbox"/>
16. The instructor encouraged the students' <u>critical</u> thinking.	① ② ③ ④ <input type="checkbox"/>
17. The instructor was available for consultation during posted office hours or by appointment.	① ② ③ ④ <input type="checkbox"/>
18. The instructor was patient with students' learning.	① ② ③ ④ <input type="checkbox"/>
19. The instructor alternated methods of instruction (handouts, films, overheads, the Internet).	① ② ③ ④ <input type="checkbox"/>
20. The instructor returned graded work as promised.	① ② ③ ④ <input type="checkbox"/>
21. The instructor returned papers, tests, and assignments with helpful comments.	① ② ③ ④ <input type="checkbox"/>

IV. Generally:

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

- Enthusiastic Uninspired
- Interested Bored
- Neutral

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

- Always Rarely
- Frequently Never
- Sometimes

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

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

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

- Respectful Impatient
- Patient Inappropriate
- Reasonable

Summary of Course:

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

Additional Comments:

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

Course Call Number:

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

1 2 5 9 6



