



**TULSA COMMUNITY COLLEGE**

**ANNUAL STUDENT ASSESSMENT REPORT**

**2009-2010 ACTIVITY**

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

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# Tulsa Community College Annual Student Assessment Report 2009-2010 Activity

## Executive Summary

### Section I – Entry Level

#### Administering Assessment

##### I-1. How were instruments administered?

Tulsa Community College (TCC) has administered entry-level assessments since the College opened 40 years ago (1970). The American College Test (ACT) has served as the primary test used to measure levels of student achievement and subsequent entry-level placement at TCC. The College Board Computerized Placement Tests (CPT) was used as the secondary test for entry-level assessment until April 2009. TCC adopted ACT's COMPASS College Placement Test for entry-level assessment for students enrolled for courses beginning in the Fall 2009 semester. TCC uses COMPASS to supplement the ACT to place students in college courses for which they have the greatest chance for success.

##### I.2. Which students were assessed?

All degree- or certificate-seeking students, or students enrolling in courses that require demonstration of college-level proficiency as a prerequisite, participate in entry level assessment.

All students who placed into developmental reading (730 students) took the Nelson Denny reading test at the beginning of their developmental reading courses to confirm their placement.

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

TCC administers both the national and residual ACT on campus at scheduled times throughout the year. COMPASS is administered during the enrollment process at no charge to TCC applicants. The test is administered on computer during scheduled Testing Center hours at all TCC campuses. COMPASS is also available in alternative formats for students with special needs. A small number of students with documented disabilities took COMPASS in Braille, via audio recording, or in its paper-and-pencil version last year.

COMPASS is administered according to a written referral from a TCC academic advisor who has evaluated an applicant's academic record. Written guides to the test and practice test sites are shared with students during advisement. Refresher workshops in

mathematics are offered prior to testing at some TCC campuses. With a subsequent written referral from an academic advisor, students may re-test if they perform poorly and if they can demonstrate either that their poor performance resulted from extenuating circumstances, such as illness or a rushed schedule, or that they have refreshed their knowledge of basic concepts tested through study, tutoring, or other means.

### **Analyses and Findings**

#### **1-4. What were the analyses and findings from the entry-level assessment?**

During the 2009-2010 academic year, 34% of first-time freshmen placed into college-level coursework without need for remediation in any area. With regard to placement by developmental area, 33% of first-time freshmen placed in developmental English, 24% placed in developmental reading, and 62% placed in developmental mathematics. Among students requiring developmental reading, 78% **of first-time freshmen** placed one level below college-level reading, and 22% placed two levels below college-level reading. For students requiring developmental English/writing, 58% placed one level below college level and 42% placed two levels below college level. Finally, among students requiring developmental mathematics, 32% placed one level below college level, <1% placed two levels below, and 68% placed three levels below college level mathematics.

#### **1-5. How was student progress tracked?**

Students who enrolled in developmental reading had their placement validated during the first week of class through the Nelson Denny Reading Test, administered in the first class meetings of Reading I and Reading II in each academic term. Inappropriate initial placement was corrected without penalty during TCC's schedule adjustment period. Progress in Intermediate Algebra was tracked by administering a common final exam to 777 students throughout the 2009-2010 academic year. Progress in all three developmental areas was tracked and reported through "Quick Facts" one-page, informational summary documents for distribution throughout the College.

#### **1-6. Describe analyses and findings 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.**

TCC has now used the COMPASS test for a full year and therefore can begin to evaluate cut scores used for enrollment in developmental and college-level coursework. A full validity study for reading, writing, and mathematics is planned for the 2010-2011 academic year.

TCC's developmental reading faculty have already identified areas of concern for reading cut scores. During the first year using the COMPASS, 83% of all students who placed in developmental reading (including first-time freshmen and continuing students who enrolled and/or re-enrolled in a reading course) with this instrument tested into Reading II (one level below college level) and only 17% tested into Reading I (two levels

below college level). This departs significantly from past cohorts placed with the Accuplacer CPT. Faculty report that students enter Reading II with widely diverse reading skills, indicating that a significant percentage of students now placed in Reading II should be placed in Reading I. Specifically, 54% of students who placed in Reading II succeeded with a C or better in AY 2010 compared to 61% the previous year. Additionally, 32% of Reading I students who placed into Reading I in AY 2010 succeeded with a C or better compared to 62% the previous year. In response to a developmental reading analysis, Reading faculty met and determined to raise the cut score between Reading I and Reading II to match that of peer institutions. It is anticipated that by increasing the required score for Reading II, the affected students who scored at the bottom of the range and subsequently failed Reading II (ultimately decreasing the mean Reading II success rate) would succeed in Reading I (increasing the mean Reading I success rate). Analysis of new cut scores will be conducted and reported for the current academic year.

Results for developmental English/writing indicate that 56% of students who placed one level below college level writing (Freshman Composition I) succeeded with a C or better. Further, 51% of students who placed two levels below college level writing succeeded with a C or better. These rates are lower than the previous year in which 61% and 65% of students, respectively, succeeded with a C or better. In addition to the change in placement instruments, in Fall 2009 TCC terminated the practice of allowing students 21 years of age and older to waive developmental placement. These changes are likely to have affected the student course rates, and subsequent analysis is necessary to determine if developmental writing cut scores are optimally set.

Results for developmental mathematics indicate that 50% of students placing into Intermediate Algebra succeeded with a C or better compared to 45% the previous year. Forty-nine percent of students who placed into Beginning Algebra succeeded with a C or better compared to 63% the previous year, and 52% of students who placed into Basic Math succeeded with a C or better compared to 63% the previous year. Further analysis revealed that COMPASS has placed fewer students into the lowest level, Basic Math, and more students into Beginning and Intermediate Algebra. This corresponds with the shift in student success, and results will continue to be monitored.

In the common final exam administered to 777 students for Intermediate Algebra, students obtained average scores of 60% (Fall), 62% (Spring), and 60% (Summer) on the common final exam. The number of students scoring 50% or better on the exam reached 76.5% (Fall), 83.6% (Spring) and 89.5% (Summer). For this common exam, a standardized distribution is used and a score of at least 50% is the target. A majority of students are meeting or exceeding this target.

The Nelson Denny reading test was administered at the beginning and end of courses in developmental reading. Test results showed that students gained about one-half of a grade level in a semester-long course in developmental reading at TCC. Based on the

comparison of pre- and post-test scores on the Nelson Denny reading test in developmental reading courses, faculty believe that, after successful completion of Reading I, students initially placed in Reading I should be required to enroll in Reading II, unless they test at the college level in the COMPASS reading test after successful completion of Reading I. The faculty is the process of implementing this change.

### **Other Assessment Plans**

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

In TCC's Achieving the Dream five-year plan, TCC has committed to analyzing and tracking student persistence through the first semester and student progress through their required developmental reading and mathematics courses. Student persistence rates were measured in 2007 and barriers to student persistence were identified in 2008 through focus groups with students, faculty and staff. Focus group findings regarding student persistence have been communicated throughout the college. These findings serve as the basis for the work of intervention teams for Academic Advising, New Student Orientation, and TCC's student success course, "Strategies for Academic Success."

In Achieving the Dream, descriptive data and student focus group data has also been collected for developmental reading, developmental mathematics and student success for African American Male students, an under-represented group of students that consistently performs at levels lower than TCC's general student population.

#### **I-8. Describe results.**

The Academic Advising and New Student Orientation intervention teams for Achieving the Dream are now designing interventions for implementation in 2011. The African American Male Student Success Team has launched a mentoring intervention in which African American mentors from TCC's faculty and staff make frequent contact with African American male students, develop achievement goals, and share common social and educational activities. Mentors are collecting data now according to prescribed assessment standards. These data will enable the intervention team to evaluate the effectiveness of the mentoring intervention and make programmatic changes as needed to increase student success.

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

TCC's developmental mathematics intervention team have begun a comprehensive project to align curriculum in Basic Mathematics through Beginning Algebra, Intermediate Algebra, and College Algebra to eliminate any gaps and to place mathematics concepts in the proper sequence for student success. The Developmental Mathematics Intervention Team plans to design an intervention for implementation in Fall 2011 to address selected barriers identified in student focus groups (academically underprepared, trouble working problems, student learning styles, pace of class, study habits and skills, attendance, instructor policies).

TCC's Developmental Reading Intervention Team for Achieving the Dream implemented an intervention in 2009-2010 enabling students to complete their lab work online in Reading I and II, based on data collected in student focus groups. Developmental software was purchased that replaced reading lab work conducted on site in TCC's reading lab. It was subsequently found that the new online software was too elementary for college reading students, including the use of juvenile graphics (i.e., bounding balls and floating butterflies). Students completed lab assignments in a fraction of the historical time without significant learning. Because the intervention was not found to be successful, developmental reading faculty are planning a new intervention for implementation in 2011.

## Section II – Mid-Level/General Education

### Administering Assessment

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

The Achieving the Dream Strategies for Academic Success intervention team developed a common course outline and objectives for a student success course implemented in the 2008-2009 academic year and required for all TCC students who participate in the Tulsa Achieves program. The LASSI (Learning and Study Strategies Inventory) was administered as a formative assessment for students enrolled in Strategies for Academic Success and College Survival. Summative assessments were also conducted.

Students enrolled in Strategies for Academic Success were also given a cognitive assessment consisting of an essay assignment that evaluated writing and critical thinking skills.

In developmental mathematics, 1,298 students were administered a common final exam in College Algebra in 2009-2010.

A Critical Thinking Assessment developed by TCC faculty as a pilot project was also administered to selected students.

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

All students enrolled in either of two student success courses Strategies for Academic Success (college level) and College Survival (developmental level) took the LASSI assessment.

All students enrolled at TCC's West Campus who are participating in the Critical Thinking Initiative participated in the Critical Thinking Assessment. The assessment was administered to 89 students.

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

Students who participated in the LASSI assessment in their student success courses were motivated to participate meaningfully because the instrument was also used to meet course objectives, including acquainting students with their own learning styles to enable students to maximize their success. Success on the common final examination in College Algebra directly affected student success in a gateway course required by the Associate Degree at TCC.

**II-4. What instructional changes occurred or are planned in the programs due to mid-level assessment?**

Faculty teaching the Strategies for Academic Success course met during spring and summer 2010 and, based on results from the analysis of the critical thinking essay, they



determined it did not predict Effective Communication (General Education Goal #2) as measured by success in subsequent Freshman Composition I. Student scores for the critical thinking essay were correlated with scales from the Learning and Study Strategies Inventory (LASSI). Results showed that essay scores were positively associated with self-perceptions on the Concentration scale at the 95% confidence level. Further, student self-perceptions of all ten scales evidenced statistically significant gain from the pretest at the beginning of the semester to the posttest at end of the semester (as determined by dependent test). The Strategies team has redesigned specific curriculum and the accompanying assessment for the coming year to more effectively measure student-specified barriers to success as collected in focus groups. Barriers addressed and measured include: Adjusting to College; Balancing School and Life; Lack of Motivation, Time Management; Meeting Academic Workload; and Using Blackboard and My TCC Email.

### **Analyses and Findings**

#### **II-5. How was student progress tracked into future semesters and what were the findings?**

A summative assessment was conducted for students enrolled in two student success courses, Strategies for Academic Success (college level) and College Survival (developmental level) with the following results related to student persistence. Students who enrolled in Strategies for Academic Success persisted from fall to spring at a higher rate than did other groups for both cohorts of first-time freshmen (99% confidence level). For 2009-2010:

- 89% fall to spring persistence rate for Strategies for Academic Success students
- 61% fall to spring persistence rate for Non-Strategies for Academic Success students
- 80% fall to spring persistence rate for College Survival students
- 54% fall to spring persistence rate for Reading I students who took neither course.
- 100% fall to spring persistence rate for students who took both College Survival and Strategies for Academic Success

Statistical differences also resulted between groups when comparing fall to fall persistence.

- 57% fall to fall persistence rate for SAS students
- 37% fall to fall persistence rate for Non-SAS students
- 36% fall to fall persistence rate for College Survival students
- 28% fall to fall persistence rate for Reading I students who took neither course.
- 47% fall to fall persistence rate for students who took both College Survival and Strategies for Academic Success

#### **II-6. What were the analyses and findings from the mid-level/general education assessment?**

A formative assessment of the Strategies for Academic Success course was conducted using the Learning and Study Strategies Inventory (LASSI). This is a 10-scale, 80-item measure designed to assess students' awareness about and use of learning and study strategies related to skill, will and self-regulation components of strategic learning. The LASSI was administered as a pretest and posttest. Statistically significant increases in mean pretest to posttest scores resulted for all ten scales (99% confidence level). Greatest gain resulted in Information Processing, Self-Testing, Time Management, and Test Strategies. Specifically, student scores on the Self –Testing scale resulted in the highest mean posttest score. The Information Processing scale resulted in the highest mean posttest score and the second highest increase in pre to posttest.

Student progress was tracked in 15 developmental and college-level courses with highest enrollment for students enrolled in Strategies for Academic Success. Course grades were evaluated, indicating at the 99% confidence level that Strategies for Academic Success students were significantly more likely to succeed with a C or better than were students who did not enroll in Strategies for Academic Success for seven courses, including Basic Math, Reading I, Reading II, Writing I, Freshman Composition I, Biology for Non-majors, and Introduction to Psychology.

In the essay used for cognitive assessment of critical thinking skills at the end of the Strategies for Academic Success course, student scores ranged from 0 to 3, with a mean score of 2.37 and just over half of students earning the highest score of “3.” This provides further evidence that student critical thinking skills are strong upon completion of the course. Further, when scores for the cognitive measure were correlated with those for the LASSI posttest, the Concentration and Motivation scales were found to be positively correlated at the 95% confidence level. This finding suggests that students who achieve greater concentration and motivation in this course are more likely to develop stronger critical thinking skills as well, which has implications for subsequent course work.

In mathematics, 1,298 students enrolled in College Algebra were given a common final examination at the end of the course. Students achieved an average score of 69% on the exam. The number of students scoring 50% or better on the exam equaled 89.9% (Fall), 90.9% (Spring), and 91.5%.

Students achieved an average score of 78% in the Critical Thinking Assessment in the Critical Thinking Initiative. Because this assessment was part of a pilot project, a benchmark has not been established. However, an average score of 75% was suggested, and the results exceed this benchmark.

### Section III – Program Outcomes

#### Administering Assessment

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

Sixteen TCC programs collected and reported licensure and certification exam results. Overall, TCC students achieved an 88.4% pass rate. Programs with the highest pass rates of 100% included: Aviation, Pharmacy Technology, Health Information Technology, Occupational Therapy Assistant, Dental Hygiene, Child Development, and Phlebotomy.

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
199	Aviation	Private Pilot Written	Private Pilot Written	12	12	100%
199	Aviation	Instrument Pilot Written	Instrument Pilot Written	9	8	89%
199	Aviation	Commercial Pilot Written	Commercial Pilot Written	5	4	80%
216	Digital Media	Adobe Certified Associate-Photoshop	National Industry Certification	61	44	72%
216	Digital Media	Adobe Certified Associate-Flash	National Industry Certification	19	14	74%
216	Digital Media	Adobe Certified Associate-Dreamweaver	National Industry Certification	19	11	58%
231	Pharmacy Technology	Pharmacy Technician Certification	National Industry Certification	24	24	100%
70	Radiography	American Registry of Radiologic Technologists (ARRT)	Radiography	25	24	96%
181	Medical Assistant	Certified Medical Assistant Exam	National Certification	12	11	92%
101	Physical Therapy Assistant	NPTE	State Licensure Examination	20	18	90%
159	Health Information Technology Associate Degree	Certification Examination for Registered Health Information Technicians	Registration (RHIT)	4	4	100%
73	Respiratory Care	Certification Exam	National Industry Certification	27	26	96%
164	Occupational Therapy Assistant	National Board for Certification in Occupational Therapy	National Industry Certification	15	15	100%

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
167	Dental Hygiene	Dental Hygiene National Board (written)	National Industry Certification	12	12	100%
167	Dental Hygiene	Western Regional Exam Board (clinical)	State Certification	--	--	--
167	Dental Hygiene	Oklahoma Jurisprudence	State Licensure	--	--	--
206	Child Development	Child Development Associate (CDA) National Credential	National Credential	18	18	100%
50	Medical Laboratory Technology	ASCP	National Certification	9	8	89%
182	Phlebotomy	ASCP	National Certification	11	11	100%
58	Nursing	NCLEX	State Licensure Exam	95	87	92%
245	Certified Nurse Aide	Long-Term Nurse Aide Exam	State Certification Exam	Not Reported	77	--
226	Patient Care Technician	AUA Certification Examination	State Certification Exam	Not Reported	8	--



Program		Number of Graduates									TOTALS
		Summer 2009 Credit Classes			Spring 2009 Credit Classes			Fall 2009 Credit Classes			
		AAS	AS	CER	AAS	AS	CER	AAS	AS	CER	
ELMF	Electromechanical Manufactrg	1			1						<b>2</b>
EMDT	Emergency Medical Tech	1			2			4			<b>7</b>
GRPH	Graphics/Imaging Technology				2						<b>2</b>
HIMR	Health Info Tech Med Records	8			3						<b>11</b>
HRES	Human Resources	2			7			1			<b>10</b>
HSCR	Corrections							1			<b>1</b>
HSVA	Human Services				1						<b>1</b>
HORT	General Horticulture Tech	2			1			1			<b>4</b>
HTGT	Golf and Sports Turf	1			1						<b>2</b>
HTLD	Landscape Design/Construction							1			<b>1</b>
HTLM	Landscape Maintenance							1			<b>1</b>
INTB	International Business				2						<b>2</b>
INTD	Interior Design	1			10						<b>11</b>
ITED	Interpreter Education	1			1						<b>2</b>
ITCM	Convergence Management							2			<b>2</b>
ITIS	Information Security				1						<b>1</b>
LENF	Law Enforcement				1			1			<b>2</b>
MANU	Manufacturing Engineering Tech				2			1			<b>3</b>
MNGT	Management	1			2						<b>3</b>
MKEB	E_Business				1						<b>1</b>
MKTG	Marketing				1						<b>1</b>
MLTC	Medical Laboratory Technology	11									<b>11</b>
NURS	Nursing	12			52			64			<b>128</b>
OCTA	Occupational Therapy Assistant	2			13						<b>15</b>
PLEG	Paralegal	2			4			2			<b>8</b>
PTHA	Physical Therapist Assistant	22			1						<b>23</b>
QCTT	Quality Control Technology				1						<b>1</b>
RADT	Radiography	1			24			1			<b>26</b>

Program		Number of Graduates									TOTALS
		Summer 2009 Credit Classes			Spring 2009 Credit Classes			Fall 2009 Credit Classes			
		AAS	AS	CER	AAS	AS	CER	AAS	AS	CER	
RESP	Respiratory Care	23						1			24
SRGT	Surgical Technology				4						4
STGA	Stage Production Technology				1						1
VETT	Veterinary Technology	3			12						15
BIOT	Biotechnology					1					1
ACCN	Accounting_NSU					4			3		7
ACCT	Accounting		8			20			15		43
BADM	Business Administration		12			68			17		97
BOSU	Business: OSU		32			79			33		144
ECON	Economics					1					1
MGMT	Management		4			8			1		13
MISO	Management Info Systems_OSU		2			1			3		6
CDCD	Child Development_NSU		2			1					3
CDCF	Child and Family_OSU					1			1		2
ECEN	Early Childhood Education_NSU		2			3			1		6
ECEO	Early Childhood Education_OU		4			4			4		12
ECES	Early Childhood Education_OSU		1			2			1		4
CSLU	Computer Info Systems_LU					1					1
CSNS	Computer Info Systems_NSU					1					1
CSOS	Computer Info Systems_OSU		1			1					2
PHED	Physical Education					2			1		3
ENEC	Electrical/Computer Engr_OSU		3			7			3		13
ENEL	Electronics Engr Tech_OSU					2			1		3
ENET	Electronics Technology_NSU					1			1		2
ENGR	Engineering					2					2
ENMC	Mechanical Engr_OSU		6			4			4		14
ENVS	Environ Sci/Natural Resources								3		3
FERS	Fire/Emergency Services		3			4			1		8

Program		Number of Graduates									TOTALS
		Summer 2009 Credit Classes			Spring 2009 Credit Classes			Fall 2009 Credit Classes			
		AAS	AS	CER	AAS	AS	CER	AAS	AS	CER	
HHPS	Health/Human Performance_OSU					2			1		<b>3</b>
PRNU	Health Sciences Pre_Nursing		22			49			14		<b>85</b>
HSCF	Child and Family Services_OSU		1			1					<b>2</b>
HSHD	Human Development_St Gregory					1			1		<b>2</b>
HSSW	Pre_Social Work_NSU		9			9			3		<b>21</b>
HSTR	Therapeutic Recreation								1		<b>1</b>
INBU	International Business					6			1		<b>7</b>
MKNS	Marketing_NSU		1			5					<b>6</b>
MKOS	Marketing_OSU		2			1			1		<b>4</b>
MATH	Mathematics		5			9			3		<b>17</b>
PPHM	Pre_Pharmacy		3			1			3		<b>7</b>
PPDE	Dentistry		1			1					<b>2</b>
PPMD	Medicine		2			16			3		<b>21</b>
QCTA	Quality Control_NSU		1								<b>1</b>
BIOL	Biology		3			23			9		<b>35</b>
CHEM	Chemistry		4			2					<b>6</b>
GEOG	Geography		1			2			1		<b>4</b>
GEOL	Geology					1					<b>1</b>
HTOS	Horticulture_OSU					1			1		<b>2</b>
PHYS	Physics		3			6			4		<b>13</b>
ACPA	Payroll Administration						1			1	<b>2</b>
CDAC	Child Dev Credential Prep_CDA			3			9			8	<b>20</b>
CDCM	Certificate of Mastery			6			26			11	<b>43</b>
CDIM	Infant/Toddler Cert Mastery			5			1			1	<b>7</b>
CSBS	Business Appl Specialist									3	<b>3</b>
CSPC	Programming			1			2			1	<b>4</b>
CSSC	Systems Support Technician			1			1				<b>2</b>
CSUS	Computer User			9						7	<b>16</b>



Program		Number of Graduates									TOTALS
		Summer 2009 Credit Classes			Spring 2009 Credit Classes			Fall 2009 Credit Classes			
		AAS	AS	CER	AAS	AS	CER	AAS	AS	CER	
DRCA	Computer Aided Design			2			4			1	7
ELAC	Electr Tech Alternative Energy									1	1
ELEC	Electronics Technology			3			2			5	10
FERC	Fire/Emergency Services						1				1
GERI	Geriatric Technician			4							4
GIS	Geographic Info Systems			2						3	5
HGOC	Gaming Operations/Protection						1			3	4
HGOH	Hospitality			4							4
HICR	Coding Reimbursement			7			1				8
HRCE	Human Resources						1				1
HSDS	Direct Support Professional			1			3				4
HSVC	Human Services									2	2
HORC	Horticulture Technology						1				1
INDC	Interior Design						1				1
ITCB	Convergence Basics			1							1
ITIC	Information Security									1	1
ITSE	Info Security Essentials									1	1
ITLC	Italian			1							1
RUSC	Russian			1						2	3
SPNC	Spanish						7				7
SPNI	Spanish Interpreting Skills						8				8
SPNT	Spanish Translating Skills			1			3				4
MDCA	Med Assistant: Clinical Admin			6			1				7
MDTR	Med Assistant: Transcription			8							8
MGTL	Management Leadership						4				4
MLTP	Med Lab Tech: Phlebotomy						12			4	16
PCTC	Patient Care Technician			1			12			32	45
PHTC	Pharmacy Technology						1				1

Program		Number of Graduates									TOTALS
		Summer 2009 Credit Classes			Spring 2009 Credit Classes			Fall 2009 Credit Classes			
		AAS	AS	CER	AAS	AS	CER	AAS	AS	CER	
0002	Undecided: Workforce Dev	6			3			1			<b>10</b>
581G	CIS: Digital Video	1									<b>1</b>
580	Computer Programming	2									<b>2</b>
046A	Computer Science: MIS_OSU		1								<b>1</b>
680	Fire Protection Technology				1						<b>1</b>
641	Health Care Administration	1			1						<b>2</b>
646	Hospitality/Gaming Ops: Hosp			5							<b>5</b>
673F	Int'l Lang Studies: Spanish				1						<b>1</b>
673	International Language Studies	1									<b>1</b>
105	Law		1								<b>1</b>
709	Legal Assistant Applicant	1									<b>1</b>
750B	Med Assistant: Clinical Admin							1			<b>1</b>
193A	Pre_Computer Science_OSU					3					<b>3</b>
844	Real Estate	1									<b>1</b>
931	Transportation Management				1						<b>1</b>

## **Other Assessment Plans**

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

TCC recently determined that its course-embedded process for program and discipline outcomes assessment was not providing useful results. In 2009-2010, TCC's Learning Effectiveness Council developed a new, comprehensive plan for program and discipline assessment. It requires all programs and disciplines to articulate their goals for student learning outcomes and to design common assessment activities to evaluate student progress against these goals. The new assessment plan also captures information pertaining to the assessment of institutional general education goals. Assessment activities according to the new assessment plan will begin in Spring 2011 and will be repeated in Fall 2011. The first two semesters validate the data collected, and the analysis of the data collection will provide the information needed for improvements in curricula, instruction, and/or policies and procedures of the program or discipline.

## Section IV – Student Satisfaction

### Administration of Assessment

#### IV-1. How were the students selected?

Through its participation in Achieving the Dream, TCC identified barriers to first semester persistence through a rigorous focus group process in Spring 2008. Because students reported needing help adjusting to college and choosing courses, TCC initiated an advising intervention to lend needed support. In Spring 2010, TCC's Advising Intervention Team administered an online survey to all students enrolled in fall or spring of the 2009-2010 academic year. The survey queried students regarding their experiences in academic advisement to identify strengths of TCC's advisement services as well as areas that should be improved.

Additionally, a graduate survey was made available to all graduates during the 2009-2010 academic year. Student demographics were collected from respondents to compare with total graduate demographics. Survey respondents paralleled those of total college graduate demographics.

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

In Spring 2009, TCC conducted a student survey designed to measure student satisfaction with the advising process. Results indicate high satisfaction with student experiences in academic advisement. Of the 879 students responding to the survey, 82% or 684 students indicated that their advisement experience(s) at TCC met their needs.

Additionally, students were asked to rate the degree to which specific student-identified barriers continue to persist as barriers to their college success. This feedback was used within TCC's Achieving the Dream intervention teams for formative change as described in Section IV-3.

Below are several potential barriers which were identified by students in the past. Please rate each barrier identifying the extent to which it has affected your success at TCC.	Response Percent	Response Total
Adjusting to College		
<b>Not a barrier</b>	<b>64%</b>	<b>536</b>
<b>Moderate barrier</b>	<b>31%</b>	<b>263</b>
<b>Extensive barrier</b>	<b>5%</b>	<b>41</b>
<b>Total Responses</b>	<b>840</b>	
Balancing School and Life		
<b>Not a barrier</b>	<b>22%</b>	<b>186</b>
<b>Moderate barrier</b>	<b>53%</b>	<b>446</b>
<b>Extensive barrier</b>	<b>25%</b>	<b>211</b>

Below are several potential barriers which were identified by students in the past. Please rate each barrier identifying the extent to which it has affected your success at TCC.	Response Percent	Response Total
<b>Total Responses</b>	<b>843</b>	
Textbook Issues		
<b>Not a barrier</b>	<b>45%</b>	<b>377</b>
<b>Moderate barrier</b>	<b>36%</b>	<b>305</b>
<b>Extensive barrier</b>	<b>18%</b>	<b>154</b>
<b>Total Responses</b>	<b>836</b>	
Tulsa Achieves Implementation (e.g., application, funding, etc.)		
<b>Not a barrier</b>	<b>74%</b>	<b>605</b>
<b>Moderate barrier</b>	<b>18%</b>	<b>152</b>
<b>Extensive barrier</b>	<b>8%</b>	<b>66</b>
<b>Total Responses</b>	<b>823</b>	
Communication Issues with Instructors		
<b>Not a barrier</b>	<b>66%</b>	<b>551</b>
<b>Moderate barrier</b>	<b>30%</b>	<b>250</b>
<b>Extensive barrier</b>	<b>4%</b>	<b>37</b>
<b>Total Responses</b>	<b>838</b>	
Choosing Courses		
<b>Not a barrier</b>	<b>56%</b>	<b>464</b>
<b>Moderate barrier</b>	<b>37%</b>	<b>308</b>
<b>Extensive barrier</b>	<b>8%</b>	<b>63</b>
<b>Total Responses</b>	<b>835</b>	
Meeting Academic Workload		
<b>Not a barrier</b>	<b>47%</b>	<b>394</b>
<b>Moderate barrier</b>	<b>43%</b>	<b>364</b>
<b>Extensive barrier</b>	<b>10%</b>	<b>80</b>
<b>Total Responses</b>	<b>838</b>	
Poor Customer Service		
<b>Not a barrier</b>	<b>58%</b>	<b>487</b>
<b>Moderate barrier</b>	<b>26%</b>	<b>218</b>
<b>Extensive barrier</b>	<b>16%</b>	<b>132</b>
<b>Total Responses</b>	<b>837</b>	
Financial Aid Service		
<b>Not a barrier</b>	<b>55%</b>	<b>462</b>
<b>Moderate barrier</b>	<b>27%</b>	<b>229</b>
<b>Extensive barrier</b>	<b>17%</b>	<b>144</b>
<b>Total Responses</b>	<b>835</b>	
Instructor Teaching Styles		

Below are several potential barriers which were identified by students in the past. Please rate each barrier identifying the extent to which it has affected your success at TCC.	Response Percent	Response Total
<b>Not a barrier</b>	<b>54%</b>	<b>455</b>
<b>Moderate barrier</b>	<b>38%</b>	<b>321</b>
<b>Extensive barrier</b>	<b>7%</b>	<b>61</b>
<b>Total Responses</b>	<b>837</b>	
Confusing Enrollment Process		
<b>Not a barrier</b>	<b>67%</b>	<b>560</b>
<b>Moderate barrier</b>	<b>24%</b>	<b>198</b>
<b>Extensive barrier</b>	<b>9%</b>	<b>75</b>
<b>Total Responses</b>	<b>833</b>	
Lack of Motivation		
<b>Not a barrier</b>	<b>71%</b>	<b>594</b>
<b>Moderate barrier</b>	<b>23%</b>	<b>192</b>
<b>Extensive barrier</b>	<b>6%</b>	<b>48</b>
<b>Total Responses</b>	<b>834</b>	
Time Management		
<b>Not a barrier</b>	<b>47%</b>	<b>395</b>
<b>Moderate barrier</b>	<b>42%</b>	<b>352</b>
<b>Extensive barrier</b>	<b>11%</b>	<b>88</b>
<b>Total Responses</b>	<b>835</b>	
Limited Times and Locations of Classes		
<b>Not a barrier</b>	<b>46%</b>	<b>388</b>
<b>Moderate barrier</b>	<b>37%</b>	<b>307</b>
<b>Extensive barrier</b>	<b>17%</b>	<b>141</b>
<b>Total Responses</b>	<b>836</b>	
Lack of Money		
<b>Not a barrier</b>	<b>39%</b>	<b>323</b>
<b>Moderate barrier</b>	<b>36%</b>	<b>304</b>
<b>Extensive barrier</b>	<b>25%</b>	<b>208</b>
<b>Total Responses</b>	<b>835</b>	
Instructional Quality		
<b>Not a barrier</b>	<b>68%</b>	<b>565</b>
<b>Moderate barrier</b>	<b>28%</b>	<b>237</b>
<b>Extensive barrier</b>	<b>4%</b>	<b>33</b>
<b>Total Responses</b>	<b>835</b>	
Understanding Instructor's Course Requirements		
<b>Not a barrier</b>	<b>74%</b>	<b>615</b>
<b>Moderate barrier</b>	<b>23%</b>	<b>190</b>

Below are several potential barriers which were identified by students in the past. Please rate each barrier identifying the extent to which it has affected your success at TCC.	Response Percent	Response Total
<b>Extensive barrier</b>	<b>4%</b>	<b>30</b>
<b>Total Responses</b>	<b>835</b>	

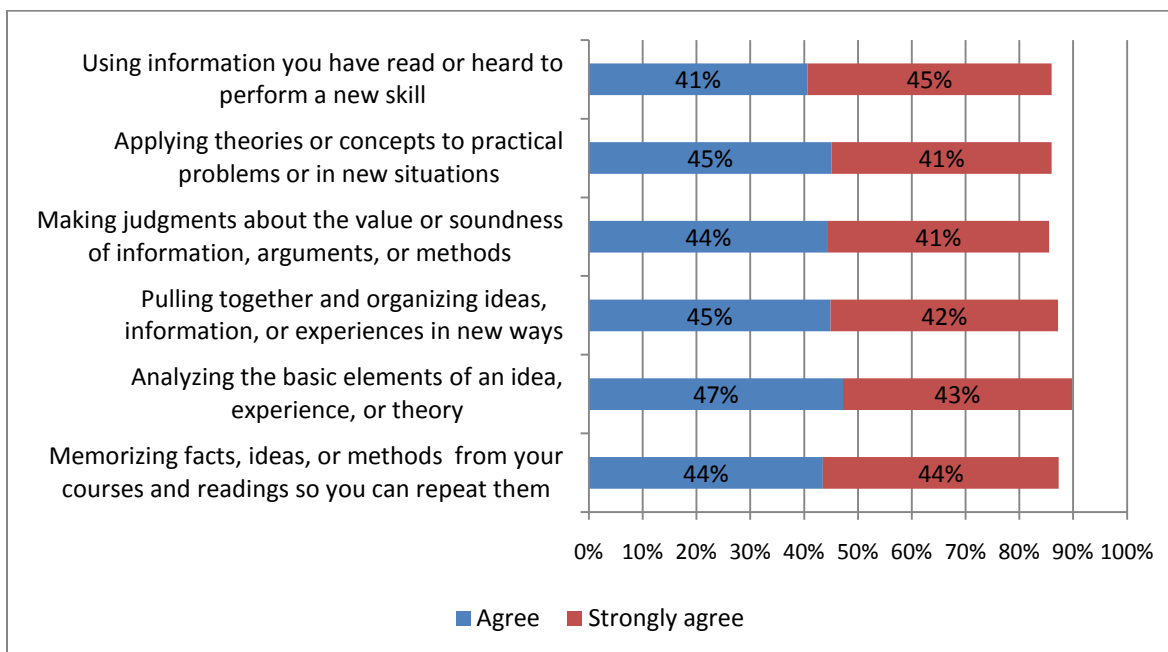
TCC 2009-2010 graduates were asked to rate the extent to which their experience at TCC contributed to their knowledge, skills, and personal development in key areas. Figures 1 and 2 below presents these results.

- ❖ 80% of the respondents agree or strongly agree that the TCC experience has contributed to their knowledge, skills, and personal development.
- ❖ 89% of the respondents agree or strongly agree that TCC coursework emphasizes thinking critically and analytically.
- ❖ The lowest agreement (64%) occurs in response to the question: “Contributing to the welfare of your community.”
- ❖ The highest agreement (93%) occurs in response to the question: “Acquiring a broad general education.”

Figure 1: Extent to which student experiences contributed to knowledge, skills, personal development



Figure 2: Extent to which coursework at TCC emphasized the following



Additionally, an alumni survey was conducted during the 2009-2010 academic year to gather outcomes feedback from the previous year's graduates. All graduates were mailed paper-and-pencil surveys with a 13% response rate (does not count surveys deemed to be undeliverable). Degrees awarded to graduates included both university transfer and workforce development programs. A total of 74% of respondents reported that they are continuing their education at another institution, and 72% reported that they are currently employed at least part-time, with 44% working in their major field or related discipline. One-third (34%) reported annual incomes of \$30,000 or more. Results indicate that a majority of students are progressing in their education and employment after completion of TCC degrees and certificates.

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

Although students reported their satisfaction with advising services in general at TCC, they also indicated that they experienced several barriers to success at TCC, including balancing school and life (78% or 657 respondents), meeting academic workload (53% or 444 respondents), time management (53% or 440 students), limited times and locations of classes (54% or 448 respondents), and lack of money (61% or 512 respondents). On the basis of this information and further investigation by the intervention team, TCC plans to develop and implement an advising intervention in Fall 2011.

Regarding feedback from the graduate exit survey, nearly two-thirds of respondents agreed or strongly agreed that their experiences at TCC contributed to the welfare of their community. All Tulsa Achieves students, approximately half of first-time



freshmen, are required to complete service learning hours, and some academic programs and individual faculty require it of students as well. The revitalization of the College assessment plan will include mechanisms for broadened service learning throughout the College.