



**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2011-2012 ACTIVITY**

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

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**TULSA COMMUNITY COLLEGE**  
**ANNUAL STUDENT ASSESSMENT REPORT**  
**2011-2012 ACTIVITY**  
**EXECUTIVE SUMMARY**

### **Entry-Level Assessment**

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process since the College opened 43 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.

Only 16% of first-time degree/certificate-seeking students entering TCC in Fall 2011 tested into college level in all three developmental areas: math, English, and reading. These college-ready students persisted at higher rates than did their developmental peers. Specifically, college-ready students persisted from fall-to-spring at an overall rate of 82% (90% for full-time and 69% for part-time students), whereas developmental students persisted at a rate of 73% (83% for full-time and 66% for part-time students). The difference was even larger for fall-to-fall persistence, with college-ready students persisting at a rate of 58% (68% for full-time and 42% for part-time students) and developmental students persisting at a rate of 43% (52% for full-time and 36% for part-time students).

Sixty-nine percent of Fall 2011 first-time degree/certificate-seeking students at TCC placed at the college reading level, meaning 31% of these students tested into developmental reading courses. In particular, 19% of the entire Fall 2011 cohort placed one level below college-level reading and 12% tested into two levels below college level.

Regarding success in developmental reading, 19% of students placing one level below college-level reading (i.e., into ENGL 0913 – Reading II) took that course during their first year. Of those students, 66% earned a C or better in the course (representing 12% of all the students testing one level below college-level reading). The 66% earning a C or better in the course within their first year was higher than the 59% in the prior year. Additionally, 7% of students testing two levels below college level (i.e., into ENGL 0903 – Reading I) enrolled in that course in their first year. Of those enrolling in the course, 53% earned a C or better (reflecting 4% of all the students testing two levels below college-level reading). The 53% earning a C or better in Reading I within their first year was slightly higher than the 52% in the prior year.

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 testing into developmental reading persisted from fall-to-spring at a rate of 74% (84% for full-time and 66%

for part-time students), compared to 75% (85% for full-time and 66% for part-time students) for those testing into college-level reading. As regards fall-to-fall persistence, developmental reading students persisted at an overall rate of 45% (54% for full-time and 37% for part-time students), which was similar to the rate of 46% for college-level reading students (56% for full-time and 37% for part-time students).

Fifty-six percent of first-time degree/certificate-seeking students scored at the college level in English/writing. The remaining 44% placed in developmental writing, with 24% of the cohort in Writing II (ENGL 0933), one level below Composition I (ENGL 1113), and 20% in Writing I (ENGL 0923), two levels below Composition I.

Of the students testing into Writing II, 70% enrolled in the course during their first year, and 62% of those students earned a C or better in the course (up from 54% in the prior year). This reflected 43% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 46% of students who placed two levels below college-level writing (i.e., into ENGL 0923 – Writing I) enrolled in the course during their first year. Of those students, 50% succeeded with a C or better, which is a little bit higher than the 47% reported for 2010-2011. The number of students earning a C or better in Writing I represented 23% of all students testing into that course.

Findings also revealed that students testing into developmental English persisted from fall-to-spring at an overall rate of 69% (80% for full-time and 63% for part-time students), which was lower than the rate of 79% (87% for full-time and 70% for part-time students) for those testing into college-level English. The difference was even more pronounced for fall-to-fall persistence, with developmental English students persisting at a rate of 38% (45% for full-time and 33% for part-time students) and college-level English students persisting at a rate of 51% (62% for full-time and 41% for part-time students).

A little over one-quarter of first-time degree/certificate-seeking students (26%) placed in college-level math, with the remaining 74% testing into developmental math. Of the entire cohort, 5% placed one level below college level in Intermediate Algebra (MATH 0123), 23% placed two levels below college level in Beginning Algebra (MATH 0013), and 46% placed three levels below college level in Basic Mathematics (MATH 0003).

Results for developmental math indicate that 79% of students placing one level below college level (i.e., into MATH 0123 – Intermediate Algebra) took either MATH 0123 or MATH 0105 – Beginning and Intermediate Algebra within their first year. Of those enrolling in one of those courses, 78% succeeded with a C or better, compared to 57% the previous year; thus, 60% of the students testing one level below college-level advanced to college-level math through their coursework by the end of their first year. Seventy-nine percent of students who placed two levels below college level (i.e., into MATH 0013 – Beginning Algebra) enrolled in either MATH 0013, MATH 0055 – Basic Mathematics and Beginning Algebra, or MATH 0105 – Beginning and Intermediate Algebra in their first year. Of those students enrolling in at least one of those courses, 59% succeeded with a C or better, compared to 54% the previous year (representing 47% of all students testing two levels below college-level math). Lastly, 61% of students testing three levels below college-level math (i.e., into MATH 0003 – Basic Mathematics) enrolled in

either MATH 0003 or MATH 0055 in their first year. Of those students, 53% succeeded with a C or better, compared to 50% the previous year; thus, 33% of all the students testing into Basic Math successfully completed their initial level of math by the end of their first year.

The persistence rates for students placing into developmental math were quite a bit lower than those for students testing into college-level math. Specifically, the fall-to-spring persistence rate for students placing into developmental math was 72% (81% for full-time and 66% for part-time students), whereas students testing into college-level math persisted from fall-to-spring at a rate of 82% (90% for full-time and 69% for part-time students). There was an even larger gap between the fall-to-fall persistence rates of the two groups, with developmental math students persisting at a rate of 41% (50% for full-time and 35% for part-time students) and college-level math students at a rate of 57% (66% for full-time and 43% for part-time students).

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

The first complete (i.e., full-year) cycle of a new system of assessment data gathering and reporting occurred during AY 2011-2012. The College student learning outcomes assessment plan asks faculty to develop strategies to assess the quality of learning at TCC from these three levels: general education goals, discipline/program goals, and course objectives. At every level, the plan allows faculty to ask unique questions about student learning. The first level asks questions about the quality of learning within courses, focusing on the quality of performance objectives, classroom assessment practices and day-to-day instruction. The second asks questions about the quality of learning within programs and disciplines, whether the program is a degree, certificate or other educational program. The third asks questions about the quality of student learning in terms of general education goals.

Faculty in the various academic units collaborated college-wide to accomplish the following tasks: articulate common discipline/program goals; identify the skills, knowledge, and abilities necessary to demonstrate progress toward the goals; choose one or more courses that require these skills, knowledge and abilities; select a common assessment activity that measures these skills, knowledge and abilities; agree upon common criteria to evaluate student learning against stated objectives; designate the desired level of proficiency expected; and, estimate the percentage of students expected to demonstrate proficiency.

One major innovation for the 2011-2012 assessment cycle was the organization of a mandatory development meeting aimed specifically at improving participation and results. This event, a half-day for Learning Effectiveness and Planning (LEAP) occurred offsite on January 4, 2012. Having already determined their program outcomes (with methods of assessment) by the end of the fall semester, faculty in the academic disciplines were asked on LEAP Day to gather data, analyze assessment results, and propose improvement plans. The results are promising, but some faculty expressed continued confusion over the scope and purpose of the project at TCC. Hence, the College has anticipated a need to provide ongoing faculty support for assessment practices, data analysis and program evaluation. A second LEAP Day is scheduled for January 9, 2013.

In addition to the assessments being conducted within individual programs, persistence and completion rates have been assessed for students enrolled in TCC's 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. Ultimately, a major goal of this course is to promote skills that will help student persist and graduate. A summative analysis using a 99% confidence level revealed that Fall 2011 first-time degree/certificate-seeking students who enrolled and earned a C or better in Academic Strategies persisted from fall-to-first spring (93% compared to 67%) at a significantly higher rate than did those who did not take the course.

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 1,834 potential graduates responded to the Exit Survey during the 2011-2012 academic year (Fall 2011, Spring 2012, and Summer 2012), with the following results:

- 81% of the respondents agreed or strongly agreed that the TCC experience has contributed to their knowledge, skills, and personal development.
- 89% of the respondents agreed or strongly agreed that TCC coursework emphasizes thinking critically and analytically.
- 92% of respondents agreed or strongly agreed that they acquired a broad, general education at TCC.

### **Program Outcomes Assessment**

As noted above, the first complete (i.e., full-year) cycle of a new system of student learning outcomes assessment data gathering and reporting occurred during AY 2011-2012. For AY 2011-2012, 90% of the academic divisions of the College determined program outcomes and gathered data on program outcomes for student learning.

Additionally, during the 2011-2012 academic year TCC conducted its annual Alumni Survey, on which students report about their outcomes and activities following graduation. Two hundred fifty-eight TCC graduates from the 2010-2011 academic year completed the survey. Results showed that nearly two-thirds of alumni (65%) were continuing their education at other universities and colleges six months or more after graduation, and 66% reported that they were employed.

Several programs, particularly in Allied Health and Nursing, require licensure or certification. Fifteen TCC programs collected and reported licensure and certification exam results from 2011-2012 to the Office of Planning and Institutional Research. Overall, TCC students achieved a 90% pass rate. Programs with the highest pass rates of 100% included: Medical Laboratory Technology, Occupational Therapy Assistant, Dental Hygiene, and Veterinary Technology.

TCC also experienced a large increase in completions during the 2011-2012 academic reporting year (Summer 2011, Fall 2011, and Spring 2012). A total of 2,618 degrees or certificates were awarded to 2,437 graduates during the 2011-2012 academic year.

## **Student Satisfaction Assessment**

Overall, results from TCC's annual Alumni Survey revealed that graduates from 2010-2011 were quite satisfied with their experiences at TCC and their preparation for continued education. Specifically, nearly nine out of ten (88%) graduates reported that they would go to TCC again, if they had to do it over again. Moreover, when asked how well TCC prepared them for continuing their education, 88% of alumni reported that they were prepared either adequately (27%), more than adequately (31%), or exceptionally well (30%).

In spring 2013, Tulsa Community College will participate in a national survey focusing on teaching, learning, and retention in community colleges, the Community College Survey of Student Engagement (*CCSSE*). This survey can assist TCC in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals. The project is part of the Center for Community College Student Engagement and the Community College Leadership Program at The University of Texas at Austin. The survey will be administered in classes randomly selected by the Center to ensure a representative sample and to preserve the integrity of the survey results. Instructors whose classes are selected for survey administration will receive specific information from the appropriate administrator.

As context, the *CCSSE* was last administered at TCC in spring 2011. 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 43 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 all of 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?**

Sixteen percent of all Fall 2011 first-time degree/certificate-seeking students placed into college-level coursework without need for remediation in any area. With regard to placement by developmental area, 31% of first-time students placed in developmental reading (19% one level below and 12% two levels below college level), 44% placed in developmental English (24% one level below and 20% two levels below college level), and 74% placed in developmental math (5% one level below, 23% two levels below, and 46% three levels below college level).

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

Student success rates (earning a C or better) in remedial courses were analyzed and course grades are discussed 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 degree/certificate-seeking students 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 (73% compared to 82%) and from fall-to-second fall (43% compared to 58%).

Students testing into specific developmental areas also were tracked to determine their rates of fall-to-first spring and fall-to-second fall persistence. Results revealed that students testing into developmental reading persisted from fall-to-spring at a rate of 74% (84% for full-time and 66% for part-time students), compared to 75% (85% for full-time and 66% for part-time students) for those testing into college-level reading. As regards fall-to-fall persistence, developmental reading students persisted at an overall rate of 45% (54% for full-time and 37% for part-time students), which was similar to the rate of 46% for college-level reading students (56% for full-time and 37% for part-time students).

Findings for developmental English students revealed that they persisted from fall-to-spring at an overall rate of 69% (80% for full-time and 63% for part-time students), which was lower than the rate of 79% (87% for full-time and 70% for part-time students) for those testing into college-level English. The difference was even more pronounced for fall-to-fall persistence, with developmental English students persisting at a rate of 38% (45% for full-time and 33% for part-time students) and college-level English students persisted at a rate of 51% (62% for full-time and 41% for part-time students).

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and 35% for part-time students) and college-level math students at a rate of 57% (66% for full-time and 43% for part-time students).

**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.**

During the 2011-2012 academic year, TCC's Office of Planning and Institutional Research worked with the developmental math faculty and the Dean of Developmental Education to evaluate the current cut scores for placement in MATH 1513 – College Algebra. Using data from previous years when the required ACT Math score was 19, findings indicated that students who tested into MATH 1513 with an ACT Math score of 19 had a significantly lower rate of success than those who tested into the course with ACT Math scores of 20 or 21. Success rates did not differ among those testing into the course with scores of 20 or 21. After evaluating the results of this analysis and careful deliberation, the math faculty recommended that the required ACT Math score for MATH 1513 be lowered from 21 to 20.

Regarding success in developmental reading, 19% of students placing one level below college-level reading (i.e., into ENGL 0913 – Reading II) took that course during their first year. Of those students, 66% earned a C or better in the course (representing 12% of all the students testing one level below college-level reading). The 66% earning a C or better in the course within their first year was higher than the 59% in the prior year. Additionally, 7% of students testing two levels below college level (i.e., into ENGL 0903 – Reading I) enrolled in that course in their first year. Of those enrolling in the course, 53% earned a C or better (reflecting 4% of all the students testing two levels below college-level reading). The 53% earning a C or better in Reading I within their first year was slightly higher than the 52% in the prior year.

Results for developmental English/writing indicated that, of the students testing into Writing II, 70% enrolled in the course during their first year, and 62% of those students earned a C or better in the course (up from 54% in the prior year). This reflected 43% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 46% of students who placed two levels below college-level writing (i.e., into ENGL 0923 – Writing I) enrolled in the course during their first year. Of those students, 50% succeeded with a C or better, which is a little bit higher than the 47% reported for 2010-2011. The number of students earning a C or better in Writing I represented 23% of all students testing into that course.

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and Beginning Algebra, or MATH 0105 – Beginning and Intermediate Algebra in their first year. Of those students enrolling in at least one of those courses, 59% succeeded with a C or better, compared to 54% the previous year (representing 47% of all students testing two levels below college-level math). Lastly, 61% of students testing three levels below college-level math (i.e., into MATH 0003 – Basic Mathematics) enrolled in either MATH 0003 or MATH 0055 in their first year. Of those students, 53% succeeded with a C or better, compared to 50% the previous year; thus, 33% of all the students testing into Basic Math successfully completed their initial level of math by the end of their first year.

### **Other Assessment Plans**

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

The 2011-2012 academic year was TCC's fifth year as a member of the national Achieving the Dream initiative. During the 2011-2012 academic year, TCC's Office of Planning and Institutional Research conducted analyses to determine the effectiveness of the six student success interventions that were active during that year:

- 1) Advising – designed to engage students in planning for their educational career via a planning worksheet completed with advisors.
- 2) New Student Orientation – designed to orient new TCC students to the College's various offices and procedures.
- 3) Academic Strategies – a three-credit student success course that also serves as an orientation to the skills needed to succeed in college.
- 4) African American Male Mentoring – a mentoring program designed to provide social support to African American male students and to help them navigate and adapt to college requirements and expectations.
- 5) MathPath – a two-week refresher course created to help students brush up on math skills before the beginning of the fall semester.
- 6) Beginning Algebra Course Redesign – a curriculum redesign program that seeks to engage students in the course at higher levels.

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

Some highlights of the analyses conducted for Achieving the Dream interventions are described below:

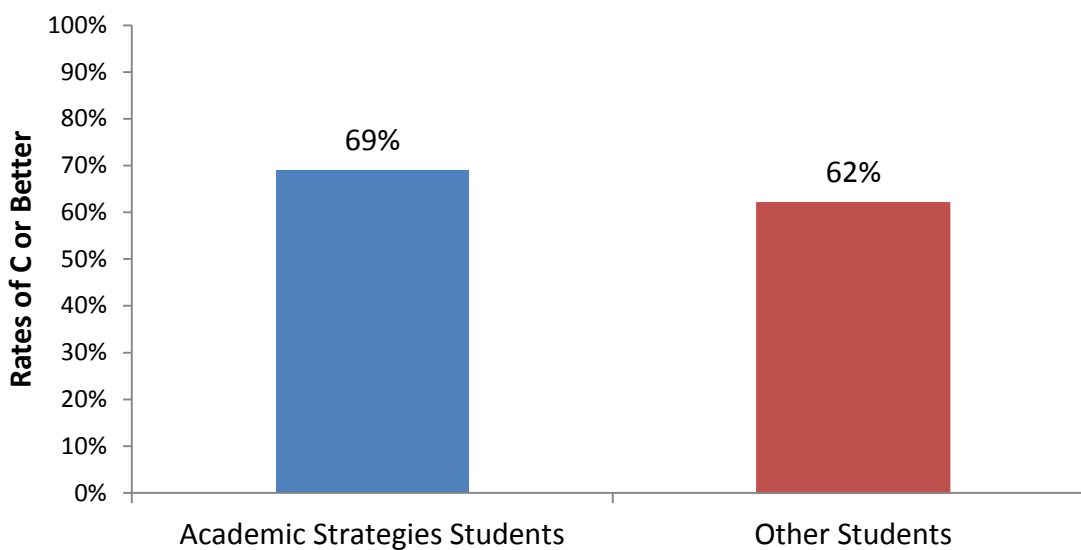
##### Academic Strategies

Since Fall 2008, nearly 5,000 (about 36%) of first-time TCC students have taken Academic Strategies. The percentages in the table and graph below are based on grades for first-time students entering TCC in Fall 2009 and Fall 2010. The two groups represent students from those cohorts who enrolled in Academic Strategies at some point prior to Fall 2011 and those who did not. See Table 1 and Figure 1 below.

Table 1. Rates of Grades of C or Better (Statistically Significant Differences in All 13 Courses).

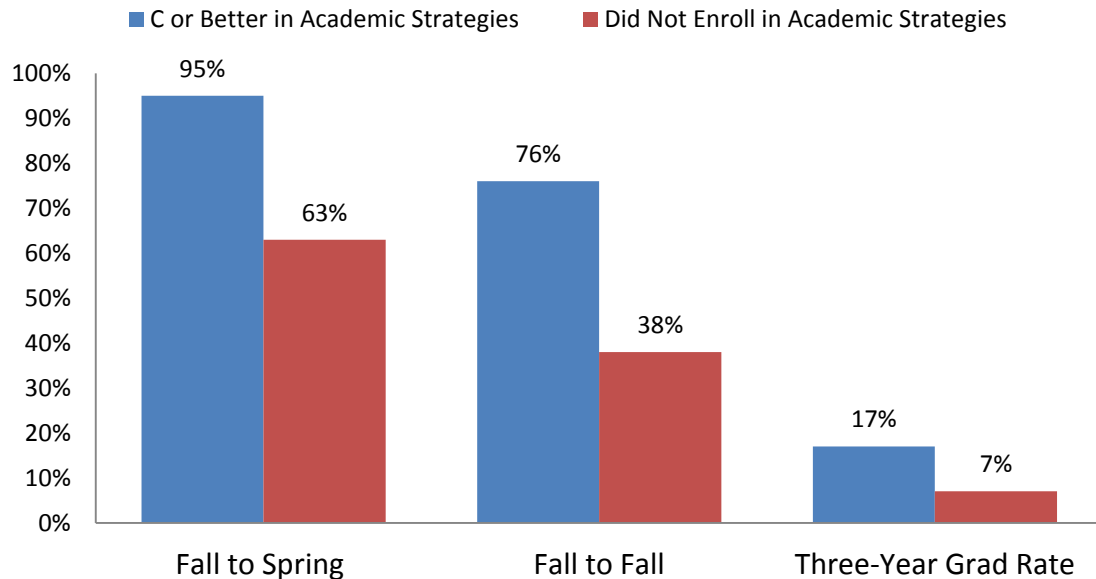
Course	Academic Strategies Students	Students Not in Academic Strategies
<i>Developmental Education Courses</i>		
Basic Math	61%	57%
Beginning Algebra	59%	54%
Intermediate Algebra	65%	59%
Reading I	69%	50%
Reading II	67%	55%
Writing I	61%	48%
Writing II	67%	58%
<i>Gateway Courses</i>		
Composition I	74%	67%
General Biology for Non-majors	73%	61%
U.S. History 1492 to the Civil War Era	63%	58%
U.S. History - Civil War Era to the Present	67%	60%
American Federal Government	77%	71%
Introduction to Psychology	75%	67%
Weighted Average (All 13 Courses)	69%	62%

Figure 1. Grades of C or Better in Developmental and Gateway Courses.



Since Fall 2008, 69% of the nearly 5,000 first-time students who have taken Academic Strategies have earned a C or better in the course. The percentages in Figure 2 below are aggregated across first-time student cohorts from Fall 2008 through Fall 2011. The two groups represent students from those cohorts who earned a C or better in Academic Strategies and those who did not enroll in that course.

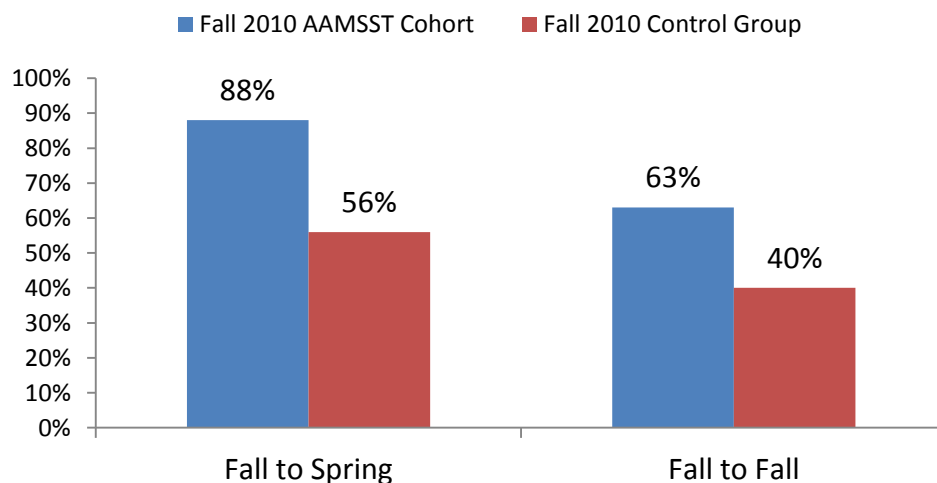
Figure 2. Persistence and Graduation Rates.



#### African American Male Mentoring Program

In Fall 2010, 32 African American male students joined the African American Male Student Success Team (AAMSST) intervention at TCC. The percentages in Figure 3 below show the persistence rates for that cohort compared to the 676 African American males enrolled at TCC during Fall 2010 who were not in the program.

Figure 3. Persistence Rates for African American Male Students.

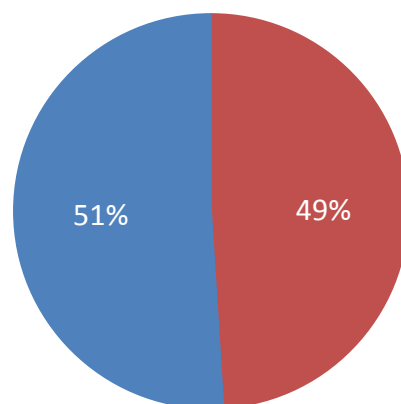


### MathPath

In Summer 2011, 43 of the 68 students who enrolled in MathPath completed both pretest and posttest versions of the COMPASS Math test. Figure 4 below shows the percentages of those 43 students who did (N = 22) and did not (N = 21) move up at least one level on the COMPASS Math test after completing MathPath.

Figure 4. Percentage of MathPath Students Increasing At Least One Math Level

■ No Increase    ■ Moved Up At Least One Level



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

Several changes are underway as a result of findings from the Achieving the Dream interventions. Although not instructional per se, the most significant change that has occurred is that TCC's Academic Council approved a new policy requiring that all students who test into developmental education take ENGL 1003 – Academic Strategies. This new requirement will go into effect in Fall 2013.

Another change that occurred as a result of Achieving the Dream analyses is the expansion of the MathPath refresher course. During Summer 2012, the course was offered at all four of TCC's campuses. This expansion provided broader access to a program that has been shown to help students improve their placement in math, potentially saving them one or more semesters worth of work in developmental math.

One other major change that pertains to entry-level assessment is a change to the proficiency requirement for reading. Prior to Fall 2012, students testing at two levels below college-level reading could demonstrate proficiency by completing ENGL 0903 – Reading I. However, starting in Fall 2012, students placing two levels below college-level reading (i.e., into Reading I) can no longer demonstrate proficiency by completing ENGL 0903. Proficiency in reading must be demonstrated by obtaining the corresponding ACT or COMPASS test score or by successfully completing ENGL 0913 – Reading II.

## Section II – Mid-Level/General Education

### Administering Assessment

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

TCC faculty have identified four general education learning goals (critical thinking, effective communication, engaged learning, and technological proficiency). These are the learning expectations for all degree or certificate-seeking students enrolled in the college. A reconstitution of student learning assessment in AY 2010-2011 was guided by the Learning Effectiveness Sub-Council (LESC, a sub-council of the College Academic Council). The current college-wide student learning outcomes assessment plan features a cyclical system for gathering and disseminating data and program improvement decisions, as well as tools for developing and reporting on an action plan for improvement. These tools (Forms A, B, C, and D) guide academic divisions toward assessment planning and evaluation. The LESC intended that at least one assessment activity for each academic discipline stipulate how the measured outcomes demonstrate progress toward TCC's general education goals.

The first complete (i.e., full-year) cycle of a new system of assessment data gathering and reporting occurred in AY 2011-2012. The College student learning outcomes assessment plan asks faculty to develop strategies to assess the quality of learning at TCC from these three levels: general education goals, discipline/program goals, and course objectives. At every level, the plan allows faculty to ask unique questions about student learning. The first level asks questions about the quality of learning within courses, focusing on the quality of performance objectives, classroom assessment practices and day-to-day instruction. The second asks questions about the quality of learning within programs and disciplines, whether the program is a degree, certificate or other educational program. The third asks questions about the quality of student learning in terms of general education goals.

For example, 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. Many faculty have also identified learning goals particular to their program or discipline; many have specific goals or objectives for the individual courses they teach. The General Education Goals support the college's mission and are in turn reflected in the goals and objectives of programs and courses. Therefore, TCC's mission and goals inform the assessment process and are inherent in the curriculum.

Finally, 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 are to 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, the first complete (i.e., full-year) cycle of a new system of student learning outcomes assessment data gathering and reporting occurred during AY 2011-2012. A representative sample of program results will be highlighted below in Sections II-4 and II-6.

TCC's annual Exit Survey was distributed to all students when they applied for graduation. A total of 1,834 potential graduates responded to the Exit Survey during the 2011-2012 academic year.

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

Many of the assessment tools used by individual programs at TCC have some other high stakes impact for the student. Many assessment tools, for example, are embedded in the assignments that are also to be scored by faculty and then assigned a grade for the course. The students are motivated to participate meaningfully because their performance on the assessments directly impacts their overall success in their courses.

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 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. In addition, program and discipline faculty design and administer assessments of student learning outcomes. Most significantly, along with assessment results, the student learning outcomes assessment plan required faculty to propose a plan for improvement of student learning, which may cite one of four routes to change: 1) Curriculum Committee review for curricular changes; 2) Faculty Development Committee for Instructional changes; 3) Academic Council for inter-divisional changes or, 4) Other (as specified). The range of these results and improvement plans is indicated by the following examples.

The Sociology assessment in spring 2011 was administered by all full-time faculty teaching Introduction to Sociology (SOC1 1113). The tool was a set of three standard



questions. The reporting faculty noticed that students had exceeded the initial goals of 65% success on all three questions. However, in setting a future goal of 70% success on all three indices, the faculty concluded that they should revise Question #1, a question on social theory and Karl Marx. The other two questions were deemed to be adequate, with success rates of 77.84% and 83.52% respectively. Also, since on-campus class results were higher than on-line, the faculty decided to add more emphasis on social theory to the on-line course notes, with the goal of an overall success rate of 70% or above on all questions. Finally, the faculty revised and added material, especially on Conflict theory, to be added to all on-line sections, both for 8 week and 16-week sections. Faculty will extend this assessment tool to the part-time sociology faculty in AY 2011-2012.

In the Speech assessment, students were expected to demonstrate appropriate skills in delivery of extemporaneous oral presentation, with a mastery level of 70% or above, according to the faculty-developed rubric which measured the verbal and non-verbal mastery levels. Of the 213 students assessed, 92.25% successfully demonstrated mastery level of 70% or above in non-verbal delivery skills, while 89.5% demonstrated mastery level of 70% or above in verbal delivery. Based on these results, the Speech faculty concluded that the assessment guide (rubric) did not accurately measure the criteria they intended to assess. Hence, they divided the criterion into more specific measurement areas. As a result of the above rubric changes and additions all assessments are now more parallel in the criteria being assessed across all campuses. The full-time faculty will implement this assessment with the part time faculty in the spring of 2012.

## **Analyses and Findings**

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

Persistence and completion rates have been assessed for students enrolled in TCC's 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. Ultimately, a major goal of this course is to promote skills that will help student persist and graduate. A summative analysis using a 99% confidence level revealed that Fall 2011 first-time degree/certificate-seeking students who enrolled and earned a C or better in Academic Strategies persisted from fall-to-first spring (93% versus 67%) at a significantly higher rate than did those who did not take the course.

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

As noted above in subsection **II-4**, Speech faculty saw better than 90% mastery on their assessment results, and rather than celebrating, they looked more closely at the tools they were using. This is a clear example of the use of data to feedback and support continuous improvement. Other programs also showed results that will inform the next assessment cycle. For example, English faculty teaching Composition I (ENGL 1113) found that 80% of the assessed student scored in the less than satisfactory range, leading faculty to revise the curriculum across the College. Specifically, as a result of the assessment of general education goal 2 (effective communication), the faculty refined the Composition I

curriculum to include more activities requiring 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 will use assessment results to better align curricula and course objectives for the developmental writing courses (i.e., Writing I and Writing II), as well as for the college-level Composition I, and Composition II.

A total of 1,834 potential graduates responded to the Exit Survey during the 2011-2012 academic year, with the following results:

- 81% of the respondents agreed or strongly agreed that the TCC experience has contributed to their knowledge, skills, and personal development.
- 89% of the respondents agreed or strongly agreed that TCC coursework emphasizes thinking critically and analytically.
- 92% of respondents agreed or strongly agreed that they acquired a broad, general education at TCC.

### 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 2011-2012 academic year was the first full-year that the current program assessment of student learning outcomes at TCC was implemented college-wide, and these numbers have not been fully compiled and reported. TCC is in the middle of the assessment cycle and individual programs' results and recommendations are not due to be submitted until February 1, 2013. The available partial results below are for the previous cycle, AY 2010-2011.

Table 2. Assessment by discipline of TCC Students in 2010-2011 (partial).

Subject	Discipline	Student Assessed
ASTR	Astronomy	30
AVST	Aviation Sciences Technology	19
BIOT	Biotechnology	6
CSCI	CIS/Computer Programming	846
CRIM	Criminal Justice/Law Enforcement	20
DHYG	Dental Hygiene	28
CSCI	Digital Media	18
ECON	Economics	307
ENGR	Engineering	15
ENGL	English	464
ESLG	English as a Second Language	12
FESR	Fire & Emergency Services	17
FREN	French	9
GEOG	Geography	20
GIS	GIS	8
GEOL	Geology	40
HITC	Health Info Tech	154
HIST	History	99
GMOP	Hospitality & Gaming Operations	16
HUMN	Humanities	144
INTD	Interior Design	20
INTL	International Languages	20
INED	Interpreter Education	26
ITAL	Italian	15
JRMC	Journalism and Mass Communications	24
MKTG	Marketing	20

Subject	Discipline	Student Assessed
MATH	Mathematics	254
MDAS	Medical Assistant	5
MDLT	Medical Laboratory Tech	12
NAMS	Native American Studies	33
NURS	Nursing	148
OCTA	Occupational Therapy Asst	41
PHMT	Pharmacy Technology	24
PHIL	Philosophy	26
PHED	Physical Education/HHP	50
PHSC	Physical Science	30
PHTA	Physical Therapist Assistant	27
PHYS	Physics	125
POLS	Political Science	447
PSYC	Psychology	290
RADT	Radiography	128
RELG	Religious Studies	5
RESP	Respiratory Care	24
SOCI	Sociology	176
SPCH	Speech	213
VETT	Veterinary Technology	20

Additionally, during the 2011-2012 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 2,269 graduates from the 2010-2011 academic year and 258 (11%) of those graduates completed the survey.

Fifteen TCC programs collected and reported licensure and certification exam results. Overall, TCC students achieved an 90% pass rate. Table 2 below displays the exam results that were reported.

Table 3. Third-Party Exam Results for TCC Students in 2011-2012.

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
199	Aviation	Private Pilot Written	Private Pilot Written	16	14	88%
199	Aviation	Instrument Pilot Written	Instrument Pilot Written	13	9	69%
199	Aviation	Commercial Pilot Written	Commercial Pilot Written	6	6	100%
216	Digital Media	Adobe Certified Associate-Photoshop	National Industry Certification	37	26	70%

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
216	Digital Media	Adobe Certified Associate-Flash	National Industry Certification	7	4	57%
216	Digital Media	Adobe Certified Associate-Dreamweaver	National Industry Certification	8	6	75%
216	Digital Media	Adobe Certified Associate-Premiere	National Industry Certification	5	4	80%
231	Pharmacy Technology	Pharmacy Technician Certification	National Industry Certification	27	25	93%
181	Medical Assistant	Certified Medical Assistant Exam	National Certification	6	6	80%
101	Physical Therapy Assistant	NPTE	National Licensure and Certification Examination	20	19	95%
159	Health Information Technology Associate Degree	Certification Examination for Registered Health Information Technicians	Registration (RHIT)	1	1	100%
164	Occupational Therapy Assistant	National Board for Certification in Occupational Therapy	National Industry Certification	16	16	100%
73	Respiratory Care	Certified Respiratory Therapist Exam	National Industry Certification	14	13	93%
70	Radiography	American Registry of Radiologic Technologists (ARRT)	Radiography	23	21	91%
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%
50	Medical Laboratory Technology	ASCP	National Certification	11	11	100%
182	Phlebotomy	ASCP	National Certification	16	13	81%
58	Nursing	NCLEX	State Licensure Exam	157	147	94%

Program Code	Program Name	Exam	Exam Type	Number Taking Exam	Number Passing Exam	Pass Rate
227	Veterinary Technology	Oklahoma State Veterinary Technician Exam	State Licensure Exam	14	14	100%
227	Veterinary Technology	Veterinary Technician National Exam	National Credential	11	9	82%
257	Hospitality Management Program		Certification	3	2	67%

## Analyses and Findings

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

The range of these results was very wide, but the preferred use of data to inform practice is indicated by the following example. Faculty teaching in Native American Studies assessed a fundamental issue in this discipline, namely, the contexts within which Native American tribal identities are constructed. In the spring and fall 2011 sections of Native American Cultures (NAMS 2113) students were asked to identify and describe as many of the following elements as they could: (1) Kinship; (2) Culture (Oral Traditions, Religious Practices, etc.); (3) Social Structures; (4) Shared History; (5) Geography; and (6) Economy. Successful identification of 5-6 criteria was defined by the rubric as Mastery. Identification by the student of 3-4 criteria was recorded as Success. Less than 3 identifications was recorded as a failure. Of the students assessed, 19 achieved Mastery and 12 Success. Two students failed. Although the overall rate of Success/Mastery is excellent (93%), the faculty had a goal of achieving a rate of Mastery of 70% or higher. The faculty revised the course curriculum to emphasize the general concepts included in the assessment criteria, rather than simply presenting the specific content that constitutes the concepts. This emphasis should provide a general conceptual checklist to guide students as they present particular examples of the concepts in their responses.

In addition, the following are representative of the most promising results for Program outcomes: Air Traffic Control faculty found that 84% of the students assessed met the program goals (e.g., success on FAA exams); Engineering faculty found that 93% met the goals (correctly analyzed an electrical simulation problem); Interpreter Education found 85% of the students met the goals (successful ASL certification); and, Nursing found that 88% of the students assessed met the program goals (successful national licensure).

Regarding TCC's Alumni Survey, responses from 258 (11%) of the 2,269 graduates from the 2010-2011 academic year produced the following results:

- 65% of the respondents are continuing their education.
- 25% plan to continue their education, but are not yet enrolled.
- 88% of alumni selected "adequate," "more than adequate," or "exceptionally well" in response to the question, "How well did TCC prepare you for continuing your education?"
- 66% of all respondents indicated that they were employed. (Of those who indicated employment, 71% work full-time; 29% work part-time)

- 88% of employed alumni reported that they work in the Tulsa area or NE Oklahoma.
- Among respondents who are employed, 66% are working either in their major field or in a discipline that is closely related to their area of study at TCC.
- 43% of the employed respondents indicated an annual income of \$30,000 or more.

A total of 2,618 degrees or certificates were awarded to 2,437 graduates during the 2011-2012 academic reporting year. Table 3 below presents these successful program completions for each program by semester and for the entire academic year.

Table 4. Graduates by Program for 2011-2012 Academic Reporting Year (Summer 2011, Fall 2011, and Spring 2012).

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AA_ART_ART	AA Art	ART	Art		6	9	<b>15</b>
AA_COM_COSD	AA Communications: Com Sci/Dis	COSD	Communication Sci/Disorders	1			<b>1</b>
AA_COM_ENGL	AA Communications: English	ENGL	English	2	6	10	<b>18</b>
AA_COM_INED	AA Communications: Interpr Edu	INED	Interpreter Education		2		<b>2</b>
AA_COM_SPCH	AA Communications: Speech	SPCH	Speech			1	<b>1</b>
AA_EDU_EDUC	AA Pre_Education: Education	EDUC	Education	23	24		<b>47</b>
	AA Pre_Educ: Elem & Secondary	EDUC	Elementary & Secondary Educ	10	16	69	<b>95</b>
AA_EDU_ELED	AA Pre_Education: Elem Edu	ELED	Elementary Education	17	23	35	<b>75</b>
AA_EDU_SCED	AA Pre_Education: Secondary	SCED	Secondary Education	10	8	13	<b>31</b>
AA_ENT_EDGS	AA Enter Devel: Gen Studies	EDGS	Enter Devel General Studies AA		1	4	<b>5</b>
AA_LAN_FREN	AA Foreign Language: French	FREN	French	1	1	1	<b>3</b>
AA_LAN_ITAL	AA Foreign Language: Italian	ITAL	Italian			1	<b>1</b>
AA_LAN_JAPN	AA Foreign Language: Japanese	JAPN	Japanese	1	1	3	<b>5</b>
AA_LAN_RUSS	AA Foreign Language: Russian	RUSS	Russian	1			<b>1</b>
AA_LAN_SPAN	AA Foreign Language: Spanish	SPAN	Spanish	3	6	8	<b>17</b>
AA_LAR_LAFM	AA Liberal Arts: Film Emphasis	LAFM	Film Emphasis	1		1	<b>2</b>
AA_LAR_LART	AA Liberal Arts	LART	Liberal Arts	56	90	120	<b>266</b>
AA_MUS_MUSC	AA Music	MUSC	Music	5	1	9	<b>15</b>
AA_SOC_CRJT	AA Social Science: Cr Justice	CRJT	Criminal Justice	9	14	24	<b>47</b>
AA_SOC_HIST	AA Social Science: History	HIST	History	3	6	17	<b>26</b>
AA_SOC_JRMC	AA Social Science: Journalism	JRMC	Journalism/Mass Communications		2	3	<b>5</b>
AA_SOC_JRPR	AA Social Science: JMC_PR/Ad	JRPR	Journalism: Pub Relations/Adv	2	1	2	<b>5</b>
AA_SOC_JRTV	AA Social Science: JMC_TV	JRTV	Journalism: TV Broadcasting			1	<b>1</b>



PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AA_SOC_PHIL	AA Social Science: Philosophy	PHIL	Philosophy		1	1	2
AA_SOC_PLGL	AA Social Science: Paralegal	PLGL	Paralegal		1	2	3
AA_SOC_POSC	AA Social Science: Pol Sci	POSC	Political Science	1	6	2	9
AA_SOC_PSYC	AA Social Science: Psychology	PSYC	Psychology	32	37	62	131
AA_SOC_SOCI	AA Social Science: Sociology	SOCI	Sociology	5	3	6	14
AA_THE_THEA	AA Social Science: Theatre	THEA	Theatre		2	6	8
AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec	ACAA	Accounting Specialist		1	1	2
AAS_ACC_ACAS	AAS Accounting Associate	ACAS	Accounting Associate			6	6
AAS_ACC_ACSS	AAS Acct Assoc: Software Spec	ACSS	Accounting Software App Spec			1	1
AAS_AVS_AIRT	AAS Aviation Sciences: ATC	AIRT	Air Traffic Control	18	2	12	32
AAS_AVS_AVMG	AAS Aviation Sci: Management	AVMG	Aviation Management		1	1	2
AAS_AVS_AVMT	AAS Aviation Sci: Maintenance	AVMT	Aviation Maintenance Tech		1	2	3
AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot	AVPP	Professional Pilot		1	1	2
AAS_BUS_BADC	AAS Busn: Admin Careers	BADC	Administrative Careers			2	2
AAS_BUS_BHCO	AAS Busn: Healthcare Bus Ops	BHCO	Healthcare Business Operations			2	2
AAS_BUS_BHGA	AAS Busn: Hospitality Mgmt	BHGA	Hospitality Management	4			4
AAS_BUS_BUSN	AAS Business	BUSN	Business	3	2	10	15
AAS_CET_CETS	AAS Civil Egr/Surveying Tech	CETS	Civil Engr/Surveying Tech	1	2	8	11
AAS_CHD_CDED	AAS Child Dev: Early Childhood	CDED	Early Childhood			2	2
AAS_CHD_CDIR	AAS Child Dev: Center Director	CDIR	Center Director	1		2	3
AAS_CHD_CDIT	AAS Child Dev: Infant Toddler	CDIT	Infant Toddler			1	1
AAS_CIS_CSBP	AAS IT: Bus Application Pro	CSBP	Business Application Prof	1	1	3	5
AAS_CIS_CSIA	AAS CIS: Inf Assur/Forensics	CSIA	Info Assurance/Forensics	1	2	1	4
AAS_CIS_CSIT	AAS IT: Information Technology	CSIT	Information Technology		2	2	4
AAS_CIS_CSNT	AAS IT: Networking	CSNT	Networking	2	2	3	7
AAS_CIS_CSSS	AAS IT: Systems Support Tech	CSSS	Systems Support Technician	1	2	7	10
AAS_CIS_CSWM	AAS IT: Website Management	CSWM	Website Management			2	2
AAS_DGM_DMAD	AAS Digital Media: Adobe	DMAD	Adobe Master Design Specialist			5	5

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AAS_DGM_DMBP	AAS Digital Media: Broadcst Pr	DMBP	Broadcast Production Spec			1	<b>1</b>
AAS_DGM_DMSP	AAS Digital Media: Specialist	DMSP	Digital Media Specialist	2		2	<b>4</b>
AAS_DGM_DMWD	AAS Digital Media: Web Design	DMWD	Web Design Specialist			4	<b>4</b>
AAS_DHG_DHYG	AAS Dental Hygiene	DHYG	Dental Hygiene			14	<b>14</b>
AAS_DRF_DRFT	AAS Drafting/Design Engr Tech	DRFT	Drafting/Design Engr Tech		3	2	<b>5</b>
AAS_DTA_DTAS	AAS Dental Assistant	DTAS	Dental Assistant	1			<b>1</b>
AAS_ELE_ELAE	AAS ELET: Alternative Energy	ELAE	Alternative Energy	1		1	<b>2</b>
AAS_ELE_ELBM	AAS ELET: Biomed Equipment	ELBM	Biomedical Equipment Tech			2	<b>2</b>
AAS_ELE_ELMF	AAS ELET: Electromech Manuf	ELMF	Electromechanical Manufactrg		2	1	<b>3</b>
AAS_EMT_EMMDT	AAS Emergency Medical Tech	EMDT	Emergency Medical Tech	6	2	1	<b>9</b>
AAS_GRI_GRP	AAS Graphics/Imaging Tech	GRPH	Graphics/Imaging Technology		3	3	<b>6</b>
AAS_HIT_HIMR	AAS Hlth Info Tech Med Records	HIMR	Health Info Tech Med Records	6		1	<b>7</b>
AAS_HR_HRES	AAS Human Resources	HRES	Human Resources		2	4	<b>6</b>
AAS_HSV_HSCR	AAS Human Serv: Corrections	HSCR	Corrections	1			<b>1</b>
AAS_HSV_HSVA	AAS Human Services	HSVA	Human Services	1		1	<b>2</b>
AAS_HT_HORT	AAS Horticulture Technology	HORT	General Horticulture Tech			2	<b>2</b>
AAS_HT_HTIN	AAS Hort Tech: Floral Des/Int	HTIN	Floral Design / Interiorscape		1		<b>1</b>
AAS_HT_HTLD	AAS Hort Tech: Landscape Des	HTLD	Landscape Design/Construction			1	<b>1</b>
AAS_IND_INTD	AAS Interior Design	INTD	Interior Design	3	1	12	<b>16</b>
AAS_INT_ITED	AAS Interpreter Education	ITED	Interpreter Education		1		<b>1</b>
AAS_MGT_MGIN	AAS Management: Internship	MGIN	Management Internship			1	<b>1</b>
AAS_MGT_MNGT	AAS Management	MNGT	Management		2	1	<b>3</b>
AAS_MKT_MKEB	AAS Mktg: E_Business	MKEB	E_Business			2	<b>2</b>
AAS_MKT_MKTG	AAS Marketing	MKTG	Marketing		1	4	<b>5</b>
AAS_MLT_MLTC	AAS Medical Laboratory Tech	MLTC	Medical Laboratory Technology	13			<b>13</b>
AAS_NUR_NURS	AAS Nursing	NURS	Nursing	3	93	66	<b>162</b>
AAS_OTA_OCTA	AAS Occupational Therapy Asst	OCTA	Occupational Therapy Assistant	1	1	13	<b>15</b>
AAS_PLG_PLEG	AAS Paralegal	PLEG	Paralegal	2	3	4	<b>9</b>

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AAS_PRT_PRTA	AAS Process Technology	PRTA	Process Technology		1		<b>1</b>
AAS_PTA_PTHA	AAS Physical Therapist Assist	PTHA	Physical Therapist Assistant	26	2		<b>28</b>
AAS_QCT_QCTT	AAS Quality Control Technology	QCTT	Quality Control Technology			2	<b>2</b>
AAS_RAD_RADT	AAS Radiography	RADT	Radiography		2	27	<b>29</b>
AAS_RSP_RESP	AAS Respiratory Care	RESP	Respiratory Care	2		12	<b>14</b>
AAS_SRG_SRGT	AAS Surgical Technology	SRGT	Surgical Technology	2	1	2	<b>5</b>
AAS_STG_STGA	AAS Stage Production Tech	STGA	Stage Production Technology			1	<b>1</b>
AAS_TEC_TECH	AAS Technology	TECH	Technology	3	5	1	<b>9</b>
AAS_VET_VETT	AAS Veterinary Technology	VETT	Veterinary Technology	2		12	<b>14</b>
AS_BIO_BIOT	AS Biotechnology	BIOT	Biotechnology		4	1	<b>5</b>
AS_BUS_ACCN	AS Business: Accounting_NSU	ACCN	Accounting_NSU	4	4	4	<b>12</b>
AS_BUS_ACCT	AS Business: Accounting	ACCT	Accounting	7	27	42	<b>76</b>
AS_BUS_BADM	AS Business: Bus Admin	BADM	Business Administration	23	37	57	<b>117</b>
AS_BUS_BHGO	AS Business: Hospitality Mgmt	BHGO	Hospitality Management		1		<b>1</b>
AS_BUS_BMLU	AS Business: Management_LU	BMLU	Management_LU	2			<b>2</b>
AS_BUS_BOSU	AS Business: OSU	BOSU	Business: OSU	44	62	51	<b>157</b>
AS_BUS_MGMT	AS Business: Management	MGMT	Management	3	7	12	<b>22</b>
AS_BUS_MIS	AS Business: Mgmt Info Systems	MIS	Management Information Systems		1	2	<b>3</b>
AS_BUS_MISO	AS Business: Mgmt Info Sys_OSU	MISO	Management Info Systems_OSU	3	1	3	<b>7</b>
AS_CHD_CDCF	AS Child Dev: Child/Family_OSU	CDCF	Child and Family_OSU		2	3	<b>5</b>
AS_CHD_CDEN	AS Child Dev: Early Care_NSU	CDEN	Early Care_NSU		1		<b>1</b>
AS_CHD_CDEO	AS Child Dev: Early Care_OSU	CDEO	Early Care_OSU	1			<b>1</b>
AS_CHD_ECEN	AS Child Dev: Early Chd Ed_NSU	ECEN	Early Childhood Education_NSU		1		<b>1</b>
AS_CHD_ECEO	AS Child Dev: Early Chd Ed_OU	ECEO	Early Childhood Education_OU		5	9	<b>14</b>
AS_CHD_ECES	AS Child Dev: Early Chd Ed_OSU	ECES	Early Childhood Education_OSU		3		<b>3</b>
AS_CIS_CISA	AS Computer Info Systems	CISA	Computer Information Systems		2	2	<b>4</b>
AS_CIS_CSNS	AS Computer Info Systems_NSU	CSNS	Computer Info Systems_NSU	2	2	3	<b>7</b>
AS_CIS_CSOS	AS Computer Info Systems_OSU	CSOS	Computer Info Systems_OSU	2	8	5	<b>15</b>

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AS_EDU_PHED	AS Pre_Education: Physical Edu	PHED	Physical Education		2	1	3
AS_EGR_ENCP	AS Computer Engineering	ENCP	Computer Engineering	1	2	2	5
AS_EGR_ENEC	AS Engineering: Elect Comp_OSU	ENEC	Electrical/Computer Engr_OSU	1			1
AS_EGR_ENEE	AS Electrical Engineering	ENEE	Electrical Engineering	2	11	2	15
AS_EGR_ENEL	AS Engineer: Electronics Eng	ENEL	Electronics Engineering Tech	1	1		2
	AS Engineer: Elect Eng Tech	ENEL	Electrical Engineering Tech			4	4
AS_EGR_ENGR	AS Engineering	ENGR	Engineering		2	3	5
AS_EGR_ENMC	AS Engineering: Mech Engr	ENMC	Mechanical Engineering	5	14	7	26
AS_ENT_EDST	AS Enter Devel: Gen Studies	EDST	Enter Devel General Studies AS			1	1
AS_ENV_ENVS	AS Environ Sci/Nat Resources	ENVS	Environ Sci/Natural Resources	1	2	5	8
AS_FERS_FERS	AS Fire/Emergency Services	FERS	Fire/Emergency Services	1	1	4	6
AS_HHP_HHPF	AS Health/Human Performance	HHPF	Health and Human Performance			3	3
AS_HHP_HHPS	AS Health/Human Perform_OSU	HHPS	Health/Human Performance_OSU	3	1	1	5
AS_HSC_PRNU	AS Health Sciences: PreNursing	PRNU	Health Sciences Pre_Nursing	22	42	65	129
AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs	HSCF	Child and Family Services		1		1
AS_HSV_HSSW	AS Human Serv: PreSocial Work	HSSW	Pre_Social Work	5	1	18	24
AS_HSV_HSTR	AS Human Serv: Therapeutic Rec	HSTR	Therapeutic Recreation			1	1
AS_INB_INBU	AS International Business	INBU	International Business	3	1	4	8
AS_MKT_MKNS	AS Mktg: Marketing_NSU	MKNS	Marketing_NSU	1		3	4
AS_MKT_MKOS	AS Mktg: Marketing_OSU	MKOS	Marketing_OSU	1	3	2	6
AS_MKT_MKTS	AS Marketing	MKTS	Marketing		1	3	4
AS_MTH_MATH	AS Mathematics	MATH	Mathematics	7	7	6	20
AS_NSC_NUDT	AS Nutr Sci: Dietetics	NUDT	Dietetics			1	1
AS_NSC_NUDX	AS Nutr Sci: Diet/Exercise	NUDX	Dietetics and Exercise		1		1
AS_PPH_PPHM	AS Pre_Pharmacy	PPHM	Pre_Pharmacy	1	7	8	16
AS_PRE_PPDE	AS Pre_Prof Sci: Dentistry	PPDE	Pre-Dentistry			3	3
AS_PRE_PPMD	AS Pre_Prof Sci: Medicine	PPMD	Pre-Medicine	5	6	11	22
AS_PRE_PPOP	AS Pre_Prof Sci: Optometry	PPOP	Pre-Optometry	1		1	2

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
AS_PRE_PPVM	AS Pre_Prof Sci: Vet Medicine	PPVM	Pre-Veterinary Medicine	1	1	4	6
AS_QCT_QCTA	AS Quality Control_NSU	QCTA	Quality Control_NSU		2		2
AS_SCI_BIOL	AS Biology	BIOL	Biology	5	22	33	60
AS_SCI_CHEM	AS Chemistry	CHEM	Chemistry	2	4	3	9
AS_SCI_GEOG	AS Geography	GEOG	Geography			1	1
AS_SCI_GEOL	AS Geology	GEOL	Geology			1	1
AS_SCI_HTOS	AS Horticulture	HTOS	Horticulture			1	1
AS_SCI_PHYS	AS Physics	PHYS	Physics	4	6	4	14
CER_ACC_ACPA	CER Acct: Payroll Admin Spec	ACPA	Payroll Administration Spec		1	2	3
CER_BHC_BHCA	CER Business: Hlth Care Acct	BHCA	Health Care Bus Ops/Accounting			3	3
CER_BHC_BHCC	CER Business: Health Care Ops	BHCC	Business Health Care Operation		1	4	5
CER_BIO_BIOC	CER Biotechnology	BIOC	Biotechnology		4	2	6
CER_CHD_CDAC	CER Child Dev: Cred Prep_CDA	CDAC	Child Dev Credential Prep_CDA		15	7	22
CER_CHD_CDCM	CER Child Dev: Cert of Mastery	CDCM	Certificate of Mastery	11	25	24	60
CER_CHD_CDIM	CER Child Dev: Inf/Tod Mastery	CDIM	Infant/Toddler Cert Mastery			1	1
CER_CIS_BCUC	CER IT: Business Computer User	BCUC	Business Computer User		1	11	12
CER_CIS_CSBS	CER IT: Business Appl Spec	CSBS	Business Appl Specialist		1		1
CER_CIS_CSNC	CER IT: Networking	CSNC	Networking		1	1	2
CER_CIS_CSPC	CER IT: Programming	CSPC	Programming			1	1
CER_CIS_CSSC	CER IT: Systems Support Tech	CSSC	Systems Support Technician		1	1	2
CER_CIS_CSUS	CER IT: Computer User	CSUS	Computer User	30		1	31
CER_CIS_CSWC	CER IT: Web Site Management	CSWC	Website Management			1	1
CER_DGM_DMBC	CER Digital Media: Broadcst Pr	DMBC	Broadcast Prod Specialist		1		1
CER_DGM_DMWC	CER Digital Media: Web Design	DMWC	Web Design Specialist			1	1
CER_DRF_DRCA	CER Draft/Des Egr: Comp Aided	DRCA	Computer Aided Design		1	2	3
CER_ELE_ELAC	CER ELET: Alternative Energy	ELAC	Electr Tech Alternative Energy			2	2
CER_ELE_ELBC	CER Electronics Tech: Biomed	ELBC	Biomedical Equipment Tech			1	1
CER_ELE_ELEC	CER Electronics Technology	ELEC	Electronics Technology		3	8	11

PROGRAMS				20112012			Total (2011-2012)
				Summer 2011	Fall 2011	Spring 2012	
CER_FER_FERC	CER Fire/Emergency Services	FERC	Fire/Emergency Services		1		1
CER_GER_GERI	CER Geriatric Technician	GERI	Geriatric Technician		7	12	19
CER_GIS_GIS	CER Geographic Info Systems	GIS	Geographic Info Systems	1		6	7
CER_HGO_HGEM	CER Hosp Mgmt: Event Mgmt	HGEM	Event Management			1	1
CER_HGO_HGOC	CER HGO: Casino Gaming Mgmt	HGOC	Casino Gaming Management	1	1		2
CER_HGO_HGOH	CER HGO: Hotel Management	HGOH	Hotel Management	13		1	14
CER_HGO_HGOR	CER HGO: Restaurant Management	HGOR	Restaurant Management	1		2	3
CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	HICR	Coding Reimbursement	7			7
CER_HR_HRCE	CER Human Resources	HRCE	Human Resources			1	1
CER_HSV_HSUS	CER Human Serv: Direct Support	HSUS	Direct Support Professional			1	1
CER_HSV_HSVC	CER Human Services	HSVC	Human Services	1			1
CER_HT_HORC	CER Horticulture Technology	HORC	Horticulture Technology			1	1
CER_LAN_SPNC	CER Int Lang Studies: Spanish	SPNC	Spanish		2	1	3
CER_LAN_SPNI	CER Int Lang Studies: Spa Int	SPNI	Spanish Interpreting Skills		3	12	15
CER_LAN_SPNT	CER Int Lang Studies: Spa Trns	SPNT	Spanish Translating Skills			2	2
CER_MDA_MDCA	CER Medical Assistant	MDCA	Medical Assistant	2	3	2	7
CER_MDA_MDTR	CER Med Asst: Transcription	MDTR	Med Assistant: Transcription	3			3
CER_MGT_MGIC	CER Management: Internship	MGIC	Internship		1		1
CER_MGT_MGMC	CER Management	MGMC	Management			1	1
CER_MGT_MGTL	CER Management Leadership	MGTL	Management Leadership		1	1	2
CER_MKT_MKCS	CER Marketing: Customer Serv	MKCS	Customer Service			5	5
CER_MKT_MKEC	CER Marketing: E_Business	MKEC	E_Business			2	2
CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	MLTP	Med Lab Tech: Phlebotomy	2	6	17	25
CER_PCT_PCTC	CER Patient Care Technician	PCTC	Patient Care Technician		23	18	41
CER_PHT_PHTC	CER Pharmacy Technology	PHTC	Pharmacy Technology		16	13	29
CER_PRT_PRTC	CER Process Technology	PRTC	Process Technology		1		1
CER_QCT_QCTC	CER Quality Control Technology	QCTC	Quality Control Technology		1	3	4
<b>Total(PROGRAM)</b>				<b>526</b>	<b>833</b>	<b>1,259</b>	<b>2,618</b>

## **Other Assessment Plans**

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

According to TCC's Plan for Student Learning Outcomes Assessment, general education goals are to 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, the first complete (that is, full-year, all-hands) cycle of student learning outcomes assessment occurred during AY 2011-2012. Hence, the Annual Assessment Report submitted during the 2012-2013 academic year will include a more thorough discussion of programmatic changes that have occurred or are planned as a result of assessment of student learning outcomes at TCC. What follows is a brief summary of the available results thus far, with examples of faculty use of data to support continuous improvement..

The range of these results was very wide, but the preferred use of data to inform practice is indicated by the following examples. Faculty teaching in Native American Studies assessed a fundamental issue in this discipline, namely, the contexts within which Native American tribal identities are constructed. Following the assessment, the faculty revised the curriculum to emphasize general concepts included in the assessment criteria, rather than simply presenting the specific content that constitutes the concepts. This emphasis should provide a general conceptual checklist to guide students as they present particular examples of the concepts in their responses.

The Sociology assessment tool administered in spring 2011 was a set of three standard questions. The reporting faculty saw that students had exceeded the initial goals of 65% success on all three questions. However, on-campus class results were found to be higher than on-line results, a discrepancy which led the faculty to add more emphasis on social theory in the on-line course notes. Also, the faculty revised and added material, especially on Conflict theory, to be added to all on-line sections, both for 8 and 16-week sections.

In the Speech assessment, students were expected to demonstrate appropriate skills in extemporaneous oral presentation, with a mastery level of 70% or above. Students so far exceeded this goal that, based on the results, the Speech faculty concluded that the rubric did not accurately measure the criteria they intended to assess. Hence, they divided the criterion into more specific measurement areas. As a result of the rubric changes and additions the assessments are now more parallel in the criteria being assessed across all campuses.

By contrast to the Speech assessment's "success," the English faculty teaching Composition I (ENGL 1113) found that 80% of the assessed student scored in the less than satisfactory range, leading to a revision of the curriculum. Specifically, the faculty refined the Composition I curriculum to include more activities requiring 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.

A major institutional innovation for the 2011-2012 assessment cycle was the organization of a mandatory development meeting aimed specifically at improving participation and results. This event, designated as the Learning Effectiveness and Planning Day (LEAP Day) occurred offsite on January 4, 2012. Having already determined program outcomes (with methods of assessment) by the end of the fall semester, academic disciplines were asked on LEAP Day to gather data, analyze results, and propose improvement plans.

The results are promising, but some faculty expressed continued confusion over the scope and purpose of the project at TCC. Hence, the College has anticipated a need to provide ongoing faculty support for assessment practices, data analysis and program evaluation. A second LEAP Day is scheduled for January 9, 2013. In addition, the College has contracted with WeaveOnline, a major provider of web-based assessment tools and data analysis; assessment results will now reside on this platform.

The VP of Academic Affairs has also approved reassign time for faculty mentors for each campus (designated as Student Learning Fellows), who are receiving training in assessment and facilitation skills. Finally, the College has also realigned existing resources to provide for a new college-wide position, Dean of Academic Assessment. The Dean and the Fellows are in place for AY 2011-2012, and are engaged in continuing the positive progress.

Within the next year, the goal is for TCC to be able to show common course outcomes for all multi-sectioned courses (i.e., course or curriculum mapping, an existing tool on WeaveOnline). Other next steps include the following:

- \* Better assisting faculty with data analysis, interpretation, and action plans
- \* Investigating Student Services or other co-curricular assessment
- \* Building capacity for faculty engagement at all levels
- \* Building an Assessment website with resources
- \* Providing more professional development opportunities (e.g., workshops, trainings) for faculty and administrators with incentives
- \* Awarding best practices of assessment
- \* Reviewing general education goals and assessments
- \* Providing more systematic feedback to faculty about their assessment results



## 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 2011-2012 academic year and an Alumni Survey was mailed to all 2010-2011 TCC graduates during the 2011-2012 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

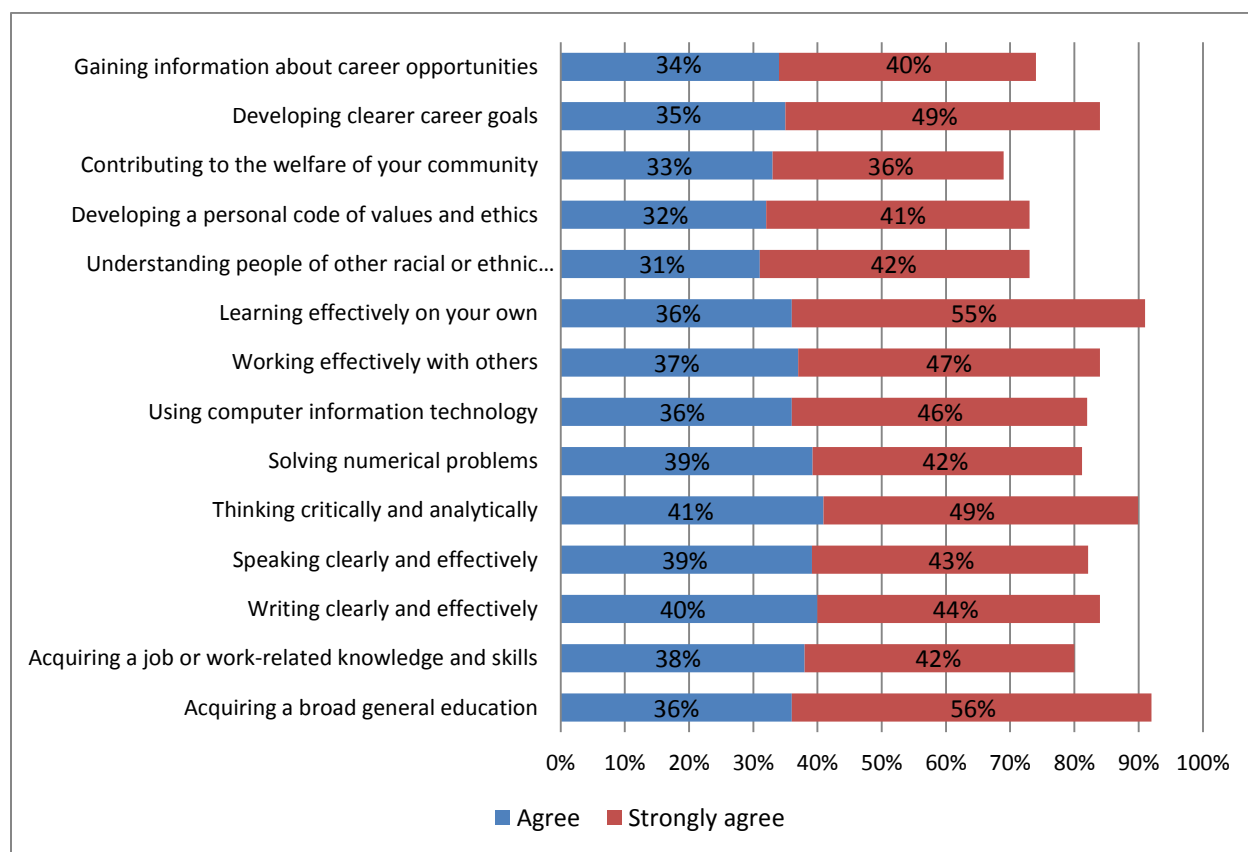
Specific survey items reflecting the *lowest* levels of student engagement for TCC students:

- 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 4 and 5.

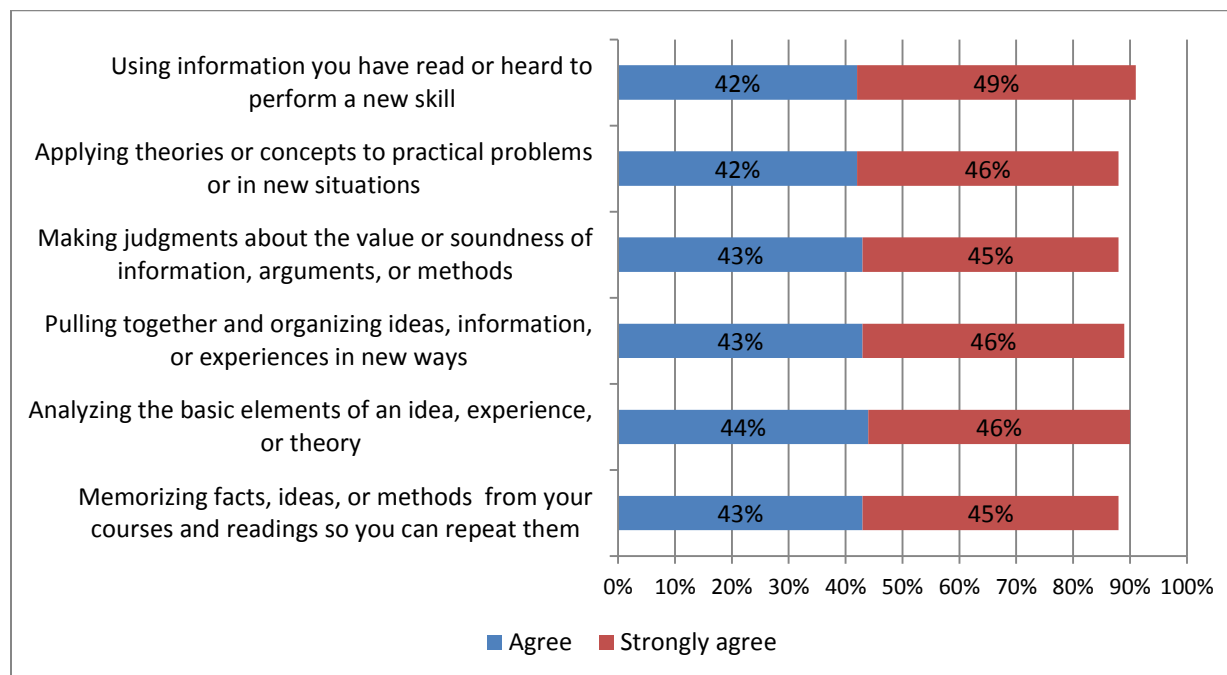
- 81% of the respondents agree or strongly agree that the TCC experience has contributed to their knowledge, skills, and personal development.
  - The lowest agreement (69%) occurs in response to the question: “Contributing to the welfare of your community.”
  - The highest agreement (92%) occurs in response to the question: “Acquiring a broad general education.”

Figure 5. Responses to the Question, “To what extent has your experience at TCC contributed to your knowledge, skills, and personal development in the following areas?”



- 89% of the respondents agree or strongly agree that TCC coursework emphasizes thinking critically and analytically.
  - The lowest agreement (88%) occurs in response to the questions: “Applying theories or concepts to practical problems or in new situations,” “Making judgments about the value or soundness of information, arguments, or methods,” 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: “Using information you have read or heard to perform a new skill.”

Figure 6. Responses to the Question, “To what extent did your coursework at TCC emphasize the following?”



Additionally, an alumni survey was conducted during the 2011-2012 academic year to gather feedback from the prior year’s graduates. All graduates were mailed paper-and-pencil surveys and 258 (11%) of 2,269 graduates responded. Degrees awarded to graduates included both university transfer and workforce development programs. A total of 65% of respondents reported that they are continuing their education at another institution, and 66% reported that they are currently employed at least part-time, with 66% of employed alumni working in their major field or a related discipline. A little over two-fifths (43%) reported annual incomes of \$30,000 or more. Further, 88% of alumni selected “adequate,” “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 since graduating and that they are quite satisfied with the experiences they had at TCC.

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

In spring 2013, TCC will participate in a national survey focusing on teaching, learning, and retention in community colleges, the Community College Survey of Student Engagement (CCSSE). The project is part of the Center for Community College Student Engagement and the Community College Leadership Program at The University of Texas at Austin. Planning and Institutional Research is working with stakeholders from academic areas as well as student services to generate custom items for the next administration of the CCSSE. The survey will be administered in classes randomly selected by the Center to ensure a representative sample and to preserve the integrity of

the survey results. Instructors whose classes are selected for survey administration will receive specific information from the appropriate administrator.

Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter being learned — the more likely they are to persist in their college studies and to achieve at higher levels. Identifying what our students do in and out of the classroom, knowing their goals, and understanding their external responsibilities can help us create an environment that can enhance student learning, development, and retention. Tulsa Community College is intent on being a leader in higher education, and the Community College Survey of Student Engagement can assist us in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals.

Moreover, during the 2012-2013 academic year, the Office of Planning and Institutional Research is working with faculty as well as administrators and staff from both Academic and Student Affairs to evaluate potential revisions to the Exit and Alumni Surveys. Finally, administrators and staff in Student Affairs are currently working with Planning and Institutional Research on a systematic plan for the assessment of student satisfaction at TCC.