

TULSA COMMUNITY COLLEGE
ANNUAL STUDENT ASSESSMENT REPORT
2006 – 2007

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TULSA COMMUNITY COLLEGE
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EXECUTIVE SUMMARY

Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 38 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 2006 Summer and Fall Semesters and the 2007 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.

Placement based upon the ACT Reading scores show that nearly two-thirds (63.4%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. Almost one-third (31.9%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 4.7% of these students scored within a range of scores that would place them into a remedial Reading I course.

Two-fifths (40.0%) of the students who took the CPT Reading test scored high enough to be placed into college level reading. One-fourth (24.3%) scored at the level for placement in a Reading II course. Almost one-third (35.7%) scored within the range for placement in a Reading I course.

More than half (58.1%) of the new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Over one-third (34.6%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.3% scored within a cut-score range for placement in a remedial Writing I course.

For the CPT Sentence Skills sub-test, 51.1% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (16.6%) scored within the range for placement in the Writing II course, and almost one-third (32.3%) scored within the cut-score range for placement in the Writing I course.

Less than half (42.8%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Another 40.3% scored within a cut-score range for placement into Intermediate Algebra. Fewer students (16.8%) scored within the range for placement in Beginning Algebra, while no student scored within the cut-score range for placement into Basic Mathematics.

Conversely, 1.9% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 2.8% had scores that would place them into Intermediate Algebra. Finally, 14.5% had scores that would place them into Beginning Algebra, and four-fifths (80.9%) tested within a cut-score range for placement into Basic Mathematics.

The Entry Level Assessment Subcommittee recently completed a long-term effort to validate TCC's placement program in mathematics, reading, and writing. The study centered on verifying appropriate placement cut scores using the College Boards' Accuplacer CPT, TCC's secondary placement tool. While some of the cut scores were validate, many could not be; this discovery has let to conversation regarding the possibility of using ACT's COMPASS placement test in lieu of the CPT. Pilot studies are underway and no decision has yet been made.

The College has become a part of the Achieving the Dream initiative for community college. This initiative requires a review and analysis of success across several categories. One category is focused specifically on student placement into and success through developmental coursework.

Analysis on the Achieving the Dream data for students entering developmental coursework revealed that female students were significantly more successful than male students in all developmental course work. African Americans who enrolled in Basic Math faced significantly greater challenge. No significant differences in developmental coursework success occurred when data were factored by age, degree type, or enrollment status. Over half (55%) of the students requiring writing remediation persisted to Freshman Comp I within three years; however, most students (89%) who required mathematics remediation did not persist to College Algebra within three years.

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.

The assessment process, used for the past several years, centered around one of the institution's general education goals college-wide each year on a rotating basis. During the 2006-2007 academic year, faculty assessed effective communication.

The vehicle for assessing general education throughout the institution has been context-specific, with faculty members assessing the current year's goal according to the methods chosen to be most appropriate by each participating faculty member. The assessment instrument has been an Internet-based database application that faculty member complete one time per year during the fall semester, as the goal applies to any course they teach.

After considering the current year's college-wide goal and the recommended outcomes, individual faculty members, within the assessment instrument, described one specific activity used to determine if their students have demonstrated the current goal. The faculty members made the choice of course, activity and students. The faculty recorded in the instrument the

quantity of students assessed as well as the quality of students assessed “successfully” according to their own independent definitions.

Overall, 4,170 students were assessed for effective communication, 3,334 (80%) of whom were successful based on criteria set by individual faculty members. This total represents an improvement over the Fall 2001 and Fall 2002 administrations of effective communication assessment (81% and 83% respectively).

Program Outcomes Assessment

Tulsa Community College has implemented a course-embedded discipline and program outcomes assessment process that parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for each specific discipline or program, and on an annual basis they are asked to assess student performance toward one of their discipline’s or program’s goals. Student performances were evaluated against established 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 standardized web-based reporting tool to the Office of Planning and Institutional Research. Elements of the report include the assessment activity administered, the performance criteria for evaluation, the number of students assessed, the number of student performing successfully, and finally any action the instructor and/or the institution should take as a result of the assessment data.

The records submitted reflect that a total of 4,520 students were assessed. Of those students, 80.8% successfully demonstrated the goal or competency assessed. 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, Each university transfer discipline is required to perform an overall discipline self-study every three years. This study 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.

The outcome assessment plan also includes 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.

Results from the employer survey indicate that 91% of the participating employers report satisfaction with the performance of the employed TCC graduates and students. In addition, 81% of the respondents rated the employed TCC graduates ability to work with others productively as “above average” or “excellent,” while another 81% confirmed that graduates have above

average ability to work independently without direct supervision.” The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 68% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (71%) and to solve problems or suggest possible solutions (70%). Finally, 73% rated their employed TCC graduates with above average ability to accept supervision and criticism.

Student Satisfaction Assessment

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.

Course/instructor surveys 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.). During the Spring 2006 semester, 9,881 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 (92%) 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 (94%), are well prepared for the courses taught (94%), and maintain high course standards (95%).

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 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.

Results from the exit survey indicated high satisfaction across all dimensions assessed. Most of the potential graduates (79%) agree or strongly agree that their TCC experience has contributed to their knowledge, skills, and personal development in areas such as writing, speaking, thinking, solving, computing, and interactive with others. As a reflection on the quality of TCC’s programs, 87% agree or strongly agree that coursework emphasized the components of Bloom’s taxonomy.

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. The alumni survey allows one to assess student demographics on a variety of dimensions that are indirectly related to the educational experiences at TCC (e.g., employment status, current educational objectives, and preparedness to continue education).

Results from the alumni survey indicate 70% of the respondents are continuing their education. Furthermore, 80% of the respondents indicated that they are employed. Among respondents who were employed, 58% 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 (52%) reported that they are working full-time. When asked if they would attend TCC if they had it to do over again, 79% indicated that they would very likely make the same choice and 12% were moderately likely. The majority of respondents (58%) reported that they were more than adequately or exceptionally well prepared by TCC to continue their education.

ANNUAL STUDENT ASSESSMENT REPORT: 2006-2007 ACTIVITY
Narrative Questions

Section I – Entry Level
Administering Assessment

I-1. How were instruments administered?

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 38 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.

I-2. Which students were assessed?

All incoming students, regardless of age, must demonstrate proficiency either by testing (ACT and/or CPT) or by documentation of prior college-level work. Test score information is used as a guideline by academic advisors to place students in various courses at TCC. After testing, students whose age is twenty-one or higher may elect to waive any recommended developmental coursework; however, assessment advisors endeavor to dissuade students from waiving the needed courses identified through the tests.

I-3. Describe how and when they were assessed, including options for the students to seek retesting, tutoring, or other academic support.

The primary entry-level assessment instrument used by TCC is the ACT. The College administers both the national and the residual ACT at its Northeast Campus. Students who have taken the national ACT elsewhere may provide documented scores to the College through the registrar’s offices.

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.

Analyses and Findings

I-4. What were the analyses and findings from the 2006-07 entry-level assessment?

Placement in Reading:

Placement based upon the ACT Reading scores show that nearly two-thirds (63.4%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. Almost one-third (31.9%) scored within a range of scores that would place them into a remedial Reading II course. Finally, 4.7% of these students scored within a range of scores that would place them into a remedial Reading I course.

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Placement in Writing:

More than half (58.1%) of the new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. Over one-third (34.6%) scored within a range of scores that would place them into a remedial Writing II course. Finally, 7.3% scored within a cut-score range for placement in a remedial Writing I course.

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Placement in Mathematics:

Less than half (42.8%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Another 40.3% scored within a cut-score range for placement into Intermediate Algebra. Fewer students (16.8%) scored within the range for placement in Beginning Algebra, while no student scored within the cut-score range for placement into Basic Mathematics.

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I-5. How was student progress tracked?

Student cohorts from each of the placement categories are tracked to validate cut-scores and to measure student success. For instance, students testing in mathematics are grouped by test scores into course-level cohorts, and then the groups are tracked to obtain

overall measures of persistence and attainment. Reading and English cohorts are tracked as well.

I-6. 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 recently completed a long-term effort to validate TCC's placement program in mathematics, reading, and writing. The study centered on verifying appropriate placement cut scores using the College Boards' Accuplacer CPT, TCC's secondary placement tool. While some of the cut scores were validate, many could not be; this discovery has let to conversation regarding the possibility of using ACT's COMPASS placement test in lieu of the CPT. Pilot studies are underway and no decision has yet been made.

Other Assessment Plans

I-7. What other studies of entry-level assessment have been conducted at the institution?

The Career Services at Tulsa Community College uses a variety of assessment tools to provide guidance with students in development of their career paths. The college uses online versions of Sigi and Discover as well as in-office paper versions. Professional staff members meet directly with students to help formulate strategic career maps. Working with staff in office or online, students use this information to make degree major and individual coursework decisions.

The College has become a part of the Achieving the Dream initiative for community college. This initiative requires a review and analysis of success across several categories. One category is focused specifically on student placement into and success through developmental coursework.

I-8. Describe results.

The College does not currently track program placement per career assessment, but plans to do so after the implementation of its new ERP system.

Analysis on the Achieving the Dream data for students entering developmental coursework revealed that female students were significantly more successful than male students in all developmental course work. African Americans who enrolled in Basic Math faced significantly greater challenge. No significant differences in developmental coursework success occurred when data were factored by age, degree type, or enrollment status. Over half (55%) of the students requiring writing remediation persisted to Freshman Comp I within three years; however, most students (89%) who required mathematics remediation did not persist to College Algebra within three years.

I-9. What instructional changes occurred or are planned due to entry-level assessment?

In response to the Achieving the Dream data, the College has elected to focus on student persistence through the first and into the second semester of college. Intervention strategies are now under development. Further research is required to follow the

Achieving the Dream cohort into the sixth year to determine true persistence rates into college-level coursework.

As mentioned above, the College is considering moving from the College Board's Accuplacer CPT to ACT's COMPASS for its secondary entry-level placement tool. Pilot tests and cross-campus discussions are now occurring. A decision should be made soon.

Section II – Mid-Level/General Education Administering Assessment

II-1. Describe how assessment activities were linked to the institutional general education program competencies.

The assessment process, used for the past several years, centered around one of the institution's general education goals college-wide each year on a rotating basis. During the 2006-2007 academic year, faculty assessed effective communication.

Yearly, faculty have been asked to describe activities they use to determine if their students demonstrate the current goal being assessed. Therefore, the actual assessment activities vary widely because individual faculty members choose activities that fit the context of their courses.

II-2. Describe how the instruments were administered and how students were selected.

The vehicle for assessing general education throughout the institution has been context-specific, with faculty members assessing the current year's goal according to the methods chosen to be most appropriate by each participating faculty member. The assessment instrument has been an Internet-based database application that faculty member complete one time per year during the fall semester, as the goal applies to any course they teach.

After considering the current year's college-wide goal and the recommended outcomes, individual faculty members, within the assessment instrument, described one specific activity used to determine if their students have demonstrated the current goal. The faculty members made the choice of course, activity and students. The faculty recorded in the instrument the quantity of students assessed as well as the quality of students assessed "successfully" according to their own independent definitions.

The Office of Institutional Research and Assessment maintains the database and its questionnaire. Results for the 2006-07 Assessment are available at:

http://assessment.tulsacc.edu/iraweb/Portals/0/Assessment/Reports/Gen_Ed/Effective%20Communication%202006.pdf

II-3. Describe strategies to motivate students to participate meaningfully.

Since individual faculty members choose which course, which activity and which students to assess, student motivation and meaningful participation are inherent to the context of the learning experience chosen by the faculty member.

Analyses and Findings

II-4. How was student progress tracked into future semesters and what were the findings?

Individual faculty members conduct this assessment as it applies to a particular course of their choosing. TCC has no mechanism for tracking which students participate in this assessment or how students might perform in future semesters.

II-5. What were the analyses and findings from the 2006-07 mid-level/general education assessment?

Analysis and findings are provided by the Office of Institutional Research and Assessment via the Executive Summary of the Fall 2006 Assessment of Effective Communication as follows here:

- A total of 195 assessment records were submitted by 188 faculty members for the course-embedded assessment of TCC's general education goal #2, effective communication.
- These 188 faculty members responding represent an 18.8% overall participate rate and a 36.5% decrease in submissions by all faculty members compared to last year (307 submissions).
- Overall, 4,170 students were assessed for effective communication, 3,334 (80%) of whom were successful based on criteria set by individual faculty members. This total represents an improvement over the Fall 2001 and Fall 2002 administrations of effective communication assessment (81% and 83% respectively).
- Of the 195 assessment records submitted, 19% indicated specific changes to pedagogy in an effort to improve the potential for student learning and 81% indicated no change was needed.
- Requests for institutional intervention are prioritized as follows:
 1. Professional development: 6.6%
 - External development: 5.5%
 - Internal TCC Programs: 1.0%
 2. Computer Technology / Software: 5.6%
 3. Instructional equipment: 4.6%
 4. Prerequisite / Curriculum: 4.6%
 5. Academic Support Labs: 3.1%
 6. Guest Speakers / Field Trips: 2.6%
 7. Class Size: 2.1%
 8. Student Advisement / Placement: 2.1%
 9. Miscellaneous needs (other): 7.0%

Section III – Program Outcomes

III-1. List, in table format, assessment measures and number of individuals assessed for each major field of study.

Assessment Measures & Number of Individuals Assessed for the Degree Program/Department		
Department or Degree Program	Assessment Measures	# of Students Assessed
005 - ACCOUNTING	Course Specific Measures; Course Embedded Outcomes	325
010 - AGRICULTURAL SCIENCE	Course Specific Measures	1
013 - AMERICAN STUDIES	Course Specific Measures	5
015 - ARCHITECTURE	Course Specific Measures	4
020 - ART	Course Specific Measures; Course Embedded Outcomes	128
028 - AVIATION SCI. TECH/OSU	Course Specific Measures; Employer Survey	3
030 - BIOLOGY	Course Specific Measures; Course Embedded Outcomes	250
035 - BUSINESS ADMINISTRATION	Course Specific Measures; Course Embedded Outcomes	1313
040 - BUSINESS EDUCATION	Course Specific Measures; Course Embedded Outcomes	14
042 - COMMUNICATION SCIENCE/DISORD	Course Specific Measures	9
044 - CHILD DEVELOPMENT	Course Specific Measures; Course Embedded Outcomes	320
045 - CHEMISTRY	Course Specific Measures; Course Embedded Outcomes	46
046 - COMPUTR SCI/MIS-OSU/LANG	Course Specific Measures; Course Embedded Outcomes	101
047 - THEATRE	Course Specific Measures	28
050 - DENTISTRY	Course Specific Measures	35
052 - ECONOMICS	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	10
054 - EDUCATION	Course Specific Measures; Employer Survey	225
055 - EDUCATION(ELEM)	Course Specific Measures; Employer Survey	412
060 - EDUCATION(SEC)	Course Specific Measures; Employer Survey	166
063 - ELECTRONIC ENG TECH - OSU	Course Specific Measures; Course Embedded Outcomes	38
065 - ENGINEERING	Course Specific Measures; Course Embedded Outcomes	442
070 - ENGLISH	Course Specific Measures; Course Embedded Outcomes	106
071 - FIRE & EMERGENCY SER.	Course Specific Measures; Course Embedded Outcomes	94
075 - FOREIGN LANGUAGE	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	1
080 - FORESTRY	Course Specific Measures	1
081 - FRENCH	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	9
082 - GEOLOGY	Course Specific Measures; Discipline Self-Study; Course Embedded	21

	Outcomes	
084 - GERMAN	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	11
086 - INTERNATIONAL BUSINESS	Course Specific Measures	59
087 - GEOGRAPHY	Course Specific Measures; Course Embedded Outcomes	6
089 - HEALTH/HUMAN PERFORMANCE	Course Specific Measures	60
091 - HUMAN SERVICES	Course Specific Measures	163
093 - HORTICULTURE TECH. OSU	Course Specific Measures	28
094 - HOTEL & RESTAURANT ADMIN.	Course Specific Measures	2
095 - HISTORY	Course Specific Measures; Course Embedded Outcomes	72
096 - INTERNATIONAL STUDIES	Course Specific Measures; Discipline Self-Study; ; Course Embedded Outcomes	11
097 - HUMANITIES	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	13
098 - ITALIAN	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	12
099 - JAPANESE	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	20
100 - JOURNALISM & MASS COMM.	Course Specific Measures; Course Embedded Outcomes	132
103 - INTERIOR DESIGN OSU	Course Specific Measures	18
105 - LAW	Course Specific Measures; Employer Survey	11
109 - LAW ENFORCEMENT	Course Specific Measures	2
110 - CRIMINAL JUSTICE	Course Specific Measures	254
115 - LIBERAL ARTS	Course Specific Measures	2131
123 - MANAGEMENT	Course Specific Measures	48
124 - MARKETING OSU	Course Specific Measures; Course Embedded Outcomes	122
125 - MATHEMATICS	Course Specific Measures; Course Embedded Outcomes	46
130 - MEDICINE	Course Specific Measures	263
145 - MUSIC	Course Specific Measures; Course Embedded Outcomes	104
147 - NURSING (PRE-PROFESSIONAL)	Course Specific Measures; Course Embedded Outcomes; Employer Survey	12
160 - OPTOMETRY	Course Specific Measures	14
165 - PRE-PHARMACY	Course Specific Measures	210
166 - PHILOSOPHY	Course Specific Measures	9
170 - PHYSICAL EDUCATION	Course Specific Measures; Course Embedded Outcomes	35
180 - PHYSICAL THERAPY	Course Specific Measures	7
185 - PHYSICS	Course Specific Measures; Discipline Self-Study; Course Embedded	12

	Outcomes	
186 - PHYSICAL SCIENCE	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	1
190 - POLITICAL SCIENCE	Course Specific Measures; Course Embedded Outcomes	61
193 - PRE-COMPUTER SCIENCE	Course Specific Measures	56
195 - PSYCHOLOGY	Course Specific Measures; Course Embedded Outcomes	347
196 - QUALITY CONTROL TECHNOLOGY	Course Specific Measures	14
215 - RELIGIOUS STUDIES	Course Specific Measures; Course Embedded Outcomes	19
220 - RUSSIAN	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	11
221 - SAFETY/ENV. TECHNOLOGY	Course Specific Measures	2
223 - SOCIOLOGY	Course Specific Measures; Course Embedded Outcomes	53
225 - SOCIAL SCIENCE	Course Specific Measures	2
230 - SOCIAL WELFARE	Course Specific Measures	1
232 - SPANISH	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	53
235 - SPEECH	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	5
240 - VETERINARY MEDICINE	Course Specific Measures; Course Embedded Outcomes; Employer Survey	40
520 - BANKING	Course Specific Measures	1
525 - BUSINESS	Course Specific Measures; Course Embedded Outcomes	236
528 - AVIATION SCIENCES TECH	Course Specific Measures; Employer Survey	100
530 - ACCOUNTING ASSISTANT	Course Specific Measures	6
542 - CHEMICAL LABORATORY TECH	Course Specific Measures	2
550 - CHILD DEVELOPMENT	Course Specific Measures; Course Embedded Outcomes	150
580 - COMPUTER PROGRAMMING	Course Specific Measures	20
581 - COMPUTER INFORMATION SYS	Course Specific Measures; Course Embedded Outcomes	178
582 - COMP SPEC BUS. MICROS	Course Specific Measures	3
585 - COMPUTER INFORMATION SYS	Course Specific Measures; Course Embedded Outcomes	101
589 - DENTAL ASSISTING	Course Specific Measures; Course Embedded Outcomes	6
590 - DESIGN ENGINEERING TECH	Course Specific Measures	54
592 - DENTAL HYGIENE	Course Specific Measures; Course Embedded Outcomes	162
593 - DESKTOP PUBLISHING	Course Specific Measures	1

600 - ELECTRICAL ENGINEER TECH	Course Specific Measures; Course Embedded Outcomes	2
630 - EMERGENCY MEDICAL TECH	Course Specific Measures	19
631 - GRAPHICS/IMAGING TECH	Course Specific Measures	22
641 - HEALTH CARE ADMIN	Course Specific Measures; Employer Survey	6
643 - HEALTH INFORMATION TECH	Course Specific Measures; Employer Survey	29
645 - HUMAN SERVICES	Course Specific Measures	53
650 - ELECTRONICS TECHNOLOGY	Course Specific Measures	42
651 - CIVIL ENGINEERING TECH	Course Specific Measures	17
654 - INTERIOR DESIGN	Course Specific Measures	79
655 - INTERPRETER PREPARATION	Course Specific Measures; Course Embedded Outcomes	44
659 - FINANCE	Course Specific Measures; Employer Survey	3
672 - INTERNATIONAL BUSINESS	Course Specific Measures	11
673 - INTERNATIONAL LANG STUDY	Course Specific Measures; Discipline Self-Study; Course Embedded Outcomes	48
680 - FIRE PROTECTION TECH	Course Specific Measures; Course Embedded Outcomes	10
682 - FIRE & EMERGENCY SERVICES	Course Specific Measures; Course Embedded Outcomes	13
685 - OCCUPATION THERAPY ASST	Course Specific Measures; Course Embedded Outcomes; Employer Survey	48
687 - OFFICE ASSISTANT	Course Specific Measures	27
701 - RESPIRATORY THERAPY	Course Specific Measures	78
706 - ACCOUNTING ASSOCIATE	Course Specific Measures	52
710 - LEGAL ASSISTANT	Course Specific Measures; Employer Survey	58
722 - NUMERICAL CONTRL/MACH TECH	Course Specific Measures	3
729 - MANUFACTURING ENG TECH	Course Specific Measures; Employer Survey	11
731 - MARKETING	Course Specific Measures; Course Embedded Outcomes	44
732 - E-BUSINESS	Course Specific Measures	7
739 - BIO MED EQUIP TECH	Course Specific Measures; Course Embedded Outcomes	2
741 - MEDICAL LABORATORY TECH	Course Specific Measures	20
750 - MEDICAL ASSISTANT	Course Specific Measures	51
760 - MEDICAL OFFICE ADMIN	Course Specific Measures	3
774 - MANAGEMENT	Course Specific Measures	26
780 - HORTICULTURE TECHNOLOGY	Course Specific Measures	38
791 - NURSING	Course Specific Measures; Course Embedded Outcomes; Employer Survey	320
795 - HUMAN RESOURCES	Course Specific Measures	48
810 - PHARMACY TECHNOLOGY	Course Specific Measures	13
828 - PATIENT CARE TECHNICIAN	Course Specific Measures	24
831 - PHYSICAL THERPY ASSNT	Course Specific Measures; Employer	142

	Survey	
840 - LAW ENFORCEMENT	Course Specific Measures	16
849 - QUALITY CONTROL TECH	Course Specific Measures	14
870 - RADIOGRAPHY	Course Specific Measures; Employer Survey	215
910 - ADMINISTRATIVE OFFICE TECH	Course Specific Measures	1
912 - PURCHSING & MATERIALS MGMT	Course Specific Measures	5
913 - SAFETY & LOSS CONTROL TECH	Course Specific Measures	1
917 - SMALL BUS. MGMT ENTREPRE	Course Specific Measures	1
919 - SURGICAL TECHNOLOGY	Course Specific Measures	17
921 - SURVEYING TECHNOLOGY	Course Specific Measures; Employer Survey	18
927 - STAGE PRODUCTION TECH	Course Specific Measures	10
931 - TRANSPORTATION MANAGEMENT	Course Specific Measures	9
939 - TECHNOLOGY	Course Specific Measures	12
940 - TELECOMMUNICATIONS TECH	Course Specific Measures	24
941 - TELECOM MANAGEMENT	Course Specific Measures	3
955 - VETERINARY TECHNOLOGY	Course Specific Measures; Course Embedded Outcomes; Employer Survey	73

Analyses and Findings

III-1. What were the analyses and findings from the 2006-07 program outcomes assessment?

Course-Embedded Assessment

Tulsa Community College has implemented a course-embedded discipline and program outcomes assessment process that parallels that of mid-level (general education) assessment. Faculty members have defined learning outcome goals and competencies for each specific discipline or program, and on an annual basis they are asked to assess student performance toward one of their discipline's or program's goals. Student performances were evaluated against established 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 standardized web-based reporting tool to the Office of Planning and Institutional Research. Elements of the report include the assessment activity administered, the performance criteria for evaluation, the number of students assessed, the number of student performing successfully, and finally any action the instructor and/or the institution should take as a result of the assessment data.

Results from the course embedded assessment process are as follows:

- A total of 187 faculty members contributed 199 records to the course-embedded assessment of discipline goals and/or program competencies. The number of

contributors represents 16.7% participation by full and part-time faculty (29.1% of full-time and 12.4% of adjunct).

- The records submitted reflect that a total of 4,520 students were assessed. Of those students, 80.8% successfully demonstrated the goal or competency assessed.
- Of the 199 assessment records submitted, 21.1% indicated specific changes to pedagogy in an effort to improve the potential for student learning. More than two-thirds (78.9%) indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:

1. Professional Development	12.1%
2. Computer Technology / Software	6.0%
3. Guest Speakers / Field Trips	3.0%
4. Instructional Equipment	3.0%
5. Academic Support Labs	2.5%
6. LRC / Library Resources & Services	2.5%
7. Media Resources	2.5%
8. Prerequisites / Curriculum	2.0%
9. Class Size	1.5%
10. Improved Communication	1.5%
11. Student Advisement / Placement	1.5%
12. Other	3.5%

Discipline Self-Study

Each university transfer discipline is required to perform an overall discipline self-study every three years. This study 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.

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.

Results from the employer survey indicate that 91% of the participating employers report satisfaction with the performance of the employed TCC graduates and students. In addition, 81% of the respondents rated the employed TCC graduates ability to work with

others productively as “*above average*” or “*excellent*,” while another 81% confirmed that graduates have above average ability to work independently without direct supervision.” The general attitude toward the work performed was rated as “*above average*” or “*excellent*” by 68% of the participating employers. Employers reported that TCC graduates are “*above average*” or “*excellent*” in their ability to identify, analyze problems (71%) and to solve problems or suggest possible solutions (70%). Finally, 73% rated their employed TCC graduates with above average ability to accept supervision and criticism.

Other Assessment Plans

III-2. What instructional changes occurred or are planned in the programs due to program outcomes assessment?

Economics

Our current curriculum does support our discipline assessment goals. Each of the goals assessed is supported by material in the Principles of Economics textbooks used at TCC. No changes are needed.

English as a Second Language (ESL)

We believe upgrading all classrooms with multimedia options will improve student language skills and increase retention rates in the program. We have added a new class for 2008 to address speaking skills (Conversation and Pronunciation). We are also piloting an E-portfolio program to record and demonstrate successful outcomes. Most goals were met but there is always room for improvement.

Geology

The existing discipline goals support TCC’s goals. The assessment results of the last three years demonstrate that the discipline goals have been adequately met. At this time, no changes to the goals are needed.

Success, retention and persistence numbers look very good. The success rate and retention rate numbers also include the physical geology telecourse. Traditionally, the success rate and retention rate for the geology telecourse has been low. For Spring 2007 the success rate for the physical geology telecourse was 40% and the retention rate was 53%. By removing the physical geology telecourse numbers the success rate for in-class physical geology was 83% and the retention rate was 92%.

Humanities

There will be no need to change the discipline goals at this time, but this is part of an ongoing discussion among the Humanities faculty. The goals currently are in alignment with professional standards in the field as well as with the goals of the college. Furthermore, they reflect the appropriate level of abstraction as delineated in Bloom’s Taxonomy.

International Languages

It was recommended to separate the reading and writing assessment into 2 separate goals. We now have 4 goals instead of 3.

Our new goals are:

- Have a measurable proficiency of speaking and listening understandable to a native speaker of the target language.
- Have a measurable proficiency of reading non-technical texts in the target language
- Have a measurable proficiency of writing in the target language
- Have a measurable understanding of the cultures associated with the target language

The grading system reflects attained goals which are measured by regularly scheduled and evenly spaced oral and written exams as well as frequent quizzes. Class participation and workbook assignments (paper or on-line) are included in the grading system. Less emphasis should be given for attendance, as attendance without in-class participation or with poor test scores does not reflect attainment of discipline goals.

In order to teach a language class via Internet, we need a program or platform that allows language instructors to add oral components to their tests. There is a program called *Wimba* that allows oral postings and oral components in the tests (like listening comprehension exercises). Blackboard doesn't allow any oral components on the tests.

Physics

Existing discipline goals are in line with and support the institute goals. The results of the evaluations of the last three years show that the discipline goals have been adequately met. As a result no changes to the goals are justified.

All physics and physical science courses meet the guidelines established by State Regents Course Equivalency Committee. As all of Tulsa Community College's physics and physical science courses meets the requirements of this project all of the courses transfer to all other state higher education institutes.

Physics and Physical science courses rely on math co and pre requisites for course placement. As the physical sciences are primarily a mathematical representation of the physical world the student's level of mathematical ability is the defining requisite of physical science achievement. These co and pre requisites are an integral part of the requirements of the State Regents Course Equivalency Committee.

Individual course goals are in line with general discipline goals. In addition the general discipline goals are in line with the institute goals. Informal discussions with faculty from Oklahoma State University, University of Oklahoma, University of Tulsa and Oral Roberts University have shown that these goals are appropriate for physics and physical science. No changes need to be made to specific course objectives in the curriculum sequence.

Speech

The learning objectives for SPE 1113 were thoroughly reviewed and then revised. The speech faculty on each campus will provide these learning objectives to the Associate Deans, who will insure that part-time instructors use them as well. The learning objectives are meant to be a guide and it is expected that each full-time and part-time faculty member and instructors may want to re-word them slightly or add others, but these are the objectives that should be addressed in all sections of SPE 1113.

- a. to identify anxiety as a given in any speaking situation, to learn to control anxiety, and to use anxiety in a positive role in a presentation.
- b. to examine and synthesize effective communication skills.

- c. to understand and apply effective listening skills.
- d. to apply ethical critical thinking when evaluating and utilizing research to construct effective presentations.
- e. to evaluate and apply the various types of effective supporting materials to
- f. be used in oral presentations.
- g. to adapt to an audience through effective audience analysis.
- h. to create a variety of oral presentations by using the basic skills of effective organization, preparation and delivery.
- i. to evaluate speech content and delivery utilizing electronic video recordings.
- j. to apply critical thinking skills to persuasion strategies.
- k. to develop and apply interviewing skills
- l. to understand the theoretical background and apply a practical understanding of interpersonal communication principles.

The faculty agreed to support a new course being proposed if a faculty member wishes to develop an electronic oral communication course; this new course should not substitute for or replace SPE 1113. In addition, this new electronic oral communications course should not be named "Business Communications." The new course may not be cross-listed with ENG 2343 Business Communications or ENG 2363 Advanced Business Communications because these are writing courses teaching writing skills with an additional oral presentation. The course descriptions are below.

Section IV – Student Satisfaction Administration of Assessment

IV-1. How were the students 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.

Course/Instructor Evaluations

Course/instructor surveys 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 use 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.

Alumni 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).

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 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.

IV-2. What were the analyses and findings from the 2006-07 student satisfaction assessment?

Course/Instructor Evaluations

During the Spring 2007 semester, 9,881 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 (92%) 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 (94%), are well prepared for the courses taught (94%), and maintain high course standards (95%).

Alumni Survey

Results from the alumni survey indicate 70% of the respondents are continuing their education. Furthermore, 80% of the respondents indicated that they are employed. Among respondents who were employed, 58% 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 (52%) reported that they are working full-time.

When asked if they would attend TCC if they had it to do over again, 79% indicated that they would very likely make the same choice and 12% were moderately likely. The majority of respondents (58%) reported that they were more than adequately or exceptionally well prepared by TCC to continue their education.

Exit Survey

Results from the exit survey indicated high satisfaction across all dimensions assessed. Most of the potential graduates (79%) agree or strongly agree that their TCC experience has contributed to their knowledge, skills, and personal development in areas such as writing, speaking, thinking, solving, computing, and interactive with others. As a reflection on the quality of TCC's programs, 87% agree or strongly agree that coursework emphasized the components of Bloom's taxonomy.

IV-3. 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 and has developed "Welcome Centers" to provide a more effective and efficient front-line experience for student enrollment. The College will also begin administering the Community College Survey of Student Engagement (CCSSE) to better measure both student engagement and student satisfaction.