



**TULSA COMMUNITY COLLEGE**

**ANNUAL STUDENT ASSESSMENT REPORT**

**2007 – 2008**

**SUBMITTED TO THE OKLAHOMA**

**STATE REGENTS FOR HIGHER EDUCATION**

**December 2008**

TCC Contact: Dr. Ric Baser

Executive Vice President & Chief Academic Officer

## TULSA COMMUNITY COLLEGE

### ANNUAL STUDENT ASSESSMENT REPORT

2007-2008

#### EXECUTIVE SUMMARY

##### Entry-Level Assessment

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened in 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. Beginning with Fall 2009, TCC will use the ACT Compass as the secondary test for entry-level placement.

During the 2007 Summer and Fall Semesters and the 2008 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 two-thirds (65.7%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. A total of 46.7% of the students who took the CPT Reading test scored high enough to be placed into college level reading. Almost one-fourth (22.0%) scored at the level for placement in a Reading II course. Almost one-third (31.3%) scored within the range for placement in a Reading I course.

Nearly two-thirds (64.8%) of new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. For the CPT Sentence Skills sub-test, 56.0% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (15.7%) scored within the range for placement in the Writing II course, and over one-fourth (28.4%) scored within the cut-score range for placement in the Writing I course.

Less than half (51.1%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Conversely, 2.7% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 1.9% had scores that would place them into Intermediate Algebra. Finally, 15.0% had scores that would place them into Beginning Algebra, and four-fifths (80.0%) tested within a cut-score range for placement into Basic Mathematics.

In response to data generated as a result of the College's Achieving the Dream initiative, TCC has selected student persistence fall to spring and persistence fall to fall for its first AtD goal. After review of the data, the AtD Core Team implemented a pilot orientation course for all entering freshmen who are part of the Tulsa Achieves program, representing half of all TCC entering freshmen. Once results are reviewed, it will be determined whether or not to implement this instructional change to all entering freshmen.

Beginning with the Fall 2008 semester, developmental reading and reading in college level course work was instituted as a major AtD goal for entering freshmen. Developmental mathematics and College Algebra has been selected for the new goal in Fall 2009.

### Mid-Level Assessment

The assessment plan delineates a focus on one of the institution's general education goals college-wide each year on a rotating basis. During Fall 2007, a sub-committee of the Institutional Effectiveness Council conducted a pilot study to create a more effective, comprehensive means of measuring general education competencies. The sub-committee determined that faculty enthusiasm for the current system has waned over the last several years; however, an alternative assessment system is still in creation. Consequently, the assessment of TCC general education goal #3, engaged learning, was assessed using the standard methodology for Fall 2008.

Further, TCC applied for and was subsequently selected for the Higher Learning Commission's Assessment Academy beginning Fall 2007. The task, with guidance from HLC, is to develop and implement a plan to assess general education goals in co-curricular activities. This is an action-focused, four-year sequence of events, interactions, and analyses focused on student learning results.

For the assessment of general education goals in co-curricular activities, a small, specific population was chosen consisting of 160 students in a TRIO grant funded cohort. The Director of Student Services at the Metro campus is working in conjunction with the grant director and the director of Planning and Institutional Research to implement and assess general education goals.

This project is ongoing, and results will be reported in the 2008-2009 Annual Student Assessment Report

### 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.

Records reflect a total of 2,504 students were assessed for program outcomes during Spring 2008. Of these students, 80.2% 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.

Several programs at TCC require licensure or certification, and these are robust measures of program and student success. In the last academic year, 10 programs reported licensure and certification assessment results for 184 graduates. Results ranged from 100% to 84% pass rates. Forty percent of all reporting programs demonstrated 100% pass rates, with an overall average rate of 94.3%. TCC's licensure and certification pass rates are among the highest in the state.

### 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.

During the 2007-08 academic year, two student surveys were conducted to assess student satisfaction with college services. The Spring 2008 Student Support Services Survey was conducted in April 2008. All currently enrolled students were given the opportunity to participate, and were emailed a link to the online survey. The Fall 2008 Student Support Services Survey was conducted in September and October 2008. Again, all currently enrolled students were invited to participate, and were emailed an online survey link with subsequent reminder.

For the Spring 2008 Student Support Survey, a total of 1,132 students representing all four campuses responded to 35 items evaluating Academic Advising/Schedule Planning, Personal Counseling, Financial Aid, Library/Media Center, Tutoring Services, Computer Lab, Multicultural Services, and the disabled Student Resource Center. Average responses ranged from 73% to 98% satisfied or neutral, with Financial Aid receiving the lowest average rating and the Library/Media Center receiving the highest. Students reported further positive affect with Computer Lab services (96%), Multicultural Services (96%), disAbled Student Resource Center (92%), Tutoring Services (91%), Academic Advising/Schedule Planning (84%), and Personal Counseling (84%).

A total of 500 students representing all four campuses participated in the Fall 2008 Student Support Services Survey. Average responses ranged from 62% for Financial Aid to 98% for Library/Media Center. Average rating for Multicultural Services remained at 96%, and average ratings for all other services increased: Computer Lab (97%), disAbled Student Resource Center (93%), Tutoring Services (94%), Academic Advising/Schedule Planning (86%), and Personal Counseling (87%).

Financial Aid services received the lowest satisfaction ratings from students, and a student financial aid consulting firm was contracted during Fall 2008 to identify specific issues and recommend appropriate change. Because TCC experienced an unprecedented enrollment increase during Fall 2008, in part due to increased enrollment in the Tulsa Achieves program, financial aid packaging bottlenecked, and students did not receive full financial aid information in a timely manner. Additional financial aid staff were contracted to resolve the backlog and to create lean processing beginning with the Spring 2009 semester. Further, financial aid training sessions have been planned for existing and new staff to communicate consistency and efficiency.

Also scheduled for Spring 2009, the College will begin administering the Community College Survey of Student Engagement (CCSSE) to better measure both student engagement and student satisfaction. Thereafter, TCC will alternate implementation of the CCSSE and the Noel-Levitz Student Satisfaction Survey each spring semester.

## ANNUAL STUDENT ASSESSMENT REPORT: 2007-2008 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 in 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. Beginning with the Fall 2009 semester, TCC will begin administering the ACT Compass for entry-level placement and diagnosis.

###### **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. Beginning with the Fall 2009 semester, TCC will no longer allow adult students to waive developmental placement.

###### **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 two-thirds (65.7%) of entering TCC students scored high enough on the ACT Reading to be placed in college level reading courses. A total of 46.7% of the students who took the CPT Reading test scored high enough to be placed into college level reading. Almost one-fourth (22.0%) scored at the level for placement in a Reading II course. Almost one-third (31.3%) scored within the range for placement in a Reading I course.

#### Placement in Writing:

Nearly two-thirds (64.8%) of the new students scored high enough on the ACT English sub-test to be placed in a Freshman Composition I course. For the CPT Sentence Skills sub-test, 56.0% of those tested scored high enough to be placed into a Freshman Composition I course. Fewer students (15.7%) scored within the range for placement in the Writing II course, and over one-fourth (28.4%) scored within the cut-score range for placement in the Writing I course.

#### Placement in Mathematics:

Less than half (51.1%) of the new TCC freshmen scored high enough on the ACT Mathematics sub-test to be placed into College Algebra. Conversely, 2.7% scored within a cut-score range on the CPT Mathematics sub-test to be placed into College Algebra, and 1.9% had scores that would place them into Intermediate Algebra. Finally, 15.0% had scores that would place them into Beginning Algebra, and four-fifths (80.0%) tested within a cut-score range for placement into Basic Mathematics.



### **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. Because TCC is an Achieving the Dream (AtD) college, remedial course progress is carefully tracked through gateway courses and completion.

### **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 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 lent itself to conversation regarding the possibility of using ACT's COMPASS placement test in lieu of the CPT. It has been determined that the Compass will replace the Accuplacer CPT for Fall 2009 placement. Faculty in conjunction with AtD are developing cut scores, and the Office of Planning and Institutional Research will be analyzing results.

### **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.

Through the AtD initiative, the Learning and Study Strategies Inventory (LASSI) has been selected as a pre- and post- affective measure of the new college orientation courses, College Strategies and College Survival. It assesses students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. A self-reflection essay has been selected as a cognitive measure of reading and student readiness for college. Results will be analyzed in Spring 2009.

### **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 selected student persistence fall to spring and persistence fall to fall for its first AtD goal. After review of the data, the AtD Core Team implemented a pilot orientation course for all entering freshmen who are part of the Tulsa Achieves program, representing half of all TCC entering freshmen. Once results are reviewed, it will be determined whether or not to implement this instructional change to all entering freshmen.

Beginning with the Fall 2008 semester, developmental reading and reading in college level course work was instituted a major AtD goal for entering freshmen. Developmental mathematics and College Algebra has been selected for the new goal in Fall 2009.

## **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 plan delineates a focus on one of the institution's general education goals college-wide each year on a rotating basis. During Fall 2007, a sub-committee of the Institutional Effectiveness Council conducted a pilot study to create a more effective, comprehensive means of measuring general education competencies. The sub-committee determined that faculty enthusiasm for the current system has waned over the last several years; however, an alternative assessment system is still in creation. Consequently, the assessment of TCC general education goal #3, engaged learning, was assessed using the standard methodology for Fall 2008.

Further, TCC applied for and was subsequently selected for the Higher Learning Commission's Assessment Academy beginning Fall 2007. The task, with guidance from HLC, is to develop and implement a plan to assess general education goals in co-curricular activities. This is an action-

focused, four-year sequence of events, interactions, and analyses focused on student learning results.

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

The traditional 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 members complete one time per year during the fall semester, as the goal applies to any course they teach.

Although this method was suspended during Fall 2007, it was re-instituted for Fall 2008. Further, it is used to assess program and discipline goals each spring semester. The Office of Planning and Institutional Research maintains the database and its questionnaire. Results for assessments are available at:

[http://assessment.tulsacc.edu/iraweb/Portals/0/Assessment/Reports/Gen\\_Ed/Effective%20Communication%202006.pdf](http://assessment.tulsacc.edu/iraweb/Portals/0/Assessment/Reports/Gen_Ed/Effective%20Communication%202006.pdf)

For the assessment of general education goals in co-curricular activities, a small, specific population was chosen consisting of 160 students in a TRIO grant funded cohort. The Director of Student Services at the Metro campus is working in conjunction with the grant director and the director of Planning and Institutional Research to implement and assess general education goals. This project is ongoing, and results will be reported in the 2008-2009 Annual Student Assessment Report.

## **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.

For purposes of the Assessment Academy project measuring general education goals in co-curricular activities, these students are already incentivized to participate in the TRIO grant. They receive \$100 a semester for participation, and they receive individualized counseling and advising.

## **Analyses and Findings**

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

For the traditional methodology of assessing general education goals, 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.

With regard to the Assessment Academy project underway, students are identified as part of the TRIO grant. Their progress is and will be carefully tracked by the grant director and with assistance from the Office of Planning and Institutional Research.

## **II-5. What were the analyses and findings from the 2007-08 mid-level/general education assessment?**

As aforementioned, two special pilot studies were undertaken during Fall 2007, and the semester was used as a planning period. The sub-committee undertaking a new, comprehensive method for assessing general education college-wide is ongoing. The HLC Assessment Academy project is well underway, and assessment of learning will begin with the 2008-2009 academic year. Consequently, quantitative results will be available for the 2008-2009 Annual Assessment Report.

## **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  
Degree Program/Department**

<b>Department or Degree Program</b>	<b>Assessment Measures</b>	<b># of Students Assessed</b>
005 – ACCOUNTING	Course specific measures; course embedded outcomes	25
030 – BIOLOGY	Course specific measures; course embedded outcomes	274
031 – BIOTECHNOLOGY	Course specific measures	5
035 – BUSINESS ADMINISTRATION	Course specific measures; course embedded outcomes	31
044 – CHILD DEVELOPMENT	Course specific measures; course embedded outcomes	152
045 – CHEMISTRY	Course specific measures; course embedded outcomes	119
046 – COMPUTER SCI/MIS-OSU/LANG	Course specific measures; course embedded outcomes	74
052 – ECONOMICS	Course specific measures; course embedded outcomes; Discipline self-study	150
070 – ENGLISH	Course specific measures; course	

<b>Department or Degree Program</b>	<b>Assessment Measures</b>	<b># of Students Assessed</b>
	embedded outcomes	223
071 – FIRE & EMERGENCY SERVICES	Course specific measures; course embedded outcomes	18
087 – GEOGRAPHY	Course specific measures; course embedded outcomes	37
091 – HUMAN SERVICE	Course specific measures; Discipline self-study	30
095 – HISTORY	Course specific measures; course embedded outcomes	19
096 – INTERNATIONAL STUDIES	Course specific measures; course embedded outcomes; Discipline self-study	19
097 – HUMANITIES	Course specific measures; course embedded outcomes	63
103 – INTERIOR DESIGN OSU	Course specific measures	18
125 – MATHEMATICS	Course specific measures; course embedded outcomes	458
185 – PHYSICS	Course specific measures; course embedded outcomes; Discipline self-study	51
215 – RELIGIOUS STUDIES	Course specific measures; course embedded outcomes	6
223 – SOCIOLOGY	Course specific measures; course embedded outcomes	60
235 – SPEECH	Course specific measures; course embedded outcomes; Discipline self-study	53
590 – DESIGN ENGINEERING TECH	Course specific measures	12
655 – INTERPRETER PREPARATION	Course specific measures; course embedded outcomes	7
673 – INTERNATIONAL LANG STUDY	Course specific measures; course embedded outcomes	19
731- MARKETING	Course specific measures; course embedded outcomes	88
741- MEDICAL LABORATORY TECH	Course specific measures	12
791 – NURSING	Course specific measures; course embedded outcomes	171
831 – PHYSICAL THERAPY ASSISTANT	Course specific measures; course embedded outcomes; Employer survey	26
955 – VETERINARY TECHNOLOGY	Course specific measures; course embedded outcomes	14

## Analyses and Findings

### III-2. What were the analyses and findings from the 2007-08 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 or program goals. Student performance was 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 students 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 92 faculty members contributed 98 records to the course-embedded assessment of discipline goals and/or program competencies. The number of contributors represents approximately 10% participation by full and part-time faculty.
- The records submitted reflect that a total of 2,504 students were assessed. Of those students, 80.2% successfully demonstrate the goal or competency assessed.
- Of the 98 assessment records submitted, 21.4% indicated specific changes to pedagogy in an effort to improve the potential for student learning. More than two-thirds (78.8%) indicated that no changes were necessary based on assessment results.
- Requests for institutional intervention are prioritized as follows:

Professional Development - External	10.2%
Academic Support Labs	5.1%
Instructional Equipment	4.1%
Prerequisites / Curriculum	4.1%
Computer Technology / Software	3.1%
Guest Speakers / Field Trips	3.1%
Media Resources	3.1%
Improved Communication	2.0%
Student Advisement / Placement	2.0%

Other	2.0%
Changes in Procedures	1.0%
LRC / Library Resources & Services	1.0%
Testing Center Support	1.0%
Textbook Selection	1.0%

### 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 most recently completed 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.

### Licensure and Certification Assessment

Several programs at TCC require license or certification, and these are robust measures of program and student success. In the last academic year, 10 programs reported licensure and certification assessment results for 184 graduates. Results ranged from 100% to 84% pass rates. Forty percent of all reporting programs demonstrated 100% pass rates, with an overall average rate of 94.3%. TCC’s licensure and certification pass rates are among the highest in the state.

### **III-3. What instructional changes occurred or are planned in the programs due to program outcomes assessment?**

#### **Biology**

The results of a survey developed and conducted by the Biology faculty Assessment committee were reviewed illustrating general agreement to use a pre-post test as an internal tool to improve the teaching-learning cycle. Next steps will include: (1) circulating the existing critical thinking pre-post exam in use at West Campus as a starting point; (2) the Biology faculty assessment committee will work with the Planning and Research Office to develop additional conceptual content questions; with the goal of (3) implementing a pre-post exam in the Biology 1224 classes taught by fulltime faculty next fall.

#### **English**

Upon review of assessment results, English faculty discussed combining the assessment of general education and discipline goals and course objectives in core classes by creating a common assessment tool. Given its nascent state and need for further discussion of its content and form, faculty will continue to revise the instrument for use in Fall 2009.

Faculty also proposed a reduction of class enrollment in composition courses to address the current enrollment cap of 25 and 20 in credit-level and developmental courses, respectively. A financial breakdown of the cost to the institution to lower the maximum to 20 in all ENG 1113 and ENG 1213 courses has been submitted basing calculations on a three-year summary from 2003-2006.

Creative Writing: Creative writing faculty discussed the potential need for a Creative Writing Certificate and/or an Associate of fine Arts degree. It was determined that a certificate could provide additional writing courses to meet students needs and segway well into a BA or MBA program in creative writing. Curriculum changes accompanying the certificate include:

- Discontinue ENG 2463 (Introduction to Creative Writing). Many institutions no longer offer this broad spectrum overview. Instead, college/universities require students to take a minimum of 6 hours in introductory courses: Poetry Writing, Short Fiction Writing, Scriptwriting, Novel Writing, and/or Nonfiction Writing. (TCC has had trouble getting ENG 2463 to make even on *one* campus per semester, in part because students feel overwhelmed by the amount of content covered in this one course. Limiting the genre studied to one area also allows students to spend more time studying in their specific areas of interest. (For example, a person wanting to write poetry may not need the introduction to screenwriting, but ENG 2463 covers all three genres.)
- Shorten most of our course names. Our course titles are so long that the distinguishing feature of the course is often left out of the title on the TCC Webpage or printed schedules (e.g., *Creative Writing: Introduction to the Novel II*). If the “II” is missing, students sign up for the wrong course. Suggested changes:



- ENG 2433-- *Creative Writing: Introduction to The Novel I to Novel Writing*
- ENG 2443—*Creative Writing: Poetry to Poetry Writing*
- ENG 2453—*Creative Writing: Scriptwriting to Scriptwriting*
- ENG 2463—*Creative Writing: Nonfiction Prose to Nonfiction Writing or Personal Writing* (We also discussed that these are really two distinct courses.)
- ENG 2473—*Creative Writing—Short Story I to Short Story Writing or Short Fiction Writing*
- ENG 2483—*Creative Writing: Introduction to the Novel II to Advanced Novel Writing or Novel Writing Workshop*. The prerequisite for this course would be *ENG 2433 Novel Writing*.
- ENG 2533—*Creative Writing: Short Story II to Short Fiction Workshop*. The prerequisite for this course would be *ENG 2473 Short Story (or Fiction) Writing*.
- Add a capstone course to our offerings: *Creative Writing Portfolio*
- Cross-list courses related to our program: theater (Introduction to Drama), speech (Oral Interpretation), and journalism (Personal Writing, Writing for Mass Media).
- Offer a capstone course in our certificate program, such as a *Creative Writing Portfolio* that introduces students to the environment and processes they will more likely encounter in the professional world or in other creative writing programs (graduate and undergraduate). This course would be rigorous and distinct from other courses already being offered.

Literature: Common core objectives were reviewed, discussed, and changed as follows.

This course will provide students with the opportunity:

- To read, study, and discuss literary texts critically.
- To develop the practice of reading and discussing literary texts within their social, historical, and cultural contexts.
- To broaden their understanding of the multifaceted relationship of literature to society and oneself.
- To write clear, concise, and effective prose that demonstrates literary conventions.
- To discover the pleasure of literary study.

## **Geography**

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

## **Philosophy**

Current curriculum does support Philosophy discipline assessment goals. Each of the goals assessed is supported by material in the syllabi and textbooks used at TCC. No changes are needed at this time.

## **Psychology**

Faculty have changed curriculum in order to improve students' understanding of the relevance of psychological studies and human concerns. Examples include the use of discussion board to augment class discussions; the use of current events tied to research findings and the use of students' own lives in relating issues to practice. No curriculum changes were proposed for the coming academic year.

## **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.

During the 2007-08 academic year, two student surveys were conducted to assess student satisfaction with college services. The Spring 2008 Student Support Services Survey was conducted in April 2008. All currently enrolled students were given the opportunity to participate, and were emailed a link to the online survey. The Fall 2008 Student Support Services Survey was conducted in September and October 2008. Again, all currently enrolled students were invited to participate, and were emailed an online survey link with subsequent reminder.

#### **IV-2. What were the analyses and findings from the 2007-08 student satisfaction assessment?**

For the Spring 2008 Student Support Survey, a total of 1,132 students representing all four campuses responded to 35 items evaluating Academic Advising/Schedule Planning, Personal Counseling, Financial Aid, Library/Media Center, Tutoring Services, Computer Lab, Multicultural Services, and the disabled Student Resource Center. Average responses ranged from 73% to 98% satisfied or neutral, with Financial Aid receiving the lowest average rating and the Library/Media Center receiving the highest. Students reported further positive affect with Computer Lab services (96%), Multicultural Services (96%), disAbled Student Resource Center (92%), Tutoring Services (91%), Academic Advising/Schedule Planning (84%), and Personal Counseling (84%).

Two-thirds (68%) of respondents reported that they intend to transfer to a four-year college or university. A strong majority (80%) reported knowing the specific steps they need to take in order

to reach their college goal, and nearly half (45%) work 30 hours a week or more while attending college.

A total of 500 students representing all four campuses participated in the Fall 2008 Student Support Services Survey. Average responses ranged from 62% for Financial Aid to 98% for Library/Media Center. Average rating for Multicultural Services remained at 96%, and average ratings for all other services increased: Computer Lab (97%), disAbled Student Resource Center (93%), Tutoring Services (94%), Academic Advising/Schedule Planning (86%), and Personal Counseling (87%).

Similar to the spring results, two-thirds (66%) of respondents intend to transfer to a four-year college or university. Eighty-four percent report that they know the specific steps needed to reach their college goal, and half (48%) work more than 30 hours per week simultaneously to attending TCC.

#### **IV-3. What changes occurred or are planned due to student satisfaction assessment?**

Financial Aid services received the lowest satisfaction ratings from students, and a student financial aid consulting firm was contracted during Fall 2008 to identify specific issues and recommend appropriate change. Because TCC experienced an unprecedented enrollment increase during Fall 2008, in part due to increased enrollment in the Tulsa Achieves program, financial aid packaging bottlenecked, and students did not receive full financial aid information in a timely manner. Additional financial aid staff were contracted to resolve the backlog and to create lean processing beginning with the Spring 2009 semester. Further, financial aid training sessions have been planned for existing and new staff to communicate consistency and efficiency.

Also scheduled for Spring 2009, the College will begin administering the Community College Survey of Student Engagement (CCSSE) to better measure both student engagement and student satisfaction. Thereafter, TCC will alternate implementation of the CCSSE and the Noel-Levitz Student Satisfaction Survey each spring semester.