



**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2010-2011 ACTIVITY**

**SUBMITTED TO THE OKLAHOMA  
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**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2010-2011 ACTIVITY**  
**EXECUTIVE SUMMARY**

### **Entry-Level Assessment**

Entry-Level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 42 years ago, 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 ACT Compass test is the secondary test for entry-level assessment and is used to supplement the ACT for placing students in college courses for which they have the greatest chance for success.

Almost three-fourths (74%) of fall 2010 first-time freshmen at TCC placed at the college reading level, meaning a little over one-fourth (26%) of these students tested into developmental reading courses. In particular, 20% of all fall 2010 first-time freshmen placed one level below college-level reading and 6% tested into two levels below college level.

Regarding success in developmental reading, 59% of students placing one level below college-level reading (i.e., into ENGL 0913 – Reading II) earned a “C” or better in the course, which was higher than the 54% in the prior year. Additionally, 52% of students testing two levels below college level (i.e., into ENGL 0903 – Reading I) earned a “C” or better in that course, compared to 32% in 2009-2010. In response to a developmental reading analysis, Reading faculty decided to raise the cut score for placing into Reading II to match that of peer institutions. One of the goals for increasing that required score was to decrease the number of students who fail Reading II and increase the number of students who succeed in Reading I. Grades in these courses from 2010-2011 suggest that the new cut score resulted in higher success rates for students in both courses.

Students testing into developmental reading also were tracked to determine their rates of fall-to-first spring and fall-to-second fall persistence. Results revealed that students who placed one level below college level persisted at rates of 63% and 37% for fall-to-first spring and fall-to-second fall, respectively. Interestingly, these persistence rates were identical for students who placed two levels below college level in reading.

Three-fifths (60%) of first-time freshmen scored at the college level in English/writing. The remaining 40% placed in developmental writing, with 25% of all first-time freshmen in Writing II (ENGL 0933), one level below Composition I (ENGL 1113), and 15% in Writing I (ENGL 0923), two levels below Composition I.

Grades for developmental English/writing indicate that 54% of students who placed one level below college-level writing (i.e., into ENGL 0933 – Writing II) succeeded with a “C” or better, which was comparable to the 56% reported for the previous year. Further, 47% of students who placed two levels below college-level writing (i.e., into ENGL 0923 – Writing I) succeeded with a “C” or better, which is a little bit less than the 51% reported for 2009-2010. Although the differences were small, the 2010-2011 developmental English success rates were a bit lower than the prior year’s results. Faculty in this area will review these findings and evaluate whether any changes are needed to address this small drop in success rates.

The persistence findings for developmental English revealed that students placing one level below college level persisted to their first spring at a rate of 66% and to their second fall at a rate of 41%. In contrast, the persistence rates for those who placed two levels below college-level English were the lowest of all students at the various levels of the different developmental education areas. They persisted at rates of 59% for first spring and 34% for second fall.

A little less than one-third of first-time freshmen (30%) placed in college-level math, with the remaining 70% testing into developmental math. Of all first-time freshmen, 37% placed three levels below college level in Basic Mathematics (MATH 0003), 27% placed two levels below college level in Beginning Algebra (MATH 0013), and 6% placed one level below college level in Intermediate Algebra (MATH 0123).

Results for developmental math indicate that 57% of students placing one level below college level (i.e., into MATH 0123 – Intermediate Algebra) succeeded with a “C” or better, compared to 50% the previous year. Fifty-four percent of students who placed two levels below college level (i.e., into MATH 0013 – Beginning Algebra) succeeded with a “C” or better, compared to 49% the previous year, and 50% of students who placed three levels below college level (i.e., into MATH 0003 – Basic Mathematics) succeeded with a “C” or better, compared to 52% the previous year. Success rates in developmental math improved in the two levels immediately below college level, although the Basic Math success rate decreased slightly. Faculty will review the findings to determine if any changes are needed to the cut scores for placement in developmental math.

The persistence rates for students placing into developmental math demonstrated a linear trend supporting better persistence rates for students placing closer to college-level math. Specifically, the persistence rates for students placing one level below college level were 80% and 53% for first spring and second fall, respectively, whereas these same rates were 72% and 45% for students placing two levels below college level. The poorest persistence among developmental math students were for those placing three levels below college-level math, as their rates were 64% and 38% for first spring and second fall, respectively.

### **Mid-Level/General Education Assessment**

In academic year 2009-2010, TCC’s Learning Effectiveness Council created a Plan for Student Learning Outcomes Assessment as a way to provide a comprehensive framework for the assessment of student learning at TCC. The plan was designed to foster the assessment of

student learning outcomes for general education as well as individual programs at TCC, and it includes four primary forms that guide the process:

- A) Program goals and assessment methods and measures, including which general education goals will be assessed
- B) Results of assessments for each program
- C) Program recommendations and action plan for improvement
- D) Course outlines for individual courses with common outcomes across different sections of the same course

Assessment of TCC's four general education goals (i.e., critical thinking, effective communication, engaged learning, and technological proficiency) is embedded within the assessment of program goals and outcomes. Although the plan was new for academic programs during the 2010-2011 academic year, an impressive 96% of programs submitted Form A, detailing their goals and assessment procedures. Forms B and C are due for the first time on February 1, 2012. However, several programs submitted these forms early, such that 29% percent of programs submitted their Form B and 10% submitted their Form C by mid-January of 2012, with a number of programs targeting general education goals in their assessments.

In addition to the assessments being conducted within individual programs, one of the general education goals (i.e., critical thinking) is assessed in the college orientation course, ENGL 1003 (Academic Strategies). This course introduces new students to campus services and study skills, but another major emphasis of the course is to promote the use of critical thinking skills to solve academic and social problems.

A formative assessment of the Academic Strategies 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 skill component of the LASSI contains two subscales that directly reflect critical thinking skills: Information Processing and Selecting Main Ideas. Four hundred students enrolled in Academic Strategies during the 2010-2011 academic year completed the LASSI as a pretest at the beginning of the course and as a posttest at the end. Findings demonstrated significant increases across the course on all ten scales, with the largest gains for those assessing critical thinking.

A summative assessment was conducted for students enrolled in Academic Strategies with the following results related to student persistence. Using a 99% confidence level, fall 2010 first-time freshmen who enrolled in Academic Strategies persisted from fall-to-first spring (83% compared to 63%) and fall-to-second fall (58% compared to 39%) at a significantly higher rate than did first-time freshmen who did not take the course.

Additionally, student progress was tracked in 15 developmental and gateway college-level courses for first-time freshmen who did and did not enroll in Academic Strategies. Course grades were evaluated, indicating that students in Academic Strategies were significantly more likely to succeed with a "C" or better than students who did not enroll in the course for 13 of the 15 courses, including all developmental courses.

As an indirect measure of all four general education goals, TCC administered its annual Exit Survey to all students when they applied for graduation. A total of 1,282 potential graduates responded to the Exit Survey during the 2010-2011 academic year, with the following results:

- 83% of respondents agreed or strongly agreed that the TCC experience contributed to their knowledge, skills, and personal development in areas such as using technology, communication, and contributing to their community.
- 94% of respondents agreed or strongly agreed that they acquired a broad, general education at TCC.
- 88% of respondents agreed or strongly agreed that their TCC coursework emphasized thinking critically and analytically.

### **Program Outcomes Assessment**

As noted above, the 2010-2011 academic year was a transition year for the assessment of student learning outcomes at TCC. It was the first year that the new Plan for Student Learning Outcomes Assessment was implemented college-wide. The rate of participation in the assessment process among TCC programs has been impressive, as 96% of programs submitted their Form As, which outline their program goals, how they will assess general education goals, and their assessment methods and measures. Assessment results for individual programs' student learning outcomes (i.e., Form B) and recommendations for change based on the results (i.e., Form C) are due to be submitted by February 1, 2012. Nevertheless, 29% percent of programs submitted their assessment results and 10% submitted their recommendations based on their results by the time this report was submitted. A more comprehensive report of the results of TCC's Plan for Student Learning Outcomes Assessment will be included in the Annual Assessment Report submitted in the 2012-2013 academic year, when assessment results for all programs are available.

Additionally, during the 2010-2011 academic year TCC conducted its annual Alumni Survey, on which students report about their outcomes and activities following graduation. Two hundred sixty-seven TCC graduates from the 2009-2010 academic year completed the survey. Results showed that early three-fourths of alumni (73%) were continuing their education at other universities and colleges six months or more after graduation, and 72% reported that they were employed.

Several programs, particularly in Allied Health and Nursing, require licensure or certification. Seventeen TCC programs collected and reported licensure and certification exam results to the Office of Planning and Institutional Research. Overall, TCC students achieved an 89.5% pass rate. Programs with the highest pass rates of 100% included: Aviation, Pharmacy Technology, Occupational Therapy Assistant, Dental Hygiene, and Veterinary Technology.

A total of 2,344 degrees or certificates were awarded to 2,232 graduates during the 2010-2011 academic year. Further, students completed degrees and certificates in 184 programs, with Business and Nursing resulting in the greatest degree completions.

## **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 challenging elements, and improve or adjust existing program delivery systems.

The Community College Survey of Student Engagement (CCSSE) was administered in spring 2011 to a random, stratified sample of all students enrolled. Credit classes were randomly selected—stratified by time of day (morning, afternoon, and evening) from institutional class data files to participate in the survey. A total of 992 students completed the CCSSE, and results indicated that students were actively engaged at TCC equal to or higher than the national average of community colleges on three of the five benchmarks: Student Effort, Academic Challenge, and Student-Faculty Interaction. However, TCC students' scores were lower than the national average of community colleges on the other two benchmarks: Active and Collaborative Learning and Support for Learners. In general, findings suggest TCC students are actively engaged in college, employment, and the community.

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**NARRATIVE QUESTIONS**

**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 42 years ago, in 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 incoming students, regardless of age, must demonstrate proficiency either by testing (ACT and/or COMPASS) or by documentation of prior college-level work for transfer students. Test score information is used as a guideline by academic advisors to place students in various courses at TCC. Beginning with the fall 2009 semester, TCC began using the ACT COMPASS reading, writing, and math exams for secondary 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 a 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 2010-2011 entry-level assessment?**

Twenty-three percent of fall 2010 first-time freshmen placed into college-level coursework without need for remediation in any area. With regard to placement by developmental area, 26% of first-time freshmen placed in developmental reading, 40% placed in developmental English, and 70% placed in developmental math. Among students requiring developmental reading, 77% of first-time freshmen placed one level below college-level reading, and 23% placed two levels below college-level reading. For students requiring developmental English/writing, 63% placed one level below college level and 37% placed two levels below college level. Finally, among students requiring developmental mathematics, 9% placed one level below college level, 38% placed two levels below, and 53% placed three levels below college level mathematics.

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

Student success rates (earning a “C” or better) in remedial courses were reported, as were rates of success in gateway college-level courses. Grades in these courses are discussed below in Section I-6.

Moreover, fall-to-first spring and fall-to-second fall persistence rates were assessed for students testing into developmental education. Compared to first-time freshmen who placed into college level in all three developmental areas, students who placed into at least one developmental area had significantly lower persistence rates from fall-to-first spring (68% compared to 81%) and from fall-to-second fall (42% compared to 58%).

Regarding developmental reading, the persistence rates of students who placed one level below college level were 63% and 37% for fall-to-first spring and fall-to-second fall, respectively. Interestingly, these persistence rates were identical for students who placed two levels below college level in reading.

The findings for developmental English revealed that students placing one level below college level persisted to their first spring at a rate of 66% and to their second fall at a rate of 41%. In contrast, the persistence rates for those who placed two levels below college-level English were the lowest of all students at the various levels of the different developmental education areas. They persisted at rates of 59% for first spring and 34% for second fall.

The persistence rates for students placing into developmental math demonstrated a linear trend supporting better persistence rates for students placing closer to college-level math. Specifically, the persistence rates for students placing one level below college level were 80% and 53% for first spring and second fall, respectively, whereas these same rates were 72% and 45% for students placing two levels below college level. The poorest persistence among developmental math students were for those placing three levels

below college-level math, as their rates were 64% and 38% for first spring and second fall, respectively.

**I-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 two academic years and therefore can begin to evaluate cut scores used for enrollment in developmental and college-level coursework. TCC's Office of Planning and Institutional Research will work with developmental education faculty to evaluate the current cut scores for placement in remedial courses during the 2011-2012 academic year.

Regarding success in developmental courses, 59% of students placing one level below college-level reading (i.e., into ENGL 0913 – Reading II) earned a “C” or better in the course, which was higher than the 54% in the prior year. Additionally, 52% of students testing two levels below college level (i.e., into ENGL 0903 – Reading I) earned a “C” or better in that course, compared to 32% in 2009-2010. In response to a developmental reading analysis, Reading faculty decided to raise the cut score for placing into Reading II to match that of peer institutions. One of the goals for increasing that required score was to decrease the number of students who fail Reading II and increase the number of students who succeed in Reading I. Grades in these courses from 2010-2011 suggest that the new cut score resulted in higher success rates for students in both courses.

Results for developmental English/writing indicate that 54% of students who placed one level below college-level writing (i.e., into ENGL 0933 – Writing II) succeeded with a “C” or better, which was comparable to the 56% reported for the previous year. Further, 47% of students who placed two levels below college-level writing (i.e., into ENGL 0923 – Writing I) succeeded with a “C” or better, which is a little bit less than the 51% reported for 2009-2010. Although the differences were small, the 2010-2011 developmental English success rates were a bit lower than the prior year's results. Faculty in this area will review these findings and evaluate whether any changes are needed to address this small drop in success rates.

Results for developmental math indicate that 57% of students placing one level below college level (i.e., into MATH 0123 – Intermediate Algebra) succeeded with a “C” or better, compared to 50% the previous year. Fifty-four percent of students who placed two levels below college level (i.e., into MATH 0013 – Beginning Algebra) succeeded with a “C” or better, compared to 49% the previous year, and 50% of students who placed three levels below college level (i.e., into MATH 0003 – Basic Mathematics) succeeded with a “C” or better, compared to 52% the previous year. Success rates in developmental math improved in the two levels immediately below college level, yet the Basic Math success rate decreased slightly. Faculty will review the findings to determine if any changes are needed to the cut scores for placement in developmental math.

To summarize, the 2010-2011 success rates for TCC's seven developmental education courses are presented in Table 1 below.

**Table 1**  
**Developmental Course Success Rates**  
**For 2010-2011**

Course Name	Course Number	Percent Earning "C" or Better
Reading II	ENGL 0933	59%
Reading I	ENGL 0923	52%
Writing II	ENGL 0913	54%
Writing I	ENGL 0903	47%
Intermediate Algebra	MATH 0123	57%
Beginning Algebra	MATH 0013	54%
Basic Mathematics	MATH 0003	50%

### 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, Academic Strategies. Building on the barriers identified in the focus groups, TCC's ATD Data Team developed a survey designed to measure perceptions of barriers to persistence among first-time freshmen at TCC. In spring 2011, 294 first-time freshmen completed the survey online and the Data Team examined the statistical relationships between students' responses and their overall college GPA and their persistence to the fall of 2011.

Another study of entry-level assessment involved a comparison of persistence as a function of which developmental reading course(s) students enrolled in to satisfy the reading proficiency requirement. Specifically, analysis involved comparing the persistence of first-time students entering in the fall semesters of 2007-2010 who took either Reading I in their first fall and then Reading II in the next semester, Reading I in their first fall but not Reading II in the next semester, and Reading II in their first fall.

#### I-8. Describe results.

Quantitative results from the persistence barriers survey project were consistent with the barriers that were derived qualitatively through focus groups. Students' responses to the survey generally reflected five broad barrier types: Poor College Readiness, Negative Experiences with College Services, Lack of Social Support, Financial and Transportation Challenges, and Technological Difficulties.

Analyses relating these five barriers and developmental placement status (i.e., reflecting whether or not a student tested into at least one developmental area) to overall GPA and spring-to-fall persistence revealed that lower GPAs were associated with Poor College Readiness, Negative Experiences with College Services, Financial and Transportation Challenges, and placing into at least one developmental course. Further, students who did not persist to the fall semester were higher than those who did on Poor College Readiness, Lack of Social Support, and Financial and Transportation Challenges.

Findings from the persistence analyses for students enrolled in developmental reading strongly favored students who took Reading I in their first fall and then Reading II in the next semester. Indeed, these students persisted from fall-to-second fall at a significantly higher rate than did students who took Reading I but did not take Reading II as well as those who took Reading II in their first fall.

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

The results of the persistence barriers survey project were shared with TCC's ATD Lead Team in fall of 2011 and additional discussions regarding how best to use that study's results are planned for the spring of 2012. For instance, the results of this study may encourage modifications to existing ATD interventions (or the development of new ones) to better assist new students with the barriers that most strongly hinder academic success.

Based on the results of the developmental reading analysis, faculty members in that area are considering a change to the reading proficiency requirement at TCC. Currently, students testing into developmental reading can demonstrate proficiency by completing either Reading I or Reading II (yet, students testing into Reading I cannot take Reading II until successfully completing Reading I). However, in light of the findings showing benefits of taking both developmental reading courses, the faculty will soon discuss the possibility of requiring all students testing into Reading I to complete both Reading I and Reading II to demonstrate proficiency.

## Section II – Mid-Level/General Education

### Administering Assessment

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

In academic year 2009-2010, TCC's Learning Effectiveness Council created a Plan for Student Learning Outcomes Assessment as a way to provide a comprehensive framework for the assessment of student learning at TCC. The plan was designed to foster the assessment of student learning outcomes for general education as well as individual programs at TCC, and it includes four primary forms that guide the process:

- A) Program goals and assessment methods and measures, including which general education goals will be assessed
- B) Results of assessments for each program
- C) Program recommendations and action plan for improvement
- D) Course outlines for individual courses with common outcomes across different sections of the same course

Assessment of TCC's four general education goals (i.e., critical thinking, effective communication, engaged learning, and technological proficiency) is embedded within the assessment of program goals and outcomes. Although the plan was new for academic programs during the 2010-2011 academic year, an impressive 96% of programs submitted Form A, detailing their goals and assessment procedures. Forms B and C are due for the first time on February 1, 2012. However, several programs submitted these forms early, such that 29% percent of programs submitted their Form B and 10% submitted their Form C by mid-January of 2012, with a number of programs targeting general education goals in their assessments.

In addition to the assessments being conducted within individual programs, one of the general education goals (i.e., critical thinking) is assessed in the college orientation course, ENGL 1003 (Academic Strategies). This course introduces new students to campus services and study skills, but another major emphasis of the course is to promote the use of critical thinking skills to solve academic and social problems.

A formative assessment of the Academic Strategies 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 skill component of the LASSI contains two subscales that directly reflect critical thinking skills: Information Processing and Selecting Main Ideas. Four hundred students enrolled in Academic Strategies during the 2010-2011 academic year completed the LASSI as a pretest at the beginning of the course and as a posttest at the end of the course. Findings demonstrated significant increases across the course on all ten scales, with the largest gains for those assessing critical thinking.

As an indirect measure of all four general education goals, TCC administered its annual Exit Survey to all students when they applied for graduation. The survey assesses the extent to which potential graduates agree with items along two distinct dimensions:

- Dimension 1: The extent to which their TCC experience contributed to knowledge, skills, and personal development in areas such as using technology, communication, and contributing to their community; and
- Dimension 2: The extent to which their TCC coursework emphasized critical thinking skills.

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

According to TCC's Plan for Student Learning Outcomes Assessment, general education goals should be assessed within the context of the assessment of program goals and outcomes. Thus, the instruments used to assess general education goals are administered to students enrolled in courses for the respective programs. As noted above, TCC is in the middle of the first assessment cycle under this new plan. Nonetheless, some programs assessing general education goals have submitted their results and recommendations early. A few of those programs are highlighted below in Sections II-4 and II-6.

As regards the LASSI instrument assessing critical thinking, all students enrolled in Academic Success who were present on the days of administration completed the pretest and posttest versions of the LASSI instrument.

TCC's annual Exit Survey was distributed to all students when they applied for graduation. A total of 1,282 potential graduates responded to the Exit Survey during the 2010-2011 academic year.

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

Many of the assessments used by individual programs at TCC include assignments that are scored by faculty and then assigned a grade for the course. Therefore, students are motivated to participate meaningfully because their performance on the assessments directly impacts their overall success in their courses.

Students who participated in the LASSI assessment in Academic Strategies are 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.

Potential graduates are encouraged to complete the Exit Survey and informed that their responses may ultimately contribute to changes at TCC designed to enhance students' educational experiences.

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

The Digital Media program's assessment of general education goal #1 (critical thinking) revealed that their students were effective at critically evaluating documents and work samples to include in a portfolio. To continue this success and to improve their own abilities to promote students' analytical and critical thinking skills, the Digital Media program has recommended that their faculty attend some industry-recognized conferences and events to keep abreast of the latest innovations and trends in the field.

As a result of their assessment of general education goal #2 (effective communication), the English faculty have refined their Composition I curriculum to include more reading, summarizing, and responding to reading. The full-time English faculty also met with adjunct faculty teaching that course to review grading standards and curriculum changes. Moreover, faculty members hope to better align the curricula and course objectives for the developmental writing courses (i.e., Writing I and Writing II), Composition I, and Composition II.

To better promote general education goal #3 (engaged learning), faculty members in the Digital Media program have recommended that instructors of CSCI 2973 (Digital Media Capstone) schedule counseling sessions with students in the semester before they enroll in the course. The purpose of the counseling sessions will be to explain the professional practice experience and to encourage students to secure internships before the semester begins.

Although their assessment of general education goal #4 (technological proficiency) revealed a high level of success among their students, faculty in Engineering have made some changes to better promote this goal. Specifically, the faculty have incorporated additional assignments in ENGR 2613 (Introduction to Electrical Science) as a way to help students improve on their ability to successfully master the problem used for this assessment. Additionally, a greater emphasis has been placed on instructing students at the beginning of the course to complete 1000-level Engineering courses (especially ENGR 1132 – Engineering Design with Computer Aides Design) before enrolling in 2000-level courses.

Faculty teaching the Academic Strategies course will review the results from the LASSI as well as persistence rates for the students in that course. Based on their review, faculty will determine if any changes are warranted to further develop students' critical thinking skills as well as other abilities promoted in that course.

Results of the Exit Survey will be shared and discussed with the College faculty, staff, and administrators to determine if any changes to curricula or student services are warranted based on the findings.

## **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 Academic Strategies with the following results related to student persistence. Using a 99% confidence level, fall 2010 first-time freshmen who enrolled in Academic Strategies persisted from fall-to-first spring (83% compared to 63%) and fall-to-second fall (58% compared to 39%) at a significantly higher rate than did first-time freshmen who did not take the course.

Additionally, student progress was tracked in 15 developmental and college-level courses with highest enrollment for first-time freshmen who did and did not enroll in Academic Strategies. Course grades were evaluated, indicating at the 95% confidence level (and 99% for most courses) that students in Academic Strategies were significantly more likely to succeed with a “C” or better than were students who did not enroll in the course for 13 of the 15 courses, including all developmental courses.

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

The 2010-2011 academic year was a transition year for the assessment of student learning outcomes at TCC and only some of the programs have submitted their assessment results as of mid-January 2012. Nonetheless, some of the disciplines that submitted their results early reported on their assessments of general education goals.

The Digital Media faculty assessed general education goal #1 (critical thinking) in CSCI 2973 (Digital Media Capstone) by evaluating their students’ abilities to analyze and carefully select appropriate documents and samples of their work to include in a professional portfolio. Results revealed that 91% of their students earned a grade of “C” or better on the assigned portfolio, reflecting strong abilities to critically evaluate professional documents to produce a portfolio that culminates their training in digital media and can enhance their job prospects and marketability.

Targeting general education goal #2 (effective communication), in the spring of 2011 the English faculty required all students in 16-week face-to-face sections of ENGL 1113 (Composition I) to write a critical response essay at the end of the semester. Using a 1-4 scale based on the Advanced Placement (AP) scoring system, English faculty graded a stratified sample of 464 essays from TCC’s four campuses. Results revealed that many students were not meeting the expectations of the faculty for this course, with 80% of students in the sample earning grades of 1 or 2 on their final essay.

Another general education goal assessed by the Digital Media program at TCC is goal #3 (engaged learning). Students enrolled in CSCI 2973 (Digital Media Capstone) are required to complete an internship that provides them with 180 hours of professional practice experience. Students are graded on their internship experience and results showed that 75% of the students in this course earned a grade of “C” or better on the internship component of the course.



Another program that assessed a general education goal was Engineering (specifically, in the Mechanical Engineering Option). The faculty in Engineering assessed general education goal #4 (technological proficiency) using a faculty-developed criterion-referenced problem for 15 of its students in ENGR 2613 (Introduction to Electrical Science). In particular, the outcome assessed was “mastery of a computer simulation of a real-world electrical problem.” Criterion one for success was 100% of students scoring 80% on correct schematic with inputs and criterion two was 100% of students scoring 80% on correct quantitative output. All 15 students (100%) earned scores of 80% or better on the correct schematic with inputs criterion and 14 of the 15 students (93%) earned scores of 80% or better on the correct quantitative output criterion.

In Academic Strategies, dependent samples *t*-tests revealed statistically significant increases in mean pretest to posttest scores for all ten scales on the LASSI (99% confidence level;  $N = 400$ ). Moreover, some of the greatest gains were for the two critical thinking scales: Information Processing (pretest mean = 51.53 and posttest mean = 65.18) and Selecting Main Ideas (pretest mean = 46.16 and posttest mean = 63.47). The LASSI results suggest that critical thinking and other skills (such as study strategies) are being effectively taught in Academic Strategies.

A total of 1,282 potential graduates responded to the Exit Survey during the 2010-2011 academic year, with the following results:

- 83% of respondents agreed or strongly agreed that the TCC experience contributed to their knowledge, skills, and personal development
- 94% of respondents agreed or strongly agreed that they acquired a broad, general education at TCC.
- 88% of respondents agreed or strongly agreed that their TCC coursework emphasized thinking critically and analytically.

### 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.

As noted above, the 2010-2011 academic year was a transition year for the assessment of learning outcomes at TCC. It was the first year that the new Plan for Student Learning Outcomes Assessment was implemented college-wide. The rate of participation in the assessment process has been impressive, as 96% of programs submitted their Form As, which outline their goals and assessment methods/measures. Assessment results for programs' student learning outcomes (i.e., Form B) and recommendations for changes based on the results (i.e., Form C) are due to be submitted by February 1, 2012. Nevertheless, 29% percent of programs submitted their assessment results and 10% submitted recommendations based on their results by the time this report was submitted.

Additionally, during the 2010-2011 academic year TCC conducted its annual Alumni Survey, on which students report about their outcomes and activities following graduation. The survey was mailed to all 2,060 graduates from the 2009-2010 academic year and 267 (13%) of those graduates completed the survey.

Seventeen TCC programs collected and reported licensure and certification exam results. Overall, TCC students achieved an 89.5% pass rate. Table 2 below displays the exam results that were reported.

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
199	Aviation	Private Pilot Written	Private Pilot Written	11	11	100%
199	Aviation	Instrument Pilot Written	Instrument Pilot Written	7	5	71%
199	Aviation	Commercial Pilot Written	Commercial Pilot Written	5	5	100%
216	Digital Media	Adobe Certified Associate-Photoshop	National Industry Certification	102*	84*	82%*
216	Digital Media	Adobe Certified Associate-Flash	National Industry Certification	33*	29*	88%*
216	Digital Media	Adobe Certified Associate-Dreamweaver	National Industry Certification	36*	24*	67%*
216	Digital Media	Adobe Certified Associate-Premiere	National Industry Certification	5*	4*	80%*
231	Pharmacy Technology	Pharmacy Technician Certification	National Industry Certification	22	22	100%
70	Radiography	American Registry of Radiologic Technologists (ARRT)	Radiography	23	22	96%

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
181	Medical Assistant	Certified Medical Assistant Exam	National Certification	5	4	80%
101	Physical Therapy Assistant	NPTE	State Licensure Examination	25	22	88%
159	Health Information Technology Associate Degree	Certification Examination for Registered Health Information Technicians	Registration (RHIT)	In Process	In Process	Pending
73	Respiratory Care	Certification Exam	National Industry Certification	21	17	81%
164	Occupational Therapy Assistant	National Board for Certification in Occupational Therapy	National Industry Certification	14	14	100%
167	Dental Hygiene	Dental Hygiene National Board (written)	National Industry Certification	14	14	100%
167	Dental Hygiene	Western Regional Exam Board (clinical)	State Certification	14	14	100%
167	Dental Hygiene	Oklahoma Jurisprudence	State Licensure	14	14	100%
206	Child Development	Child Development Associate (CDA) National Credential	National Credential	16	15	94%
50	Medical Laboratory Technology	ASCP	National Certification	13	12	92%
182	Phlebotomy	ASCP	National Certification	Unknown	Unknown	Unknown
58	Nursing	NCLEX	State Licensure Exam	184	161	88%
245	Geriatric Technician	Long-Term Nurse Aide Exam	State Certification Exam	Unknown	Unknown	Unknown
226	Patient Care Technician	AUA Certification Examination	State Certification Exam	Unknown	Unknown	Unknown
227	Veterinary Technology	Oklahoma State Veterinary Technician Exam	State Licensure Exam	21	21	100%
227	Veterinary Technology	Veterinary Technician National Exam	National Credential	18	13	72%

\*Statistics for the Digital Media exams reflect overall results since 2009, when TCC students began taking the exams. A primary goal of the Digital Media program is to assure that graduates pass a minimum of one Adobe Certified Associate (ACA) exam, an industry-recognized certification in the field of digital media. Students begin the testing process in the first semester and those that pass the tests may do so early in their program or near the end. Thus, annual exam results do not reflect the overall performance of students completing this program, as these are not licensing exams taken at the end of a student's academic career.

## Analyses and Findings

### III-2. What were the analyses and findings from the program outcomes assessment?

TCC is in the middle of the assessment cycle and individual programs' results and recommendations are not due to be submitted until February 1, 2012. However, a number of programs have submitted their assessment results early and two of those programs are highlighted below to provide a sample of some of the programmatic assessments being conducted at TCC. A more comprehensive report of the results of TCC's Plan for Student Learning Outcomes Assessment will be included in the Annual Assessment Report submitted in the 2012-2013 academic year.

One of the outcomes assessed by the Sociology faculty was an understanding of social theory, particularly conflict theory, among students enrolled in SOCI 1113 (Introduction to Sociology). To assess this outcome, all full-time faculty teaching this course in the spring of 2011 used a common exam question on the topic of conflict theory. Results from 176 students indicated that 69% of students answered the question correctly, with students taking face-to-face sections of SOCI 1113 performing better than those in online sections of the course.

The English as a Second Language (ESL) program assessed the degree to which students enrolled in ESLG 0643 (ESL Writing for Communication) can demonstrate mastery of subject/verb agreement in paragraph and essay writing. The criterion for success was 70% of sentences on a final essay exam that contained correct subject/verb agreement. Results showed that 83% of students in this course achieved the 70% criterion of success.

Regarding TCC's Alumni Survey, responses from 267 (13%) of the 2,060 graduates from the 2009-2010 academic year produced the following results:

- 73% of the respondents are continuing their education.
- 19% plan to continue their education, but are not yet enrolled.
- 70% of alumni selected "more than adequate" or "exceptionally well" in response to the question, "How well did TCC prepare you for continuing your education?"
- 72% of all respondents indicated that they were employed. (Of those who indicated employment, 66% work full-time; 34% work part-time)
- 88% of employed alumni reported that they work in the Tulsa area.
- Among respondents who are employed, 62% are working either in their major field or in a discipline that is closely related to their area of study at TCC.
- 37% of the employed respondents indicated an annual income of \$30,000 or more.
- 44% of respondents who are employed full-time in their major field or a field related to their area of study while at TCC reported an annual income of \$30,000 or more.





Programs		Number of Graduates												Totals	
		Spring 2011				Fall 2010				Summer 2010					
		AA	AAS	AS	CER	AA	AAS	AS	CER	AA	AAS	AS	CER		
DHYG	Dental Hygiene		14												<b>14</b>
DMAD	Adobe Master Design Specialist		4				2				1				<b>7</b>
DMSP	Digital Media Specialist		4												<b>4</b>
DMWD	Web Design Specialist		1												<b>1</b>
DRCA	Computer Aided Design							2							<b>2</b>
DRFT	Drafting/Design Engr Tech		1				2				1				<b>4</b>
DTAS	Dental Assistant		1				1				1				<b>3</b>
ECEN	Early Childhood Education_NSU							1				1			<b>2</b>
ECEO	Early Childhood Education_OU			8				2				4			<b>14</b>
ECES	Early Childhood Education_OSU			1				1							<b>2</b>
EDUC	Education	54				38				14					<b>106</b>
ELAC	Electr Tech Alternative Energy				1										<b>1</b>
ELEC	Electronics Technology				4				2				2		<b>8</b>
ELED	Elementary Education	43				19				24					<b>86</b>
ELMF	Electromechanical Manufactrg		1												<b>1</b>
EMDT	Emergency Medical Tech		3				4				1				<b>8</b>
ENCP	Computer Engineering_OSU							1							<b>1</b>
ENEC	Electrical/Computer Engr_OSU			1											<b>1</b>
ENEE	Electrical Engineering_OSU			2				2							<b>4</b>
ENEL	Electronics Engr Tech_OSU							2				2			<b>4</b>
ENGL	English	4				4									<b>8</b>
ENGR	Engineering			2				3				1			<b>6</b>
ENMC	Mechanical Engineering			4				1				1			<b>6</b>
	Mechanical Engr_OSU			6				4				6			<b>16</b>
ENVS	Environ Sci/Natural Resources			3				2							<b>5</b>
FERC	Fire/Emergency Services				1								1		<b>2</b>
FERS	Fire/Emergency Services			4				4				2			<b>10</b>

Programs		Number of Graduates												Totals		
		Spring 2011				Fall 2010				Summer 2010						
		AA	AAS	AS	CER	AA	AAS	AS	CER	AA	AAS	AS	CER			
GEOG	Geography			2												<b>2</b>
GEOL	Geology			1												<b>1</b>
GERI	Geriatric Technician												10			<b>10</b>
GIS	Geographic Info Systems												1			<b>2</b>
GRMN	German	2						1								<b>3</b>
GRPH	Graphics/Imaging Technology			1												<b>1</b>
HGOC	Gaming Operations/Protection												2			<b>2</b>
HGOH	Hospitality														1	<b>2</b>
	Hotel Management														2	<b>3</b>
HGOR	Restaurant Management														5	<b>6</b>
HHPF	Health and Human Performance			3											1	<b>4</b>
HHPS	Health/Human Performance_OSU			3									3		2	<b>8</b>
HICR	Coding Reimbursement														4	<b>4</b>
HIMR	Health Info Tech Med Records			1											3	<b>4</b>
HIST	History	10						6						1		<b>17</b>
HORT	General Horticulture Tech														1	<b>1</b>
HRCE	Human Resources												2			<b>2</b>
HRES	Human Resources			8									2			<b>10</b>
HSCF	Child and Family Services_OSU														1	<b>1</b>
HSCR	Corrections														1	<b>1</b>
HSHR	Human Relations_OU														1	<b>1</b>
HSSW	Pre_Social Work			1											1	<b>3</b>
	Pre_Social Work_NSU			7											8	<b>23</b>
HSTR	Therapeutic Recreation			1												<b>1</b>
HSVC	Human Services														1	<b>1</b>
HTLD	Landscape Design/Construction														2	<b>2</b>
HTOS	Horticulture_OSU			1											1	<b>2</b>



Programs		Number of Graduates												Totals
		Spring 2011				Fall 2010				Summer 2010				
		AA	AAS	AS	CER	AA	AAS	AS	CER	AA	AAS	AS	CER	
HUMN	Humanities									1				<b>1</b>
INBU	International Business			5				4				2		<b>11</b>
INDC	Interior Design				1									<b>1</b>
INED	Interpreter Education	1				5								<b>6</b>
INTD	Interior Design		8				2				2			<b>12</b>
ITAL	Italian	1												<b>1</b>
ITED	Interpreter Education						2							<b>2</b>
ITLC	Italian				1									<b>1</b>
ITSC	System Support				1									<b>1</b>
ITSS	System Support						1							<b>1</b>
JAPN	Japanese	1				1				2				<b>4</b>
JPNC	Japanese								3				1	<b>4</b>
JRPR	Journalism: Pub Relations/Adv	4								2				<b>6</b>
LAFM	Film Emphasis	2				2								<b>4</b>
LAIN	International Emphasis	1								1				<b>2</b>
LART	Liberal Arts	146				109				71				<b>326</b>
LENF	Law Enforcement		1				2							<b>3</b>
MANU	Manufacturing Engineering Tech		1				1							<b>2</b>
MATH	Mathematics			6				7				2		<b>15</b>
MDCA	Medical Assistant												4	<b>4</b>
MDTR	Med Assistant: Transcription				2								1	<b>3</b>
MGMT	Management			6				4						<b>10</b>
MISL	Management Info Systems_LU											1		<b>1</b>
MISO	Management Info Systems_OSU			9				3				4		<b>16</b>
MKCS	Customer Service				1									<b>1</b>
MKNS	Marketing_NSU			3				1				1		<b>5</b>
MKOS	Marketing_OSU			5								1		<b>6</b>

Programs		Number of Graduates												Totals		
		Spring 2011				Fall 2010				Summer 2010						
		AA	AAS	AS	CER	AA	AAS	AS	CER	AA	AAS	AS	CER			
MKTG	Marketing		1													<b>1</b>
MLTA	Medical Lab Tech Applicant															<b>1</b>
MLTC	Medical Laboratory Technology										11					<b>11</b>
MLTP	Med Lab Tech: Phlebotomy				12				16					1		<b>29</b>
MNGT	Management		5								1					<b>6</b>
MUSC	Music	4				1				2						<b>7</b>
NUDT	Dietetics			1				1								<b>2</b>
NURS	Nursing		73					70								<b>143</b>
OCTA	Occupational Therapy Assistant		12													<b>12</b>
PCTC	Patient Care Technician				19				23							<b>42</b>
PHED	Physical Education			1				2								<b>3</b>
PHIL	Philosophy	1				1										<b>2</b>
PHTC	Pharmacy Technology				9				1							<b>10</b>
PHYS	Physics			3				3					1			<b>7</b>
PLEG	Paralegal		5					5								<b>10</b>
PLGL	Paralegal	5				2				1						<b>8</b>
POSC	Political Science	5				4				5						<b>14</b>
PPDE	Pre-Dentistry			1									1			<b>2</b>
PPHM	Pre_Pharmacy			4				2								<b>6</b>
PPMD	Pre-Medicine			5				3					4			<b>12</b>
PPOP	Pre-Optometry			1									2			<b>3</b>
PPVM	Pre-Veterinary Medicine			3									1			<b>4</b>
PRNU	Health Sciences Pre_Nursing			46				31					17			<b>94</b>
PRTA	Process Technology		1													<b>1</b>
PRTC	Process Technology													2		<b>2</b>
PSYC	Psychology	52				42				18						<b>112</b>
PTHA	Physical Therapist Assistant		1								27					<b>28</b>



## **Other Assessment Plans**

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

In 2009-2010, TCC's Learning Effectiveness Council developed a new, comprehensive plan for learning 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 began in spring 2011 and results and recommendations for changes are due to be submitted by all programs on February 1, 2012. The Annual Assessment Report submitted during the 2012-2013 academic year will include a more thorough discussion of the programmatic changes that have occurred or are planned as a result of the assessment of student learning outcomes at TCC. Yet, as noted above, some programs have already submitted their recommendations for changes and a couple of sample programs are discussed below.

Based on their assessment of students' understanding of social theory, particularly conflict theory, the Sociology faculty decided to revise and expand their coverage of social theory in online sections of SOCI 1113 (Introduction to Sociology). The faculty also will work toward involving adjunct faculty in the assessment of student learning outcomes in Sociology.

Based on their assessment results, the faculty in the Accounting program has recommended a change to the prerequisites for ACCT 2213 (Financial Accounting). Specifically, they have requested that students enrolling in the course have a score of 19 or better on each of the Math, English, and Reading ACT subject tests or earn a grade of "C" or better in ACCT 1003 (Introduction to Accounting).

## Section IV – Student Satisfaction

### Administration of Assessment

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

During the 2010-2011 academic year, TCC administered the Community College Survey of Student Engagement (CCSSE) to a random, stratified sample of all students enrolled in credit courses. Classes were randomly selected—stratified by time of day (morning, afternoon, and evening) from institutional class data files to participate in the survey. A total of 992 students completed the CCSSE, which is a nationally-normed instrument that has been shown to be a reliable and valid assessment of student engagement and satisfaction.

Additionally, an Exit Survey was given to all TCC students applying for graduation during the 2010-2011 academic year and an Alumni Survey was mailed to all 2009-2010 TCC graduates during the 2010-2011 academic year.

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

CCSSE results indicated that students were actively engaged at TCC equal to or higher than the national average of community colleges on three of the five benchmarks: Student Effort, Academic Challenge, and Student-Faculty Interaction. However, TCC students' scores were lower than the national average of community colleges on the other two benchmarks: Active and Collaborative Learning and Support for Learners.

Specific survey items reflecting the *highest* levels of student engagement for TCC students:

- Asked questions in class or contributed to class discussions
- Used email to communicate with an instructor
- Received prompt feedback (written or oral) from instructors on your performance
- Number of written papers or reports of any length
- Providing the financial support you need to afford your education

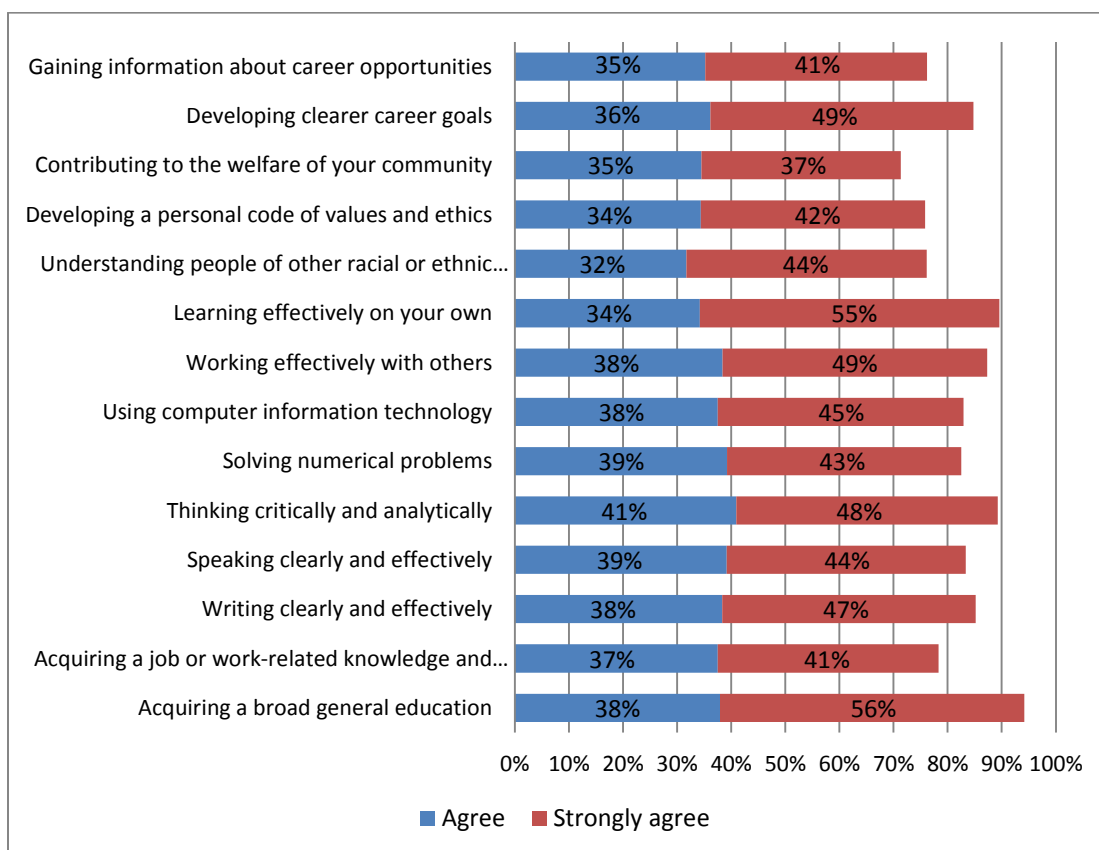
Specific survey items reflecting the *lowest* levels of student engagement for TCC students:

- Made a class presentation
- Tutored or taught other students (paid or voluntary)
- Worked with instructors on activities other than coursework
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially

On the Exit Survey, TCC students applying for graduation were asked to rate the extent to which their experience at TCC contributed to their knowledge, skills, and personal development in key areas. Students also were asked to rate the extent to which their TCC coursework emphasized critical thinking skills. Results are presented below, both in bullets and Figures 1 and 2.

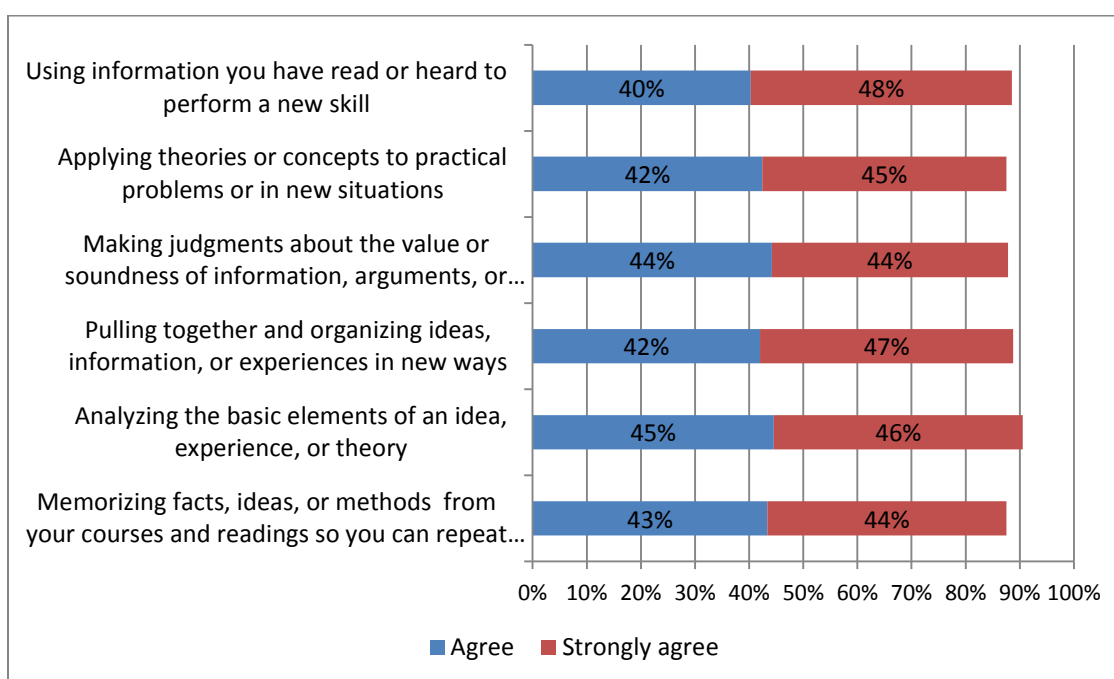
- 83% of the respondents agree or strongly agree that the TCC experience has contributed to their knowledge, skills, and personal development.
  - The lowest agreement (72%) occurs in response to the question: “Contributing to the welfare of your community.”
  - The highest agreement (94%) occurs in response to the question: “Acquiring a broad general education.”

Figure 1: “To what extent has your experience at TCC contributed to your knowledge, skills, and personal development in the following areas?”



- 88% of the respondents agree or strongly agree that TCC coursework emphasizes thinking critically and analytically.
  - The lowest agreement (87%) occurs in response to the questions: “Applying theories or concepts to practical problems or in new situations” and “Memorizing facts, ideas, or methods from your courses and readings so you can repeat them.”
  - The highest agreement (91%) occurs in response to the question: “Analyzing the basic elements of an idea, experience, or theory.”

Figure 2: “To what extent did your coursework at TCC emphasize the following?”



Additionally, an alumni survey was conducted during the 2010-2011 academic year to gather feedback from the previous year's graduates. All graduates were mailed paper-and-pencil surveys and 267 (13%) of 2,060 graduates responded. Degrees awarded to graduates included both university transfer and workforce development programs. A total of 73% 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 62% of employed alumni working in their major field or a related discipline. A little over one-third (37%) reported annual incomes of \$30,000 or more. Further, 70% of alumni selected “more than adequate” or “exceptionally well” in response to the question, “How well did TCC prepare you for continuing your education?” In general, 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?**

The Office of Planning and Institutional Research, in conjunction with the Office of Student Affairs, will communicate CCSSE results to College faculty, staff, and administrators during the spring semester of 2012. Faculty and staff feedback, including recommendations for institutional change, will be garnered, compiled and reported to the President's Cabinet for implementation beginning fall 2012. TCC will continue to administer the CCSSE every other spring semester. Results will be shared college-wide following each administration of the survey, and recommendations for institutional change will be shared with the Cabinet for possible implementation.

Regarding feedback from the Exit Survey, nearly three-fourths of respondents (72%) agreed or strongly agreed that 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.