TULSA COMMUNITY COLLEGE

ANNUAL STUDENT ASSESSMENT REPORT

2012-2013 ACTIVITY

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TULSA COMMUNITY COLLEGE

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EXECUTIVE SUMMARY

Entry-Level Assessment

Entry-level assessment at Tulsa Community College (TCC) has been an ongoing process Since the College opened 44 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 23% of first-time degree/certificate-seeking students entering TCC in Fall 2012 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% (92% for full-time and 63% for part-time students), whereas developmental students persisted at a rate of 70% (78% for full-time and 63% for part-time students). The difference was even larger for fall-to-fall persistence, with college-ready students persisting at a rate of 59% (68% for full-time and 41% for part-time students) and developmental students persisting at a rate of 40% (47% for full-time and 35% for part-time students). Persistence rates were even lower for students who placed into multiple developmental areas (46% of all students in the cohort), as they persisted from fall-to-spring at an overall rate of 66% (76% for full-time students and 58% for part-time students) and from fall-to-fall at a rate of 36% (44% for full-time and 30% for part-time students). Sixty-seven percent of Fall 2012 first-time degree/certificate-seeking students at TCC placed at the college reading level, meaning 33% of these students tested into developmental reading courses. In particular, 20%% of the entire Fall 2012 cohort placed one level below college-level reading and 13% tested into two levels below college level.

Regarding success in developmental reading, 80% 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, 68% earned a C or better in the course (representing 55% of all the students testing one level below college-level reading). The 68% earning a C or better in the course within their first year was slightly higher than the 66% in the prior year. Additionally, 36% 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, 51% earned a C or better (reflecting 19% of all the students testing two levels below college-level reading). The 51% earning a C or better in Reading I within their first year was slightly lower than the 53% in the prior year. Fifty-five percent of first-time degree/certificate-seeking students scored at the college level in English/writing. The remaining 45% placed in developmental writing, with 25%

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, 68% enrolled in the course during their first year, and 62% of those students earned a C or better in the course (which was the same as the prior year). This reflected 42% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 40% 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, 47% succeeded with a C or better, which was slightly lower than the 50% reported for 2011-2012. The number of students earning a C or better in Writing I represented 19% of all students testing into that course.

A little over one-quarter of first-time degree/certificate-seeking students (27%) placed in college-level math, with the remaining 73% testing into developmental math. Of the entire cohort, 6% placed one level below college level in Intermediate Algebra (MATH 0123), 24% placed two levels below college level in Beginning Algebra (MATH 0013), and 43% placed three levels below college level in Basic Mathematics (MATH 0003). Results for developmental math indicate that 74% 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, 68% succeeded with a C or better, compared to 78% the previous year; thus, 50% of the students testing one level below college-level advanced to college-level math through their coursework by the end of their first year. Eighty 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, 56% succeeded with a C or better, compared to 59% the previous year (representing 45% of all students testing two levels below college-level math). Lastly, 58% 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, 57% succeeded with a C or better, up from 53% in 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.

Mid-Level/General Education Assessment

Evidence gathered from a well-conceived and sensibly implemented assessment program is an essential tool for cultivating continuous improvement in student learning, and in fostering sustainable excellence in teaching. Assessment data also gives the means to hold the College accountable, to stakeholders and to the teaching profession. The Dean, Academic Assessment supports faculty in all of the academic divisions of the College as they collaborate to develop and implement plans for discipline and program assessment. The Dean closely cooperates with the Student Learning Fellows, four faculty volunteers who assist faculty in planning, training and outreach. In addition to organizing discipline-specific meetings to discuss assessment issues, the Dean and Fellows hosted informational and training sessions on each campus during the fall, and a Learning Effectiveness and Planning (LEAP) meeting for the entire faculty in January. In 2012, the College began using a web-based data tool to organize and archive assessment plans, results, and related information. Training sessions for faculty needing to use this tool have been held throughout 2012-13. The College's student learning outcomes assessment plan was developed by

the Learning Effectiveness Sub-Council (LESC, a sub-council of the Academic Council). The plan features an annual cycle for gathering and disseminating data and program improvement decisions, as well as tools for developing and reporting on an action plan for improvement. The results from assessment are used continuously by faculty to develop interventions to improve student learning.

The College has identified four goals for general education—critical thinking, effective communication, engaged learning, and technological proficiency—that represent learning expectations for all degree or certificate-seeking students at TCC. The faculty teaching in each academic discipline or program that awards a degree will draw upon the general education goals, as appropriate, when developing specific student learning outcomes to be assessed in the ordinary course of the academic cycle. Hence, the goals are introduced or reinforced, and also assessed, in multiple educational experiences at multiple points in a students' career. This approach recognizes that student attainment of general education goals is achieved over the course of overall study, and also within academic programs. A variety of courses, some taken to satisfy the general education requirements, and others taken to earn a specific degree, will ensure that TCC graduates have skills, knowledge, and attitudes that will carry them successfully through their work and their personal lives. The following examples indicate the range of this distributed, embedded approach: Goal 1 (Critical Thinking) is linked to student learning outcomes (SLO) in 64 courses or programs, Goal 2 (Effective Communication) is linked to SLOs in 53 courses or programs, Goal 3 (Engaged Learning) is linked to SLOs in 45 courses or programs, and Goal 4 (Technological Proficiency) is linked to SLOs in 49 courses or programs.

The range of results and improvement plans is indicated by the following example from the assessment of Composition I (ENGL 1113). All on-campus 16-week Composition I classes used an in-class final exam featuring a critical essay response to an editorial. Randomly selected essays from every section were graded according to a common faculty-developed rubric. Scores indicated a significant discrepancy between the typical grade distribution in Composition I and the scores assigned to the random sample. Faculty took immediate steps to improve outcomes, including: refined Composition I curriculum to include more summary, analysis and evaluation of readings; met with part-time Composition I faculty during summer semester and Fall convocation to review grading standard and curriculum changes; created a new professional development/self-appraisal process for part-time faculty at Metro Campus; appointed a faculty coordinator to direct the Writing Center at Metro Campus; and at Southeast Campus, conducted workshops focused on teaching critical reading and on grading summaries (West campus faculty also attended). In addition, the faculty recommended the following changes: class-size limit of 20 for Composition I, so that faculty can assign more writing; better align curriculum of all writing classes; and, hold regular college-wide meetings with part-time faculty to review standards and curriculum.

Program Outcomes Assessment

The 2012-2013 academic year included the second full-year cycle since the current ongoing program and student learning outcomes assessment was implemented college-wide at TCC. In addition to internally developed, administered, and analyzed student learning outcomes (SLOs) assessment, various TCC programs collected and reported third-party administered licensure and

certification exam results. Program and discipline faculty design, administer, and interpret their assessment activities, with assistance provided as needed by the Dean of Academic Assessment or the Planning and Institutional Research department.

The range of program assessment results is indicated by the following examples. For the course, Principles of Fire and Emergency Services Safety and Survival (FEMS 1523), students must provide a Certificate showing the successful passing of the national exam for the US Department of Homeland Security's National Incident Management Systems Course (NIMS 100), and must also answer similar faculty-developed questions on the College's internal examination for the course. This year, 100% of students passed the National Exam and the Internal Exam. The tool for the Pharmacy Technician (PHMT) program was the State Board of Pharmacy National Certification Exam. This year, the results were 81% of the Pharmacy Technology students who sat for the licensure examination passed on the first attempt (goal was 90% upon first attempt). Accounting for subsequent attempts, this rose to 93% of students (51 of 55) passing the exam.

Acting under the TCC student learning outcomes assessment plan, faculty use assessment results to develop and propose actions aimed at improving student learning, through one of several possible routes, namely: review of course plans by the Curriculum Committee; faculty instructional changes; action by the Academic Council for inter-divisional changes or some other response to be specified. The range of results and improvement plans is indicated by the following examples. After review of assessment results, accounting faculty recommended a prerequisite change for Financial Accounting (ACCT 2213), specifically, a requirement for an ACT Math score of 19, an ACT English score of 19, and an ACT Reading score of 19. The prerequisites can also be satisfied by completion of ACCT 1003 with a grade of C or better.

Student Satisfaction Assessment

In spring 2013, Tulsa Community College participated in the Community College Survey of Student Engagement (*CCSSE*). *CCSSE*'s five benchmarks denote areas that educational research has shown to be important in quality educational practice. The five benchmarks of effective educational practice are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. TCC's marks were significantly below the mean for Active and Collaborative Learning, Student-Faculty Interaction, and Support for Learners. Differences between part-time and full-time students on the five benchmarks were statistically significant. Student Effort and Academic Challenge scores for full-time students were higher than full-time students' means. In addition, the Planning and Institutional Research department mailed an annual survey to all students who completed a certificate or degree program in the prior academic year. The Alumni Exit survey measured the general satisfaction that alumni had with their educational experiences while at TCC. Of those who responded, 98% indicated that they would be at least somewhat likely to attend TCC again, with 76% indicating that they would very likely make the same choice. When asked to rate how well TCC had prepared them to continue their education, of those who responded, 29% reported that they were prepared exceptionally well by TCC. An additional 56% indicated that they were adequately to more than adequately prepared. The results from these assessment and survey tools can assist in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals.

TULSA COMMUNITY COLLEGE

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY (2012-13)

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 44 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 enrollment 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 the advisement process. 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 2012-2013 entry-level assessment?
Twenty-three percent of all Fall 2012 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, 33% of first-time students placed in developmental reading (20% one level below and 13% two levels below college level), 45% placed in developmental English (25% one level below and 20% two levels below college level), and 73% placed in developmental math (6% one level below, 24% two levels below, and 43% 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 (70% versus 82%) and from fall-to-second fall (40% compared to 59%). Additionally, persistence rates were tracked for students who placed into multiple developmental areas (46% of all students in the cohort). These students persisted at the lowest rates, with an overall fall-to-spring persistence rate of 66% and a fall-to-fall rate of 36%.

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.
Regarding success in developmental reading, 80% 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, 68% earned a C or better in the course (representing 55% of all the students testing one level below college-level reading). The 68% earning a C or better in the course within their first year was slightly higher than the 66% in the prior year. Additionally, 36% 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, 51% earned a C or better (reflecting 19% of all the students testing two levels below college-level reading). The 51% earning a C or better in Reading I within their first year was slightly lower than the 53% in the prior year.

Results for developmental English/writing indicated that, of the students testing into Writing II, 68% enrolled in the course during their first year, and 62% of those students earned a C or better in the course (which was the same as the prior year). This reflected 42% of all students testing into Writing II who earned a C or better in that course within their first year. Further, 40% 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, 47% succeeded with a C or better, which was slightly lower than the 50% reported for 2011-2012. The number of students earning a C or better in Writing I represented 19% of all students testing into that course.

Results for developmental math indicate that 74% 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, 68% succeeded with a C or better, compared to 78% the previous year; thus, 50% of the students testing one level below college-level advanced to college-level math through their coursework by the end of their first year. Eighty 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, 56% succeeded with a C or better, compared to 59% the previous year (representing 45% of all students testing two levels below college-level math). Lastly, 58% 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, 57% succeeded with a C or better, up from 53% in 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 2012-2013 academic year was TCC's sixth year as a member of the national Achieving the Dream initiative. During 2012-2013, TCC's Planning and Institutional Research department conducted analyses to determine the effectiveness of the five student success interventions that were active during that year:

1) New Student Orientation – designed to orient new TCC students to the College's various offices and procedures.
2) Academic Strategies – a three-credit student success course that also serves as an orientation to the skills needed to succeed in college.
3) 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.
4) MathPath – a two-week refresher course created to help students brush up on math skills before the beginning of the fall semester.
5) Beginning Algebra Course Redesign – a curriculum redesign program that seeks to engage students in the course at higher levels.

I-8. Describe results.

The following highlights the analyses conducted for Achieving the Dream interventions.

<u>New Student Orientation</u>

In Summer 2012, more than 700 students attended a New Student Orientation. Of those attending, 482 completed pre- and post-orientation surveys regarding their knowledge of TCC systems and college life. The survey consisted of 15 items, answered on a 4-point Likert scale, and results revealed significant increases on 14 of 15 items (Table 1, below).

Table 1. New Student Survey, Pre- and Post-Orientation Questions and Results.

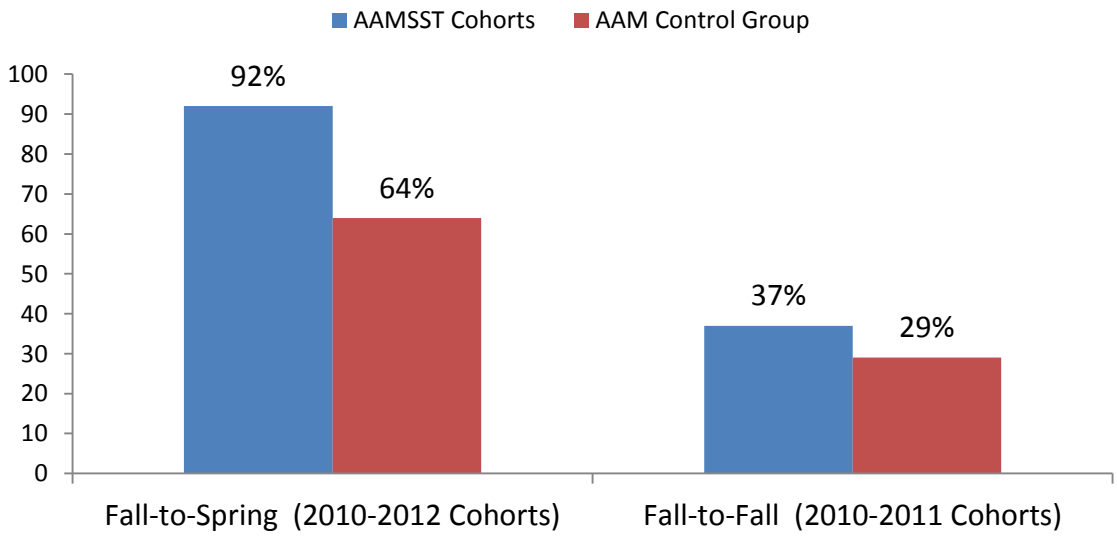
Item	Survey Items		Mean	Std. Deviation
1	I am comfortable about attending college.	Pretest	3.36	.70
		Posttest	3.55	.58
2	I believe college will be just like high school.	Pretest	2.06	.84
		Posttest	2.03	.94
3	I am comfortable in my ability to balance my life outside of college with my life at school.	Pretest	3.28	.72
		Posttest	3.37	.64
4	I plan to get a degree from TCC before moving on to the next stage of my life.	Pretest	3.38	.86
		Posttest	3.45	.75
5	I know how to log in and access TCC's various electronic resources (i.e., TED, MyTCC, Blackboard).	Pretest	3.30	.80
		Posttest	3.53	.62
6	I am comfortable using TCC's electronic resources to enroll, obtain information and check online resources.	Pretest	3.22	.78
		Posttest	3.46	.68
7	I know where to go for assistance if I have problems with TCC's electronic resources.	Pretest	2.70	.91
		Posttest	3.44	.70
8	I understand the enrollment process more clearly.	Pretest	3.10	1.62
		Posttest	3.50	.64
9	I understand how to use the academic calendar to know when to add, drop, or withdraw from a class.	Pretest	2.89	.89
		Posttest	3.43	.71
10	I understand the importance of completing the Educational Planning Worksheet early in my college career.	Pretest	2.79	.95
		Posttest	3.36	.78
11	I understand that Academic Advisors assist students with choosing classes that relate to their academic goals.	Pretest	3.32	.72
		Posttest	3.54	.63
12	I understand that students who have not decided on a major should meet regularly with career services.	Pretest	3.06	.83
		Posttest	3.45	.71
13	I understand that I should plan to spend 2-3 hours outside class studying for each hour I am in class.	Pretest	3.29	.78
		Posttest	3.52	.66
14	I know there is a financial aid office on each campus.	Pretest	3.27	.82
		Posttest	3.54	.70
15	I know where to go for assistance if I have problems with the financial aid process.	Pretest	3.13	.83
		Posttest	3.54	.65

Moreover, first-time credential-seeking students who attended orientation (259 of 312 students = **83.0%**) persisted to their first spring at a significantly higher rate than did those who did not attend orientation (2,083 of 2,934 students = **71.0%**).

African American Male Mentoring Program

Since Fall 2010, 25 first-time credential-seeking African American male students have participated in the African American Male Student Success Team (AAMSST) program at TCC in their first fall semester. The percentages in Figure 1 below show the combined persistence rates for the Fall 2010, 2011, and 2012 cohorts compared to the 531 first-time credential-seeking African American male students who were not in the program and who first enrolled at TCC in the same terms. See Figure 1, below, for Persistence Rates for African American Male Students.

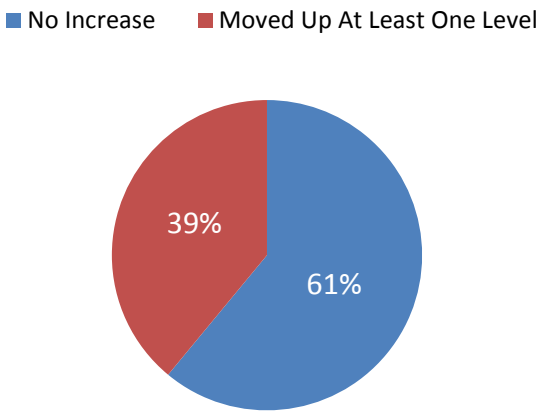
Figure 1. Persistence Rates by Student Group (All First-Time Credential-Seeking)



MathPath

In Summer 2012, 75 of the 138 students who enrolled in MathPath completed both pretest and posttest versions of the COMPASS Math test. Figure 4 below shows the percentages of those 75 students who did (N = 29) and did not (N = 46) move up at least one level on the COMPASS Math test after completing MathPath. See Figure 2, below, for Percentage of MathPath Students Increasing At Least One Level.

Figure 2. Percentage of 2012 MathPath Students Increasing At Least One Math 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 Academic Strategies (ENGL 1003). This new requirement went into effect in Fall 2013. In addition, the College is currently in the process of hiring an Academic Strategies Coordinator to oversee and manage the course's curriculum, assessment, and other issues related to that particular course.

Based on results showing that students benefit from the New Student Orientation, the Tulsa Achieves program at TCC now offers its students the option of attending the New Student Orientation to fulfill their mandatory orientation requirement. These students were previously required to attend an orientation designed specifically for Tulsa Achieves students.

In addition, the Beginning Algebra Course Redesign program was transferred from Achieving the Dream, to be housed under TCC's Center for Excellence in Learning and Teaching (CELT). The CELT is dedicated to faculty development, and future workshops will be developed based on the math Course Redesign project to train faculty in diverse disciplines on how to incorporate more collaborative learning into their courses.

Section II – Mid-Level/General Education

Administering Assessment

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

The College has identified four goals for general education—critical thinking, effective communication, engaged learning, and technological proficiency—that represent learning expectations for all degree or certificate-seeking students at TCC. The faculty teaching in each academic discipline or program that awards a degree will draw upon the general education goals, as appropriate, when developing specific student learning outcomes to be assessed in the ordinary course of the academic cycle. Hence, the goals are introduced or reinforced, and also assessed, in multiple educational experiences at multiple points in a students' career. This approach recognizes that student attainment of general education goals is achieved over the course of overall study, and also within academic programs.

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

General education is at the core of the academic curriculum for all degree-seeking students, and TCC recognizes that assessment of general education is most effective when it is embedded within courses. The four general education goals of the College (listed above) are met by combining the general education course requirements with the coursework for each major discipline or program, as listed in the curriculum patterns found in the College catalog. TCC's student learning outcomes assessment plan provides that general education goals are to be assessed alongside and within the context of the assessment of program goals and student learning outcomes. Thus, the instruments used to assess general education goals are those administered to students enrolled in courses for the respective programs.

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. Most tools for general education assessment, 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. In addition, potential graduates are encouraged to complete the Exit Survey, through which they are 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?

Program and discipline faculty design, administer, and interpret assessment activities, with assistance provided as needed by the Dean of Academic Assessment or the Planning and Institutional Research department. Acting under the TCC student learning outcomes assessment plan, faculty use assessment results to develop and propose actions aimed at improving student learning, through one of several possible routes, namely: review of course plans by the Curriculum Committee; faculty instructional changes; action by the

Academic Council for inter-divisional changes or some other response to be specified. The range of results and improvement plans is indicated by the following examples:

- **Refined curriculum: Composition I (ENGL 1113)**
  All on-campus 16-week Composition I classes used an in-class final exam featuring a critical essay response to an editorial. Randomly selected essays from every section were graded according to a common faculty-developed rubric. The results were 191 essays scored 1 (poor), 179 scored 2 (moderate), 83 scored 3 (good), and 11 scored 4 (mastery). This indicated a significant discrepancy between the typical grade distribution in Composition I and the scores assigned to the random sample. Faculty took immediate steps to improve outcomes, including:
    - Refined Composition I curriculum to include more summary, analysis and evaluation of readings
    - Met with part-time Composition I faculty during summer semester and Fall convocation to review grading standard and curriculum changes
    - Created a new professional development/self-appraisal process for part-time faculty at Metro Campus
    - Appointed a faculty coordinator to direct the Writing Center at Metro Campus.
    - At Southeast Campus, conducted workshops focused on teaching critical reading and on grading summaries (West campus faculty also attended).

  In addition, the faculty recommended the following changes: class-size limit of 20 for Composition I, so that faculty can assign more writing; better align curriculum of all writing classes (including Writing I and II, Composition I and II, and Advanced Composition); and, hold regular college-wide meetings with part-time faculty to review standards and curriculum.

- **Revise questions, re-assess: College Algebra (MATH 1513)**
  Full-time mathematics faculty on each campus administered a standardized test of subject matter knowledge. The 2011 results were that 45% of the students who took the assessment answered 70% or more of the items correctly. Mathematics faculty met on January 4, 2012, and examined the data analysis. If less than 50% of students answered the item correctly, the item was examined for clarity and consistency, and recommendations were taken for improvement. All recommendations were approved by the mathematics faculty present. Faculty also expressed concern regarding when and how the assessment was administered across all campuses. It was agreed that the College Algebra assessment tools would be embedded in the Final Exam, making the assessment an important data-point of the comprehensive course. The questions were to be given in a proctored setting during the scheduled Final Exam period.

Analyses and Findings

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

Many programs, particularly nationally accredited fields as nursing and allied health, follow a proscribed curriculum in which students must apply for admission, maintain satisfactory progress, and upon graduation, must successfully sit for a standard national or regional certification exam. The progress of these students is monitored and corrected by advisors or program directors throughout the students' time at TCC. In addition, the Planning and Institutional Research department conducted analyses to determine whether time to completion and credit hours earned by graduation vary for TCC graduates who took developmental education courses and those who did not. The findings suggest that students who attempt at least one developmental education course at TCC generally take longer to complete Associate degrees than do students who have not attempted such a course. However, developmental students did not take any longer to complete certificates of less than one year and only took longer to complete certificates of 1-2 years among part-time students. Moreover, developmental students graduated with Associate degrees and certificates of 1-2 years with fewer credit hours than did college-ready students.

II-6. What were the analyses and findings from the 2012-13 mid-level/general education assessment?

A variety of courses, some taken to satisfy the general education requirements, and others taken to earn a specific degree, will ensure that TCC graduates have skills, knowledge, and attitudes that will carry them successfully through their work and their personal lives.

The following examples indicate the range of this distributed, embedded approach:

- **Goal 1** (Critical Thinking) is linked to student learning outcomes (SLO) in 64 courses or programs, including Asian Studies (ASNS), Drafting (DRFT), Introduction to Quality Control (QCTT 1313), and Introduction to Sociology (SOCI 1113).
    - **SOCI 1113** Outcome: 70% success on all three indices using a set of standard questions to demonstrate fluency with major tenets of sociology.
- **Goal 2** (Effective Communication) is linked to SLOs in 53 courses or programs, including Introduction to Business (BUSN 1053), American Sign Language I (INED 1363), and Speech Communication I (SPCH 1113).
    - **SPCH 1113** Outcome: 70% mastery for a persuasive speech to the class, using a faculty-developed criterion-referenced rubric to assesses both verbal and non-verbal skills.
- **Goal 3** (Engaged Learning) is linked to SLOs in 45 courses or programs, including history (HIST), humanities (HUMN), and the Medical Assistant program (MDAS).
    - **MDAS Program** Outcome: 100% of TCC MA students (5 of 5) were scored by area externship coordinators at entry level on the clinical performance instrument by the conclusion of the externship (goal was 70%).
- **Goal 4** (Technological Proficiency) is linked to SLOs in 49 courses or programs, including Air Traffic Control Tower Operations II (AVST 2226), Computer Concepts and Applications (CSCI 1203), Manufacturing Engineering I (ENGR 2543), and Principles of Fire and Emergency Services Safety and Survival (FEMS 1523).
    - **CSCI 1203** Outcome: 79.1 overall average of skills and 79.14 on objective-based component using Microsoft Office word processing, spreadsheet, and presentation applications (goals was 70% or better on the applications).

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.

Evidence gathered from a well-conceived and sensibly implemented assessment program is an essential tool for cultivating continuous improvement in student learning and also for fostering sustainable excellence in teaching. Assessment data also gives the means to hold the College accountable, to stakeholders and to the teaching profession.

In addition to internally developed, administered, and analyzed student learning outcomes assessment, various TCC programs collected and reported third-party administered licensure and certification exam results. Table 2, below, displays the relevant results.

Table 2. Third-Party Exam Results for TCC Students in 2012-2013.

Program Code	*Program Name*	*Exam*	*Exam Type*	*Number Taking Exam*	*Number Passing Exam*	*Pass Rate*
199	Aviation	Private Pilot Written	Private Pilot Written	4	4	100%
199	Aviation	Private Pilot Practical	Private Pilot Practical	2	2	100%
199	Aviation	Instrument Pilot Written	Instrument Pilot Written	3	3	100%
199	Aviation	Instrument Pilot Practical	Instrument Pilot Practical	3	2	67%
199	Aviation	Commercial Pilot Written	Commercial Pilot Written	2	2	100%
199	Aviation	Commercial Pilot Practical	Commercial Pilot Practical	4	4	100%
199	Aviation	Multi-Engine Pilot Practical	Multi-Engine Pilot Practical	2	1	50%
216	Digital Media	Adobe Certified Associate-Dreamweaver	National Industry Certification	4	3	75%
216	Digital Media	Adobe Certified Associate-Premiere	National Industry Certification	4	2	50%

Program Code	***Program Name***	***Exam***	***Exam Type***	***Number Taking Exam***	***Number Passing Exam***	***Pass Rate***
216	Digital Media	Adobe Certified Associate-Illustrator	National Industry Certification	3	2	66.67%
216	Digital Media	Adobe Certified Associate-InDesign	National Industry Certification	1	1	100%
231	Pharmacy Technology	Pharmacy Technician Certification	National Industry Certification	55	51	93%
181	Medical Assistant	Certified Medical Assistant Exam	National Certification	10	7	70%
101	Physical Therapy Assistant	NPTE	National Licensure and Certification Examination	28	28	100%
159	Health Information Technology Associate Degree	Certification Examination for Registered Health Information Technicians	Registration (RHIT)	6	6	100%
164	Occupational Therapy Assistant	National Board for Certification in Occupational Therapy	National Industry Certification	15	15	100%
73	Respiratory Care	Certified Respiratory Therapist Exam	National Industry Certification	20	19	95%
70	Radiography	American Registry of Radiologic Technologists (ARRT)	Radiography	23	23	100%
167	Dental Hygiene	Dental Hygiene	National Industry	14	14	100%

Program Code	*Program Name*	*Exam*	*Exam Type*	*Number Taking Exam*	*Number Passing Exam*	*Pass Rate*
		National Board (written)	Certification			
167	Dental Hygiene	Western Regional Exam Board (clinical)	State Certification	14	14	100%
167	Dental Hygiene	Oklahoma Jurisprudence	State Licensure	14	14	100%
58	Nursing	NCLEX	State Licensure Exam	132	122	93%
206	Child Development	Child Development Associate (CDA)	National Credential	11	11	100%
227	Veterinary Technology	Oklahoma State Veterinary Technician Exam	State Licensure Exam	20	20	100%
227	Veterinary Technology	Veterinary Technician National Exam	National Credential	18	13	72%
257	Hospitality Management Program	Hospitality Today, An Introduction	Certification (optional for the student)	8	1	12.57%

Source: reported by faculty program directors and/or associate deans.

The 2012-2013 academic year included the second full-year cycle since the current ongoing program and student learning outcomes assessment was implemented college-wide at TCC. Table 3, below, is a compilation of the activities for 2012-13.

Table 3. Student Learning Outcomes and Measures, by Course/Program		
ACCT 2213 - Financial Accounting		
	1. Identify the purpose of accounts, journals and ledgers	
	2. Define Debits credits and normal account balances	
	3. List the steps of the transaction recording process	
	4. Journalize and post sample transactions to the ledger	
ASTR 1104 - General Astronomy		
	1. Assessing student's answers to guided questions over the cause of seasons based upon accurate-partially accurate-or inaccurate rubric	
	2. Assessing student's ability to teach to others the cause of seasons based upon accurate-partially accurate-or inaccurate rubric	
AVST 2226 - ATC Tower Operations II		
	1. Students will demonstrate basic knowledge of FAA, NAS, Directives, Weather encoding/decoding, and ATC separation standards with a grade of C or above. Tool: End of Lesson test and Block Test questions.	
	2. Students will demonstrate correct ATC runway and wake turbulence separation standards. Tool: ATC scenarios in tower and radar approach control simulators.	
	3. 80% of students will attain a grade of 85% or higher on the ATSAT exam. Tool: FAA employment entrance examination – ATSAT test.	
BIOL 1224 - Introduction to Biology for Majors		
	1. On average, majors biology students will score 30 % on the pre-test, administered the first two weeks of the semester.	
	2. On average, majors biology students will score 70% on the post-test, administered the last three weeks of the semester.	
BIOT 2246 Molecular Biology and Techniques		
	1. Students were asked to answer 14 questions regarding the appropriate formulas to hydrate primers, perform PCR reactions, design primers and judge purity of DNA. Free form answer to 14 questions with a total point value of 28. Professor graded 14 responses on pre-and post-activity.	
BUSN 1053 - Introduction to Business		
	1. Student will be able to develop an acceptable (as determined by the instructor) mission statement for a new business as part	

	of their semester project that will be included in the semester project business plan. Acceptability must be obtained before development of the business plan can proceed.	
	2. During the semester, students will then develop, understand, and submit a basic business plan in the assigned format that encompasses basic goals, strengths, weaknesses, challenges, business management, marketing plans, as well as materials and supplies needed for a new business.	
	3. While enrolled in BUSN 1053-Introduction to Business, 70% of students will acquire the necessary understanding of business terms and topics that are encountered in the business community completing the course with a grade of "C" or better.	
BUSN 2203 - Supervision & Leadership / Hospitality Industry		
	1. 10 question examination developed by industry trade association combined with a case study analysis derived from the course textbook. Faculty developed criterion with referenced rubric Mastery level set at 70% for a combined score on both grading events.	
CHEM 1315 - General Chemistry I		
	1. Fifty percent of the students completing CHEM 1315 will achieve a score of at least 70% correct on a specified set of 10 questions. An average of 50% of students will achieve the correct answer on each question of a set of 10 that require an understanding of the unique language of chemistry.	
	2. Fifty percent of the students completing CHEM 1315 will achieve a score of at least 80% correct on a specified set of 5 questions. An average of 50% of students will achieve the correct answer on each question of a set of 5 mathematical problems.	
CRIM 2223 - Criminal Procedures I		
	1. Students will successfully exhibit understanding of the Fourth Amendment's impact on governmental searches.	
CSCI 1203 - Computer Concepts and Applications		
	1. Demonstrate basic computer literacy including file management and use of the internet (includes e-mail and course management systems) based on a grade of 70% or above on the CSCI 1203-Computer Concepts and Applications Post-test.	
	2. Create, enhance, and integrate professional documents using Microsoft Office word processing, spreadsheet, and presentations with a grade of 70% or better on the Applications section of the aforementioned Post-test.	
	3. Demonstrate an understanding security issues using today's Internet based on a grade of 70% or better on that section of the aforementioned Post-test.	
DHYG Program		
	1. NBHE pass rate > 90%. National licensure examination (NBDHE) is hosted by the Joint Commission on Dental Examinations.	
	2. WREB pass rate > 90%. National clinical licensure examination is hosted by the Western Regional Examination Board (WREB).	

	3. Program patient requirements completed rate > 90%. DHYG Clinical Performance Tracking Instrument which is monitored and completed by the dental hygiene clinical full time faculty at the completion of the dental hygiene program.	
Digital Media Program		
	1. Ninety percent (90%) of the graduates of the Digital Media program will complete 180 total hours of professional practice experience.	
	2. Ninety percent (90%) of the graduates of the Digital Media program will enter the workforce having prepared a professional resume, cover letter, personal logo/identity, personal stationery or web site, and a personal portfolio showcasing 10-12 examples of their work	
	3. Ninety percent (90%) of the graduates of the Digital Media program will pass a minimum of one Adobe Certified Associate (ACA) exam, industry-recognized certification in the field of digital media.	
DRFT Program		
	1. Produce engineering drawings from prints, sketches and verbal instructions with proper lettering, notes and dimensions.	
	2. Test over professional trade drafting practices and techniques. Resolve drawing problems related to mechanical drafting standards frequently used by industrial manufactures.	
	3. Proficiency toward entry level technologist. Students will be scored by instructors at entry level of CAD drafting and design by the conclusion of year one.	
ECON 2013 - Principles of Macroeconomics		
	1. 75% of students taking Macroeconomics will be able to correctly answer a homework/quiz multiple choice question requiring them to determine the effect of a change in a determinant of demand or supply o the equilibrium price and quantity.	
ENGL 0903 – Reading I		
	1. Reading I students will be able to demonstrate eighth grade reading proficiency by determining the topic, main idea, major supporting details and context clues.	
ENGL 1113 - Composition I		
	1. In-class final exam essay/critical response to an editorial.	
ENGR 1242 - Introductory Engineering Computer Programming		
	1. Upon enrollment in ENGR1242 course, students will be given the course outcomes criteria which align the assignments in the course that could meet the criteria. Students will be asked to demonstrate their mastery of the criterion through a faculty developed problem. Faculty developed Criterion-referenced rubric with mastery level at 80%.	
ENGR 2543 - Manufacturing Engineering I		
	1. Students will demonstrate mastery of establishing manufacturing build plans for detail parts and major assemblies; identifying needed facilities, equipment, and sequences of operations to build industrial products and problem solving using specific processes and techniques.	
	2. Students will demonstrate mastery of making formal presentations of their manufacturing plans.	

	3. Students will demonstrate mastery in development of real world manufacturing plan and sequences for complete assembled product including multiple parts and assemblies materials, machines, special tooling, human resources, and test development.	
ENGR 2613 - Introduction to Electrical Science		
	1. Schematic drawing quantitative simulation of an electrical circuit. Faculty developed Criterion-referenced rubric with mastery level at 80%. ENGR 2613-Intro to electrical Science develops analytical skills with special emphasis on developing schematic reading and circuit solution skills.	
ENGR Program		
	1. Students will be able to solve typical engineering problems using appropriate calculators.	
	2. Students will be able to correctly define terms and concepts used in engineering.	
ESLG 0643 - ESL Writing for Communication		
	1. A percentage of sentences with correct subject/verb agreement will be computed in a student's text. Final exams are collected and used to compute the percentage of correct subject/verb agreements.	
FEMS 1523 - Principles of Fire and Emergency Services Safety and Survival		
	1. Students enrolled in FEMS 1523 must provide their Department of Homeland Security Certificate for the successful passing of the National Incident management systems Course 100 (NIMS 100) national exam Final, AND answer the similar faculty developed questions on the internal examination in the course. Criterion: Ninety percent of FEMS 1523 students will successfully pass the NIMS 100 National Certification. Results: One hundred percent (17) students passed the certification.	
GEOG 1043 - Introduction to Cultural Geography		
	1. 70% of students will successfully identify locations associated with topics discussed in cultural Geography	
GEOL 1014 - General Geology		
	1. Students develop an appreciation of the workings of geologic processes in their daily lives by recognizing the following geologic processes: weathering and soils, mass wasting, streams and floods, waves and coasts, glaciers and glaciation, deserts and wind action and groundwater. Students will be able to describe, interpret, and illustrate geologic phenomena in terms of the natural forces or processes responsible for their origin, occurrence, and existence. 80% of students will achieve a score of at least 80% correct on matching questions on exam.	
	2. Students recognize how the earth works by arranging geologic events in chronological order, describing volcanoes, locating earthquakes, charting the earth's interior, diagramming features of the sea floor, identifying geologic structures and examining plate tectonics. Students will be able to recognize, identify, and explain geologic phenomena. 80% of students will achieve a score of at least 80% correct on matching questions on exam.	
	3. Students identify the common rock forming minerals and classify the common igneous, metamorphic and sedimentary rocks. Students will be able to describe, interpret, and illustrate geologic phenomena in terms of the natural forces or processes responsible for their origin, occurrence, and existence. 80% of students will achieve a score of at least 80% correct on matching questions on exam.	

	4. Students read and interpret topographic maps with respect to orientation and geologic processes. Students will be able to recognize, identify, and explain geologic phenomena. 80% of students will achieve a score of at least 80% correct on matching questions on exam.	
GIS 2344 - Introduction to Geographic Information Systems		
	1. 70% of students enrolled in GIS 2344 - Introduction to Geographic Information Systems will pass the final exam with a 70% or higher.	
HIST 1493 - U.S. History - Civil War Era to the Present		
	1. Students will demonstrate adequate knowledge of the significant events, ideas, behaviors and institutions that make up the historical process. Tool is an essay question. Essay has potentially six issues to be addressed. Students answering 3 of the issues are assessed at 3. Answering 2 assessed at 2. Answering 1 assessed at 1. Scoring a 3 or higher demonstrates competency.	
HITC Program		
	1. Seventy-five percent (75%) or more of the HIT program graduates who sit for the national registry examination, for the first time within a year of graduation, will pass the exam.	
	2. Ninety percent (90%) of the HIT students will be rated "good" or above by clinical site coordinators for their performance during professional practice experience.	
	3. A majority of program graduate employers (80% or more) will express satisfaction with the overall quality of graduates from the program by rating them a 4 or better on a scale of 1-5.	
HRES 2333 - Employee and Labor Relations		
	1. Students will demonstrate mastery of research, interview, and presentation skills with 80% mastery.	
HSVC 2113 - Internship		
	1. Student will articulate ASK (attitudes, skills & Knowledge) exhibited during the internship in the exit interviews with a 70% or higher rating from interview panel, based on exit interview evaluation rubric.	
	2. Student will receive internship final site evaluation from community site supervisor averaging 70% or higher on a 28-item checklist.	
HUMN Program		
	1. Analyze relationships between the arts, culture, and society.	
	2. Develop new ideas by synthesizing related and/or fragmented information	
	3. Apply knowledge and understanding to different contexts, situations, and/or specific endeavors;	
	4. Student will explain the importance of the academic study of Humanities (including Film), giving two reasons and citing two specific examples. Successful students will demonstrate the importance of the academic study of Humanities through essay examination questions, discussion board postings, formal papers, in-class writing assignments, or the like. Rubric: Successful Students will identify at least two reasons why the academic study of Humanities is important to them and support	

	their reasoning with specific examples of what they have learned. Note: HUMN Program includes: HUMN 2113 - Humanities I; HUMN 2223 - Humanities II; HUMN 2333 - Humanities: Literature and Film; HUMN 2443 - Art of Film; and HUMN 2663 - Hollywood's America.	
INED 1363 - American Sign Language I		
	1. Ninety percent of students in class will demonstrate expressive American Sign Language skills by performing an ASL narrative and submit it electronically to instructor (Videos of students demonstrating ASL expressive competency). Students will score a minimum of eighty percent proficiency based on standardized program rubric. (Program Discipline Goal and Workforce Development Competency)	
	2. Ninety percent of students in class will demonstrate comprehension of American Sign Language by answering a set of signed questions on the ASL final. Students will score a minimum of 80% on these questions. (Program Discipline Goal)	
INTD 1313 - Interior Design Orientation		
	1. Students to successfully complete a professional presentation as well as use their design vocabulary to describe the elements and principles. 80% mastery level for presentation skills for Principles and Elements journal, with special emphasis on verbalizing design vocabulary.	
International Languages Program		
	1. Faculty-developed Criterion-referenced rubric with mastery level at 75%.	
ITAL 1103 - Italian I		
	1. An oral presentation in Italian with eight elements (seven Personal) and (one role reversal) will be computed. A final oral presentation assessed to compute spoken ability with verbs, pronunciation, grammar, comprehension, vocabulary and fluency.	
JRMC 1123 - News Writing and Reporting		
	1. 80% mastery level of portfolio of work. Assignment given at the beginning of the semester; assessed portfolio of work completed during the semester based upon master of writing and reporting for One: broadcast; Two: Online; and, Three: Print media. At completion of course, students submit portfolio of work completed during the final portion of the semester.	
JRMC 2373 - Broadcast Laboratory		
	1. Students will demonstrate mastery of broadcast pre- and post-production skills; use of studio and control room equipment in producing shows; use of non-linear techniques. Students create a portfolio of work produce for shows throughout the semester. Presentation skills with 80% mastery level.	
JRMC 2973 - Journalism and Mass Communications Internship I		
	1. Students work at media companies throughout the semester; submit weekly time sheets signed by supervisors; submit midterm evaluation and final evaluations. Final evaluations are completed and sent to course instructor/advisor at the end of the semester. Final evaluations are used as assessment tool. Faculty-developed, criterion-referenced questionnaire completed by internship supervisors and faculty/advisor with mastery level at 80%.	

MATH 1513 - College Algebra		
	1. Score at least 70% correctly on an objective College Algebra assessment. Faculty teaching College algebra during Spring 2011 used 10 item multiple choice objective assessments.	
MDAS Program		
	1. 70 % of the medical assistant students completing the program will apply to sit for and pass the computerized Certified Medical Assistant Exam from the American Association of Medical Assistants (CMA-AAMA).	
	2. 70 % of the Tulsa area employers will rate TCC medical assistant program graduates as able to conduct themselves in an ethical and professional manner.	
	3. 70% of medical assistant students will be scored by area externship coordinators at entry level on the clinical performance instrument by the conclusion of the externship.	
MDLT Program		
	1. Eighty-five percent (85%) of students completing the MLT program will pass the ASCP MLT certification exam.	
	2. ASCP MLT exam scores will be at or above the national average for 75% of the students.	
	3. Clinical competency evaluations for MLT students will indicate a performance level of “proficiency” or “minimal supervision required”.	
	4. Clinical Interpersonal assessment scores will reflect the development of professional behaviors with a score > 115 in 95% of the students.	
MKTG 1313 - Sales and Negotiations		
	1. Presentation skills will have an 80% mastery level.	
NAMS 2113 - Native American Cultures		
	1. Essays assigned, submitted, and assessed as part of the Midterm Exam. Essay response to the following question: "What are the most significant contexts within which tribal identities are constructed among the tribes of the Northeast, or the southeast, or the Southwest (pick one region)? Criteria include (1) Kinship; (2) Culture; Oral Traditions, Religious Practices, etc.; (3) Social Structures; (4) Shared History; (5) Geography; and, (6) Economy. Faculty developed rubric: 5-6 criteria = Mastery 3-4 criteria = Success	
NURS Program		
	1. 95% of generic and LPN-RN students will pass NCLEX licensure exam.	
	2. A minimum of 60% of students will complete the nursing program within 8 semesters.	
	3. 90% of responses on a program satisfaction survey will indicate a rating of "strongly agree" or "agree".	
	4. 98% of graduates will be employed within 3 months of graduation.	
OCTA Program		
	1. 90% of students completing the OTA program will pass the national certification exam, with a 3 yr. NBCOT pass rate 85% annually.	

	2. 90% of occupational therapy assistant students will be scored by clinical instructors at entry level on the Fieldwork Level II Data Form at the conclusion of Fieldwork II placement.	
	3. 90% of Tulsa Area employers of recent TCC OTA graduates indicate a high degree of satisfaction with graduates (min. average score required 3.5 on a 4.0 scale) on Employer Satisfaction Survey.	
PHED 2212 - First Aid		
	1. Faculty will observe students in real life scenarios - a pass/fail will be rewarded for demonstration of competency.	
	2. Students are required to demonstrate mastery with a minimum passing score of 80%. Students will have two opportunities to meet the minimum score for certification a standard set forth by the American Heart Association or Red Cross.	
PHIL 1113 - Introduction to Philosophy		
	1. Successful students will be able to classify or categorize the major tenets of significant schools of philosophy, discuss various theoretical movements within the history of philosophy, and identify the major thinkers associated with philosophical schools or movements. The successful student will be able to identify and accurately describe three out of the five major philosophers, movements and/or doctrines presented during the course.	
PHMT Program		
	1. 90% of the Pharmacy Technician Students Pass the National Certification Exam the first attempt.	
	2. Attrition for the program will not exceed 30% in a three year running average.	
	3. 70% of the graduates will achieve job placement within six months of graduation.	
PHTA Program		
	1. 90% of the physical therapist assistant students will be scored at entry-level with no concerns by the end of Clinical III.	
	2. 90% of the students completing the Physical Therapist Assistant Program will pass the national licensure examination	
	3. 80% of graduates seeking employment will be employed as a physical therapist assistant w/in 6 months of graduation.	
PHYS 1114 - General Physics I		
	1. A student demonstrates her/his critical thinking by completing seventy percent of the questions on the assessment correctly. Instructor generated test. Questions were selected to measure critical thinking involved in typical physics concepts.	
	2. A student demonstrates his/her communication by completing seventy percent of the questions on the assessment correctly. Faculty generated questions. Questions were constructed to measure communication of standard physics topics.	
POLS 1113 - American Federal Government		
	1. Students will demonstrate an understanding of five components of political science as related to American Federal Government. Faculty developed rubric with an acceptable understanding of 60%.	
PSYC 1113 - Introduction to Psychology		
	1. Assessment in Spring by all full timers teaching PSYC 1113 using a set of standard questions to assess student progress.	
	2. Students will be able to identify 3 of the major psychological perspectives.	
	3. Students will be able to apply scientific research results to human situations.	

QCTT 1313 - Introduction to Quality Control		
	1. Students will demonstrate mastery of establishing quality inspection plans; utilizing statistical quality control techniques; problem solving using specific processes and techniques; applying knowledge and understanding to different contexts, situations, and/or specific endeavors.	
	2. Students will demonstrate mastery of making formal presentations of their quality inspection plans and research data.	
	3. Prepare statistical charts using MS Excel (run charts, Pareto chars, scatter grams, and histograms).	
RADT Program		
	1. A 5 year ARRT certification exam pass rate > 85%.	
	2. A 3 year average of employer surveys > 80% indicating employer satisfaction.	
	3. A 3 year program completion rate average 75%.	
RELG 2243 - Christian Ethics and Social Thought		
	1. Successful students will demonstrate their appreciation for religious issues, ideas, and/or values through essay questions, objective test questions, discussion board postings, formal papers, or the like.	
RESP Program		
	1. Obtaining a passing score on the Procedural Competency Evaluation completed by the instructor in the laboratory setting. Ninety percent of the students will be score competently on a given clinical task.	
	2. Obtaining a passing score on the Procedural Competency Evaluation completed by the instructor in the clinical setting. Ninety percent of the students completing the program will pass the Certified Respiratory Therapist examination.	
	3. Ninety percent of the graduates will be employed as competent respiratory therapists within 6 months of graduation.	
SOCI 1113 - Introduction to Sociology		
	1. Demonstrate fluency with major tenets of sociology. 70% success on all three indices, using a set of standard questions to assess our student progress.	
SPCH 1113 - Speech Communication I		
	1. Faculty-developed Criterion-referenced rubric with mastery level at 70%. After lecture, classroom activities, and discussion of delivery skills, the student will present a persuasive speech to the class. The student will be graded by the professor using a rubric which assesses both verbal and non-verbal skills.	
VETT Program		
	1. Employer surveys that express a minimum of satisfactory performance for new graduate.	
	2. Standardized national exam using criterion reference scoring with a passing score of 70% or higher.	
	3. Oklahoma state exam with a passing score of 70% or higher.	

Source: reported by faculty program directors and/or associate deans.

A total of 2,800 degrees or certificates were awarded during the 2012-2013 academic year (Summer 2012, Fall 2012, Spring 2013). Table 4, below, lists credentials awarded per term for each major or academic program.

Table 4. Graduates by Major, 2012-13

Program Code	Program Description	Major Code	Major Description	Summer 2012	Fall 2012	Spring 2013	Total
AA_ART_ART	AA Art	ART	Art	2	6	14	**22**
AA_COM_ENGL	AA Communications: English	ENGL	English	4	7	8	**19**
AA_COM_INED	AA Communications: Interpr Edu	INED	Interpreter Education	1	5	2	**8**
AA_EDU_EDUC	AA Pre_Educ: Elem & Secondary	EDUC	Elementary & Secondary Educ	27	55	77	**159**
AA_EDU_ELED	AA Pre_Education: Elem Edu	ELED	Elementary Education	13	7	12	**32**
AA_EDU_SCED	AA Pre_Education: Secondary	SCED	Secondary Education	8	4	4	**16**
AA_ENT_EDGS	AA Enter Devel: Gen Studies	EDGS	Enter Devel General Studies AA	4	2	12	**18**
AA_LAN_FREN	AA Foreign Language: French	FREN	French	3	1	2	**6**
AA_LAN_GRMN	AA Foreign Language: German	GRMN	German		1	1	**2**
AA_LAN_JAPN	AA Foreign Language: Japanese	JAPN	Japanese		3		**3**
AA_LAN_RUSS	AA Foreign Language: Russian	RUSS	Russian			1	**1**
AA_LAN_SPAN	AA Foreign Language: Spanish	SPAN	Spanish	1	5	5	**11**
AA_LAN_SPNS	AA Foreign Language: Span_NSU	SPNS	Spanish_NSU			1	**1**
AA_LAR_LAFM	AA Liberal Arts: Film Emphasis	LAFM	Film Emphasis	1		2	**3**
AA_LAR_LART	AA Liberal Arts	LART	Liberal Arts	55	68	96	**219**
AA_MUS_MUSC	AA Music	MUSC	Music	1	3	5	**9**
AA_SOC_CRJT	AA Social Science: Cr Justice	CRJT	Criminal Justice	6	21	28	**55**
AA_SOC_HIST	AA Social Science: History	HIST	History	7	4	13	**24**
AA_SOC_HUMN	AA Social Science: Humanities	HUMN	Humanities			1	**1**
AA_SOC_JRMC	AA Social Science: Journalism	JRMC	Journalism/Mass Communications	3	7	6	**16**
AA_SOC_JRPR	AA Social Science: JMC_PR/Ad	JRPR	Journalism: Pub Relations/Adv		1		**1**
AA_SOC_PHIL	AA Social Science: Philosophy	PHIL	Philosophy		1		**1**
AA_SOC_PLGL	AA Social Science: Paralegal	PLGL	Paralegal		3	5	**8**
AA_SOC_POSC	AA Social Science: Pol Sci	POSC	Political Science		3	3	**6**
AA_SOC_PSYC	AA Social Science: Psychology	PSYC	Psychology	29	45	55	**129**
AA_SOC_RELG	AA Social Science: Rel Studies	RELG	Religious Studies			1	**1**
AA_SOC_SOCI	AA Social Science: Sociology	SOCI	Sociology	3	6	7	**16**
AA_THE_THEA	AA: Theatre Arts	THEA	Theatre		3	3	**6**

AAS_ACC_ACAA	AAS Acct Assoc: Acct Spec	ACAA	Accounting Specialist		1	10	**11**
AAS_ACC_ACAS	AAS Accounting Associate	ACAS	Accounting Associate		1		**1**
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	19	3	14	**36**
AAS_AVS_AVMG	AAS Aviation Sci: Management	AVMG	Aviation Management	1	1	1	**3**
AAS_AVS_AVMT	AAS Aviation Sci: Maintenance	AVMT	Aviation Maintenance Tech	3	4	3	**10**
AAS_AVS_AVPP	AAS Aviation Sci: Prof Pilot	AVPP	Professional Pilot	1	2		**3**
AAS_BIO_BIOA	AAS Biotechnology	BIOA	Biotechnology			1	**1**
AAS_BUS_BADC	AAS Busn: Admin Careers	BADC	Administrative Careers	1	1		**2**
AAS_BUS_BHCO	AAS Busn: Healthcare Bus Ops	BHCO	Healthcare Business Operations		1	2	**3**
AAS_BUS_BHGA	AAS Busn: Hospitality Mgmt	BHGA	Hospitality Management	1	2		**3**
AAS_BUS_BUSN	AAS Business	BUSN	Business	3	6	5	**14**
AAS_CHD_CDED	AAS Child Dev: Early Childhood	CDED	Early Childhood			4	**4**
AAS_CHD_CDIR	AAS Child Dev: Center Director	CDIR	Center Director			2	**2**
AAS_CHD_CDIT	AAS Child Dev: Infant Toddler	CDIT	Infant Toddler		1	4	**5**
AAS_CIS_CSBP	AAS IT: Bus Application Pro	CSBP	Business Application Prof		1		**1**
AAS_CIS_CSCC	AAS IT: Cloud Computing	CSCC	Cloud Computing		1		**1**
AAS_CIS_CSIA	AAS CIS: Inf Assur/Forensics	CSIA	Info Assurance/Forensics		1		**1**
AAS_CIS_CSIT	AAS IT: Information Technology	CSIT	Information Technology	2		1	**3**
AAS_CIS_CSMC	AAS IT: Mobile Computing	CSMC	Mobile Computing			1	**1**
AAS_CIS_CSNT	AAS IT: Networking	CSNT	Networking		1	2	**3**
AAS_CIS_CSPR	AAS IT: Programming	CSPR	Programming	2		2	**4**
AAS_CIS_CSSS	AAS IT: Systems Support Tech	CSSS	Systems Support Technician	1	2	4	**7**
AAS_CIS_CSWD	AAS IT: Web Development	CSWD	Web Development			4	**4**
AAS_CIS_CSWM	AAS IT: Website Management	CSWM	Website Management			1	**1**
AAS_CIS_CTPF	AAS CIS: Comp Programming TPF	CTPF	Computer Programming TPF		1		**1**
AAS_DGM_DMAD	AAS Digital Media: Adobe	DMAD	Adobe Master Design Specialist			7	**7**
AAS_DGM_DMPR	AAS Digital Media: Multimedia	DMPR	Multimedia Reporting Spec		1		**1**
AAS_DGM_DMSP	AAS Digital Media: Specialist	DMSP	Digital Media Specialist		2	4	**6**
AAS_DGM_DMWD	AAS Digital Media: Web Design	DMWD	Web Design Specialist		2		**2**
AAS_DHG_DHYG	AAS Dental Hygiene	DHYG	Dental Hygiene			13	**13**
AAS_DRF_DRFT	AAS Drafting/Design Engr Tech	DRFT	Drafting/Design Engr Tech	1	4	5	**10**
AAS_ELE_ELAE	AAS ELET: Alternative Energy	ELAE	Alternative Energy		1		**1**
AAS_ELE_ELBM	AAS ELET: Biomed Equipment	ELBM	Biomedical Equipment Tech	1	1		**2**
AAS_ELE_ELET	AAS Electronics Technology	ELET	Electronics Technology		1	1	**2**
AAS_ELE_ELMF	AAS ELET: Electromech Manuf	ELMF	Electromechanical Manufactrg		1	2	**3**
AAS_ELE_ELNN	AAS ELET: Nanotechnology	ELNN	Nanotechnology		1		**1**

AAS_ELE_ELNV	AAS ELET: U.S. Navy	ELNV	U.S. Navy	1			**1**
AAS_EMT_EMDT	AAS Emergency Medical Tech	EMDT	Emergency Medical Tech	2	2	4	**8**
AAS_EMT_EMPA	AAS FEMS Health Spec/Paramedic	EMPA	Healthcare Spec/EMT-Paramedic		2		**2**
AAS_EMT_EMTB	AAS FEMS Firefighter/EMT Basic	EMTB	Firefighter/EMT-Basic		3	2	**5**
AAS_GRI_GRPH	AAS Graphics/Imaging Tech	GRPH	Graphics/Imaging Technology	3		1	**4**
AAS_HIT_HIMR	AAS Hlth Info Tech Med Records	HIMR	Health Info Tech Med Records	10	1	2	**13**
AAS_HR_HRES	AAS Human Resources	HRES	Human Resources		5	11	**16**
AAS_HSV_HSCS	AAS Human Serv: Comm Serv Mgmt	HSCS	Community Services Mgmt		1		**1**
AAS_HT_HORT	AAS Horticulture Technology	HORT	General Horticulture Tech			2	**2**
AAS_HT_HTLD	AAS Hort Tech: Landscape Des	HTLD	Landscape Design/Construction			1	**1**
AAS_IND_INTD	AAS Interior Design	INTD	Interior Design	1	1	5	**7**
AAS_INT_ITED	AAS Interpreter Education	ITED	Interpreter Education		2		**2**
AAS_ITC_ITIS	AAS IT Converg: Info Security	ITIS	Information Security	1			**1**
AAS_LEN_LENF	AAS Law Enforcement	LENF	Law Enforcement			2	**2**
AAS_MAN_MANU	AAS Manufacturing Engr Tech	MANU	Manufacturing Engineering Tech		1		**1**
AAS_MGT_MGIM	AAS International Management	MGIM	International Management			1	**1**
AAS_MGT_MGIN	AAS Management: Internship	MGIN	Management Internship	1	1		**2**
AAS_MGT_MNGT	AAS Management	MNGT	Management		1	1	**2**
AAS_MKT_MKTG	AAS Marketing	MKTG	Marketing	3	2	13	**18**
AAS_MLT_MLTC	AAS Medical Laboratory Tech	MLTC	Medical Laboratory Technology	12			**12**
AAS_NCM_NCMT	AAS NCMT: Machinist Tech	NCMT	Numerical Ctrl/Machinist Tech	1			**1**
AAS_NUR_NURS	AAS Nursing	NURS	Nursing		67	65	**132**
AAS_OTA_OCTA	AAS Occupational Therapy Asst	OCTA	Occupational Therapy Assistant	3		13	**16**
AAS_PLG_PLEG	AAS Paralegal	PLEG	Paralegal		4	5	**9**
AAS_PRT_PRTA	AAS Process Technology	PRTA	Process Technology	1	1		**2**
AAS_PTA_PTHA	AAS Physical Therapist Assist	PTHA	Physical Therapist Assistant	20	1		**21**
AAS_QCT_QCTT	AAS Quality Control Technology	QCTT	Quality Control Technology			4	**4**
AAS_RAD_RADT	AAS Radiography	RADT	Radiography	5		24	**29**
AAS_RSP_RESP	AAS Respiratory Care	RESP	Respiratory Care	1		20	**21**
AAS_SRG_SRGT	AAS Surgical Technology	SRGT	Surgical Technology			1	**1**
AAS_STG_STGA	AAS Stage Production Tech	STGA	Stage Production Technology		2	1	**3**
AAS_TEC_TECH	AAS Technology	TECH	Technology			1	**1**
AAS_VET_VETT	AAS Veterinary Technology	VETT	Veterinary Technology		1	19	**20**
AS_BIO_BIOT	AS Biotechnology	BIOT	Biotechnology	1	3	1	**5**
AS_BUS_ACCN	AS Business: Accounting_NSU	ACCN	Accounting_NSU	1	1		**2**

AS_BUS_ACCT	AS Business: Accounting	ACCT	Accounting	17	41	45	**103**
AS_BUS_BADM	AS Business: Bus Admin	BADM	Business Administration	49	73	114	**236**
AS_BUS_BALU	AS Business: Business Admin_LU	BALU	Business Administration_LU	1			**1**
AS_BUS_BHGO	AS Business: Hospitality Mgmt	BHGO	Hospitality Management			3	**3**
AS_BUS_BOSU	AS Business: OSU	BOSU	Business: OSU	22	26	18	**66**
AS_BUS_ECON	AS Business: Economics	ECON	Economics	1	1	1	**3**
AS_BUS_HCBO	AS Business: Hlth Care Bus Ops	HCBO	Health Care Business Operation			2	**2**
AS_BUS_MGMT	AS Business: Management	MGMT	Management	9	14	16	**39**
AS_BUS_MIS	AS Business: Mgmt Info Systems	MIS	Management Information Systems		5	11	**16**
AS_BUS_MISO	AS Business: Mgmt Info Sys_OSU	MISO	Management Info Systems_OSU	3	2	3	**8**
AS_CHD_CDCF	AS Child Dev: Child/Family_OSU	CDCF	Child and Family_OSU		1	2	**3**
AS_CHD_CDEN	AS Child Dev: Early Care_NSU	CDEN	Early Care_NSU	1	3	1	**5**
AS_CHD_CDEO	AS Child Dev: Early Care_OSU	CDEO	Early Care_OSU			1	**1**
AS_CHD_ECEO	AS Child Dev: Early Chd Ed_OU	ECEO	Early Childhood Education_OU	6	3	8	**17**
AS_CHD_ECES	AS Child Dev: Early Chd Ed_OSU	ECES	Early Childhood Education_OSU		1	1	**2**
AS_CIS_CISA	AS Computer Info Systems	CISA	Computer Information Systems	1	3	4	**8**
AS_CIS_CSNS	AS Computer Info Systems_NSU	CSNS	Computer Info Systems_NSU	1	2	3	**6**
AS_CIS_CSOS	AS Computer Info Systems_OSU	CSOS	Computer Info Systems_OSU	1	7	6	**14**
AS_EDU_PHED	AS Pre_Education: Physical Edu	PHED	Physical Education		2	2	**4**
AS_EGR_ENCP	AS Computer Engineering	ENCP	Computer Engineering	2	3	3	**8**
AS_EGR_ENEE	AS Electrical Engineering	ENEE	Electrical Engineering	2	6	4	**12**
AS_EGR_ENEL	AS Engineer: Elect Eng Tech	ENEL	Electrical Engineering Tech		1	2	**3**
AS_EGR_ENET	AS Engineer: Electronics Tech	ENET	Electronics Technology			1	**1**
AS_EGR_ENGR	AS Engineering	ENGR	Engineering	2	1	4	**7**
AS_EGR_ENMC	AS Engineering: Mech Engr	ENMC	Mechanical Engineering	10	18	19	**47**
AS_ENT_EDST	AS Enter Devel: Gen Studies	EDST	Enter Devel General Studies AS	1	4	6	**11**
AS_ENV_ENVS	AS Environ Sci/Nat Resources	ENVS	Environ Sci/Natural Resources	1	1	1	**3**
AS_FERS_FEMT	AS FEMS Firefighter/EMT Basic	FEMT	Firefighter/EMT Basic		1		**1**
AS_FERS_FERS	AS Fire/Emergency Services	FERS	Fire/Emergency Services	1	1	3	**5**
AS_HHP_HHPF	AS Health/Human Performance	HHPF	Health and Human Performance	1	2	3	**6**
AS_HHP_HHPS	AS Health/Human Perform_OSU	HHPS	Health/Human Performance_OSU		5	2	**7**
AS_HSC_PRNU	AS Health Sciences: PreNursing	PRNU	Health Sciences Pre_Nursing	32	61	86	**179**
AS_HSV_HSCF	AS Human Serv: Chld/Fam Svcs	HSCF	Child and Family Services	2	1	1	**4**
AS_HSV_HSSW	AS Human Serv: PreSocial Work	HSSW	Pre_Social Work	9	7	13	**29**
AS_HSV_HSTR	AS Human Serv: Therapeutic Rec	HSTR	Therapeutic Recreation			1	**1**

AS_INB_INBU	AS International Business	INBU	International Business	4	2	4	**10**
AS_MKT_MKAD	AS Mktg: Merchandising	MKAD	Merchandising		1		**1**
AS_MKT_MKOS	AS Mktg: Marketing_OSU	MKOS	Marketing_OSU	3			**3**
AS_MKT_MKTS	AS Marketing	MKTS	Marketing	1	6	8	**15**
AS_MTH_MATH	AS Mathematics	MATH	Mathematics	3	8	17	**28**
AS_NSC_NUDT	AS Nutr Sci: Dietetics	NUDT	Dietetics	2	2	2	**6**
AS_NSC_NUDX	AS Nutr Sci: Diet/Exercise	NUDX	Dietetics and Excercise	1	1	1	**3**
AS_NSC_NUTR	AS Nutr Sci: Nutrition/Exer	NUTR	Nutrition and Exercise	1			**1**
AS_PPH_PPHM	AS Pre_Pharmacy	PPHM	Pre_Pharmacy	1	5	13	**19**
AS_PRE_PPDE	AS Pre_Prof Sci: Dentistry	PPDE	Pre-Dentistry	2	2	1	**5**
AS_PRE_PPMD	AS Pre_Prof Sci: Medicine	PPMD	Pre-Medicine	4	10	13	**27**
AS_PRE_PPOP	AS Pre_Prof Sci: Optometry	PPOP	Pre-Optometry			1	**1**
AS_PRE_PPVM	AS Pre_Prof Sci: Vet Medicine	PPVM	Pre-Veterinary Medicine	2	1	3	**6**
AS_QCT_QCTA	AS Quality Control_NSU	QCTA	Quality Control_NSU	1	1	1	**3**
AS_SCI_BIOL	AS Biology	BIOL	Biology	8	19	30	**57**
AS_SCI_CHEM	AS Chemistry	CHEM	Chemistry	3	3	7	**13**
AS_SCI_GEOG	AS Geography	GEOG	Geography		1	1	**2**
AS_SCI_GEOL	AS Geology	GEOL	Geology	2	1	3	**6**
AS_SCI_HTOS	AS Horticulture	HTOS	Horticulture		2	2	**4**
AS_SCI_PHYS	AS Physics	PHYS	Physics	3	5	9	**17**
CER_ACC_AAST	CER Accounting Assistant	AAST	Accounting Assistant		2	4	**6**
CER_ACC_ACPA	CER Acct: Payroll Admin Spec	ACPA	Payroll Administration Spec	1		5	**6**
CER_ACC_ACSA	CER Acct: Acct Software Spec	ACSA	Accounting Software Specialist			1	**1**
CER_ACC_ACSP	CER Acct: Acct Specialist	ACSP	Accounting Specialist			3	**3**
CER_BHC_BHCC	CER Business: Health Care Ops	BHCC	Business Health Care Operation		1		**1**
CER_BIO_BIOC	CER Biotechnology	BIOC	Biotechnology			2	**2**
CER_CHD_CDAC	CER Child Dev: Cred Prep_CDA	CDAC	Child Dev Credential Prep_CDA	2	6	24	**32**
CER_CHD_CDCM	CER Child Dev: Cert of Mastery	CDCM	Child Dvlp: Cert of Mastery	9	12	26	**47**
CER_CHD_CDIM	CER Child Dev: Inf/Tod Mastery	CDIM	Infant/Toddler Cert Mastery			5	**5**
CER_CIS_BCUC	CER IT: Business Computer User	BCUC	Business Computer User	18	1	18	**37**
CER_CIS_CSBS	CER IT: Business Appl Spec	CSBS	Business Appl Specialist		1		**1**
CER_CIS_CSMB	CER IT: Mobile Computing	CSMB	Mobile Computing Development			1	**1**
CER_CIS_CSUS	CER IT: Computer User	CSUS	Computer User			3	**3**
CER_DGM_DMAC	CER Digital Media: Adobe	DMAC	Adobe Master Design Specialist			2	**2**
CER_DGM_DMBC	CER Digital Media: Broadcst Pr	DMBC	Broadcast Prod Specialist	1			**1**
CER_DRF_DRCA	CER Draft/Des Egr: Comp Aided	DRCA	Computer Aided Design	3	1	3	**7**
CER_ELE_ELAC	CER ELET: Alternative Energy	ELAC	Electr Tech Alternative Energy		1	2	**3**

CER_ELE_ELBC	CER Electronics Tech: Biomed	ELBC	Biomedical Equipment Tech	1		1	**2**
CER_ELE_ELEC	CER Electronics Technology	ELEC	Electronics Technology		2	7	**9**
CER_FER_EMTC	CER FEMS Firefighter/EMT Basic	EMTC	Firefighter/EMT-Basic		4		**4**
CER_FER_FERC	CER Fire/Emergency Services	FERC	Fire/Emergency Services		2		**2**
CER_GIS_GIS	CER Geographic Info Systems	GIS	Geographic Info Systems		4	5	**9**
CER_HGO_HGEM	CER Hosp Mgmt: Event Mgmt	HGEM	Event Management	7	1	3	**11**
CER_HGO_HGOC	CER HGO: Casino Gaming Mgmt	HGOC	Casino Gaming Management	1	2	1	**4**
CER_HGO_HGOH	CER HGO: Hotel Management	HGOH	Hotel Management	1	1	2	**4**
CER_HGO_HGOR	CER HGO: Restaurant Management	HGOR	Restaurant Management	4		1	**5**
CER_HIT_HICR	CER Hlth Inf Tech Coding Reimb	HICR	Coding Reimbursement	11	3	1	**15**
CER_HR_HRCE	CER Human Resources	HRCE	Human Resources	1	2	2	**5**
CER_HT_HORC	CER Horticulture Technology	HORC	Horticulture Technology			1	**1**
CER_HT_HTLS	CER Hort Tech: Landscape Spec	HTLS	Landscape Specialist	9		1	**10**
CER_IND_INDC	CER Interior Design	INDC	Interior Design	1		1	**2**
CER_INT_INTC	CER Interpreter Education	INTC	Interpreter Education		3		**3**
CER_LAN_CHNC	CER Int Lang Studies: Chinese	CHNC	Chinese			1	**1**
CER_LAN_FREC	CER Int Lang Studies: French	FREC	French	2	1	1	**4**
CER_LAN_JPNC	CER Int Lang Studies: Japanese	JPNC	Japanese			1	**1**
CER_LAN_RUSC	CER Int Lang Studies: Russian	RUSC	Russian			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	5		4	**9**
CER_LAN_SPNT	CER Int Lang Studies: Spa Trns	SPNT	Spanish Translating Skills			3	**3**
CER_MDA_MDCA	CER Medical Assistant	MDCA	Medical Assistant	6		1	**7**
CER_MDA_MDTR	CER Med Asst: Transcription	MDTR	Med Assistant: Transcription	1		1	**2**
CER_MGT_MGTL	CER Management Leadership	MGTL	Management Leadership			1	**1**
CER_MKT_MKCS	CER Marketing: Customer Serv	MKCS	Customer Service	1	1		**2**
CER_MKT_MKEC	CER Marketing: E_Business	MKEC	E_Business	1			**1**
CER_MLT_MLTP	CER Med Lab Tech: Phlebotomy	MLTP	Med Lab Tech: Phlebotomy	1	14	19	**34**
CER_PCT_PCTC	CER Patient Care Technician	PCTC	Patient Care Technician	1	19	11	**31**
CER_PHT_PHTC	CER Pharmacy Technology	PHTC	Pharmacy Technology	2	10	19	**31**
CER_QCT_QCTC	CER Quality Control Technology	QCTC	Quality Control Technology	2			**2**
Total				**579**	**870**	**1,351**	**2,800**

Source: OSRHE Unitized Data System and TCC's Operational Data Store, 8/21/13.

Analyses and Findings

III-2. What were the analyses and findings from the 2012-13 program outcomes assessment?

Program and discipline faculty design, administer, and interpret assessment activities, with assistance provided as needed by the Dean of Academic Assessment or the Planning and Institutional Research department. The range of results is indicated by the following examples:

- **Principles of Fire and Emergency Services Safety and Survival (FEMS 1523)**
  Students in FEMS 1523 must provide a Certificate showing the successful passing of the national exam for the US Department of Homeland Security's National Incident Management Systems Course (NIMS 100), and must also answer similar faculty-developed questions on the College's internal examination for the course. The result was that 100% of students passed the National Exam and the Internal Exam.

- **Pharmacy Technician (PHMT) Program**
  The assessment tool was the State Board of Pharmacy National Certification Exam. Tests were given four times during the semester, and modules completed during clinical hours. The results were 81% of the Pharmacy Technology students who sat for the licensure examination passed on the first attempt (goal was 90% upon first attempt). Accounting for subsequent attempts, this rose to 93% of students (51 of 55) passing the Pharmacy Technician Certification exam.

- **Medical Assistant (MDAS) Program**
  The assessment was an evaluation from area externship coordinators. The results were 100% of TCC MA students (5 of 5) were scored by at entry level on the clinical performance instrument by the conclusion of the externship (goal was 70%).

Other Assessment Plans

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

Acting under the TCC student learning outcomes assessment plan, faculty use assessment results to develop and propose actions aimed at improving student learning, through one of several possible routes, namely: review of course plans by the Curriculum Committee; faculty instructional changes; action by the Academic Council for inter-divisional changes or some other response to be specified.

The range of results and improvement plans is indicated by the following examples:

- **Prerequisite change: Financial Accounting (ACCT 2213)**
  The faculty-developed assessment activity consisted of 20 exam questions, covering the following outcomes: 1) explain accounts, journals, and ledgers as they relate to recording transactions; 2) define debits, credits and normal account balances; 3) use

double entry accounting; 4) list the steps of the transaction recording process; and, 5) journalize and post sample transactions to the ledger. Following presentation of the material and repeated applications through the semester, students completed the assessment activity. After review of the results, the accounting faculty recommended to the Curriculum Committee a prerequisite change for ACCT 2213, specifically, a requirement for an ACT Math score of 19, an ACT English score of 19, and an ACT Reading score of 19. The prerequisites can also be satisfied by completion of ACCT 1003 with a grade of C or better.

- **Update program to reflect national standards: Principles of Fire and Emergency Services Safety and Survival (FEMS 1523)**
  Students enrolled in FEMS 1523 must provide a Certificate showing the successful passing of the national exam for the US Department of Homeland Security's National Incident Management Systems Course 100 (NIMS 100), and must answer similar faculty-developed questions on the College's internal examination for the course. The faculty recommended that the College continue to use the National Fire Academy Model Fire Science Program Curriculum to prepare FESR students for employment in the fire service. The faculty also suggested an update to the FESR Program to reflect changes at the national level for implementation in fall 2012. Finally, the faculty proposed changing the name of the FESR Program to FEMS (Fire and Emergency Medical Services) to reflect a more accurate description of the program. The multiple change requests were approved for Fall 2012 by TCC and OSRHE.

- **Refine program curriculum: Pharmacy Technician (PHMT) Program**
  Assessment tool was the State Board of Pharmacy National Certification Exam. Tests were given four times during the semester, and modules completed during clinical hours. Only 81% of the Pharmacy Technology students who sat for the licensure examination passed on the first attempt. The faculty goal was 90% upon first attempt. The faculty then incorporated more drug information exercises into the curriculum and raised the level of testing within the program. Because Pharmacy Technology students cover a large amount of information in a sixteen week term, faculty are also examining the possibility of providing complimentary instruction approaches to help students recall more relevant information.

In addition to these assessment results, the results of the Exit Survey and the Community College Survey of Student Engagement (*CCSSE*, both to be discussed below, Section IV) will be shared and discussed with College faculty, staff, and administrators to determine if any changes to curricula or student services are warranted based on the findings.

Section IV – Student Satisfaction

Administration of Assessment

IV-1. How were the students selected?

In spring 2013, Tulsa Community College participated in the Community College Survey of Student Engagement (*CCSSE*), a national survey focusing on teaching, learning, and retention in community colleges. The *CCSSE* was administered in over 100 classes that were randomly selected to ensure a representative sample and to preserve the integrity of the survey results. A total of 1,063 students (adjusted count) completed the survey; this was 89% of the target of 1,200 students. The *CCSSE* included 145 standard survey items assessing various forms of engagement, and 15 custom items for TCC from Deans of Student Services, Associate Deans, and the members of the Learning Effectiveness Sub-Council (LESC). Surveys were administered to in-person classes on each of TCC's four campuses. Deans of Student Services managed the on-campus survey administration.

In addition, the Planning and Institutional Research department mailed an annual survey to all students who completed a certificate or degree program in the prior academic year. During the academic year 2011-12, TCC conferred degrees and/or certificates on 2,456 individuals. These alumni exit surveys were mailed to all 2,456 graduates. Of the delivered surveys, 274 were returned completed, yielding an 11% response rate.

IV-2. What were the analyses and findings from the 2012-13 student satisfaction assessment?

On the *CCSSE*, students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. The majority, 68% indicated that transferring to a 4-year college or university is a primary goal, while 18% indicated this as a secondary goal. 88% indicated that obtaining a degree or certificate is a primary goal, while 41% indicated this is a secondary goal. Additionally, 39% indicated that obtaining or updating job-related skills is a primary goal, while 36% indicated that self-improvement/personal enjoyment is a primary goal. 30% said changing careers was a primary goal. Benchmarks are groups of conceptually related items that address key areas of student engagement. *CCSSE*'s five benchmarks denote areas that educational research has shown to be important in quality educational practice.

The five benchmarks of effective educational practice are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. (Note: Each individual benchmark score was computed by averaging the scores on survey items that make up that benchmark; benchmark scores are standardized so that the mean—the average of all participating students—always is 50 and the standard deviation is 25.) TCC's means for Active and Collaborative Learning (M = 47.6), Student-Faculty Interaction (M = 47.8), and Support for Learners (M = 46.3) were significantly lower than 50. All differences between part-time and full-time students on the five benchmark scores were statistically significant. Student Effort (M = 56.3) and Academic Challenge (M = 56.2) scores for full-time students were higher than full-time students' means (54.6 and 55.0, respectively).

The Alumni Exit survey measured the general satisfaction that alumni had with their educational experiences while at TCC. One measure of a student's general satisfaction is the extent to which he/she would attend the same school again if given the opportunity. Of those who responded to this item, 98% indicated that they would be at least somewhat likely to attend TCC again, with 76% indicating that they would very likely make the same choice. These results are tabulated below.

How likely would you be to return to TCC?	*N (%)*
Not at all likely	*6 (2.4%)*
Somewhat likely	*23 (9.0%)*
Moderately likely	*33 (12.9%)*
Very likely	*193 (75.7%)*
Total	*255 (100.0%)*

When asked to rate how well TCC had prepared them to continue their education, of those who responded, 29% reported that they were prepared exceptionally well by TCC. An additional 56% indicated that they were adequately to more than adequately prepared. These results are tabulated below.

Preparation by TCC	*N (%)*
Very Poorly	*4 (1.5%)*
Less than adequate	*9 (3.4%)*
Adequate	*82 (31.3%)*
More than adequate	*65 (24.8%)*
Exceptionally well	*76 (29.0%)*
Unable to judge	*26 (9.9%)*
Total	*262 (100.0%)*

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

The results from these assessment and survey tools can assist in improving course completion rates, as well as the rate of student persistence to the completion of their educational goals. Identifying what TCC students do in and out of the classroom, knowing their goals, and understanding their external responsibilities can help TCC create an environment that can enhance student learning, development, and retention. These results can be used by individual offices (e.g., President's Cabinet, Associate Deans, Deans, Provosts) to help gauge educational objectives and track the success of educational outcomes of current students and graduates of Tulsa Community College. These tools provide feedback on a variety of dimensions that are related to successful implementation of program outcomes that are directly or indirectly related to the educational experiences at TCC.